Special Education In The Future: A Maternal Perspective

Veronika Danet, Neyra Dianderas[1] , Jaime-Agustín, Sánchez-Ortega[2] , Lida Violeta, Asencios Trujillo[3] , Luis Alberto, Núñez Lira (corresponsal)[4]

[1]*Universidad César Vallejo , vneyra@ucvvirtual.edu.pe, https://orcid.org/0000-0001-8279-7671*
[2]*Universidad Nolbert Wiener , jaime.sanchezo@uwiener.edu.pe, https://orcid.org/0000-0002-2916-7213*
[3]*Universidad Enrique Guzmán y Valle, Perú, lasenciost@une.edu.pe. , https://orcid.org/0000-0001-8834-8084*
[4]*Universidad Nacional Mayor de San Marcos, lnunezl@unmsm.edu.pe , https://orcid.org/0000-0003-3542-9117*

Summary:

The future will always be uncertain, but projections can be generated based on what is currently known. The advance of technology for education envisions new dynamics in the formation of students and has generated changes in the roles of all the vectors involved in the education of the future. In the population of students with special educational needs, there is a maternal and essential vector that favors their academic achievements, and it is the mothers who express their hopes in their children in order to seek their personal development and in their community. The objective of this study was to describe and interpret the academic expectations of mothers of students with severe disabilities in Special Education. The method used was analytical, inductive and interpretative-descriptive of phenomenological and hermeneutic design through in-depth interview. The results obtained indicate four categories: knowledge about Special Education, perspectives on future education, social environment and recommendations for future Special Education. As conclusions, there is a discrepancy between the opinions of professionals and mothers regarding the education of their children, however, they recognize the function of Special Education and the role of professionals, maintaining an idealized expectation causing disagreement between what was obtained and what was intended, both academically and socially. These findings invite us to develop new models of pedagogical intervention where maternal expectations are included in the curriculum.

Keywords: Special education; learning; intellectual disability; inclusive education; virtual learning (ERIC TESAURO https://eric.ed.gov/)

1. Introduction

This topic is treated from the phenomenology paradigm, as it is a purely descriptive discipline that focuses on methodological reflection in the light of experiences, internal experiences and perceptions, allowing us to provide knowledge about academic expectations from the maternal consciousness through communicative interaction in pure essence. From Hurssel's phenomenology (1962), the expectation allows us to reflect on the awareness of our own experiences and for Shunk (1997), expectations are beliefs, longings or opinions of a person about possible results of their actions, they are formed based on previous experiences or by observation. Therefore, at school and at home, mothers of children with disabilities interact with the development of their children's learning, analyzing experiences, fostering desires for their future. Collecting

these opinions will allow us to reflect on reality and seek improvements.

In addition, Bandura and Walters (1990), with the social cognitive theory, affirms that a social variable for the learning process are mothers as models for learning (Figure 1). The maternal influence for the development of learning goes directly to improve the quality of life, without leaving aside the biological, chemical, genetic and cognitive factors inherent to any clinical condition.

On the other hand, the United Nations (2020), describes that during the covid-19 pandemic, a delay in the learning of children with or without disabilities has been evidenced worldwide. In Spain, the education sector was alarmed about the great abandonment of special education by the State violating the right of people with disabilities (Martín and Iglesias, 2018), generating controversy among mothers and teachers about the future of special education, focusing on issues such as, teachers are not prepared to serve children with special educational needs and institutions do not have the tools to eliminate access barriers (Herrera, 2020), considering the existence of high levels of inequality due to factors specific to the diversity of its population that the education system fails to cover (Romero-Sánchez, et al. , 2020)

During the coronavirus pandemic, virtual education served to continue with the development of learning, but this remote intervention stopped learning considerably, not only due to the characteristics of children with disabilities but also due to lack of knowledge in the use of virtuality, inequality in access to the Internet, social condition and economic imbalance that was reflected throughout Latin America (Jaramillo, 2020). In the report presented by UNICEF by Seusan and Maradiegue (2020), it identified that only Cuba generated policies to support the educational needs of students with disabilities through virtual environments.

This whole situation has generated a change in the outlook of mothers about what to expect for the academic future of their children.

Therefore, given the effects of the pandemic in the educational sector, the vulnerability of the disabled, the mother as the main educational actor and the negative relationship between the lack of sociability and the development of learning, it is necessary to ask ourselves: What is expected from special education for children with disabilities, from a maternal perspective?

1.1. The future of education.

Garnerd (2012), mentioned that education is too important to just leave it in the hands of the relevant ministry or any group without the family assuming a role, in addition, it is still based on the cognitive skills of students and achievements in reading, mathematics and science competencies, seeking that their abilities respond to the demands of the world obviating diversity and the great technological gap. (Centro Nacional de Planeamiento Estratégico [CEPLAN] 2014)), when evaluation is evidently formative and is aimed at identifying aspects to be improved in the learning process (Serrano, 2002).

In addition, children learn through constant interaction with the environment, our knowledge consists of perceptions that enter through the senses and are integrated into us, being built objectively and actively to educate us (Popper, 1982), and practically the infant from birth is designed to learn (Calvo, 2017). The environment teaches him to be, to do, to know and to live together, which will be reflected in the future as a productive citizen for society (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2015).

Education for the future needs to rescue values as a guarantee for an equitable world, contextualized to its immediate reality,

recognizing diversity and the need to learn in order to be productive (Morin, 1999), even if there is a disability or their cognitive functions do not allow them to respond to the demands of a highly competitive world.

1.2. Mothers in the Face of Disability

A student's mother does not act out of adaptation to the requirements of other mothers; her motivation will be driven by values and her self-rating (Schunk, 2012). These internal motivations are responses to the expectations they have for their children and their learning. Expectations that may change according to the success they have achieved in previous academic years or according to how they perceive themselves to achieve some school activities (Bandura, 1977).

In addition, the mother influences learning, this learning occurs actively and it is precisely at home where some or all of the academic expectations that a mother might have when she assumes the greatest weight in the educational formation of her child will be transformed (Shunk, 2012). If effective academic expectations are added to this, learning is increased due to the close relationship between expectations and academic performance (Bandura, 1977), however, some mothers may have magical thinking expecting a direct effect between the change in the environment and academic development (Gil-del-Pino and García-Segura, 2019).

On the other hand, Ortiz García (2020), reveals that mothers who go through the experience of having a child with special educational needs, demand effort, dedication and it becomes a personal challenge that they assume with optimism for the welfare of their children, also Gómez et al. (2019), mentioned that mothers prioritize the integral and social growth of their offspring over the academic and this would improve if they trust more in the abilities of their children.

1.3 Social Environment

Bandura and Walters (1990), in their social cognitive theory tell us about the social variables for all learning processes such as; the family, teachers, and the social interrelation with the community, in this sense, Gómez et al. (2019), warns that many of the social experiences for the learning process of children with educational needs is to face school bullying and the scarce social support from teachers.

In families there is still evidence of a patriarchal position in relation to children with disabilities, where the mother assumes the greatest responsibility (Bóo et al., 2021), and in the family environment negative attention and inappropriate comments can be perceived in the face of curiosity to identify what happened or who is responsible for the condition, even generating indifference (Ortiz García, 2020). There is a tendency to infantilize children with disabilities (Gutiérrez-Recacha and Martorell-Cafranga, 2011), maintaining the mistaken thought that they do not grow in other aspects such as social or other not necessarily academic learning (See Figure 1).
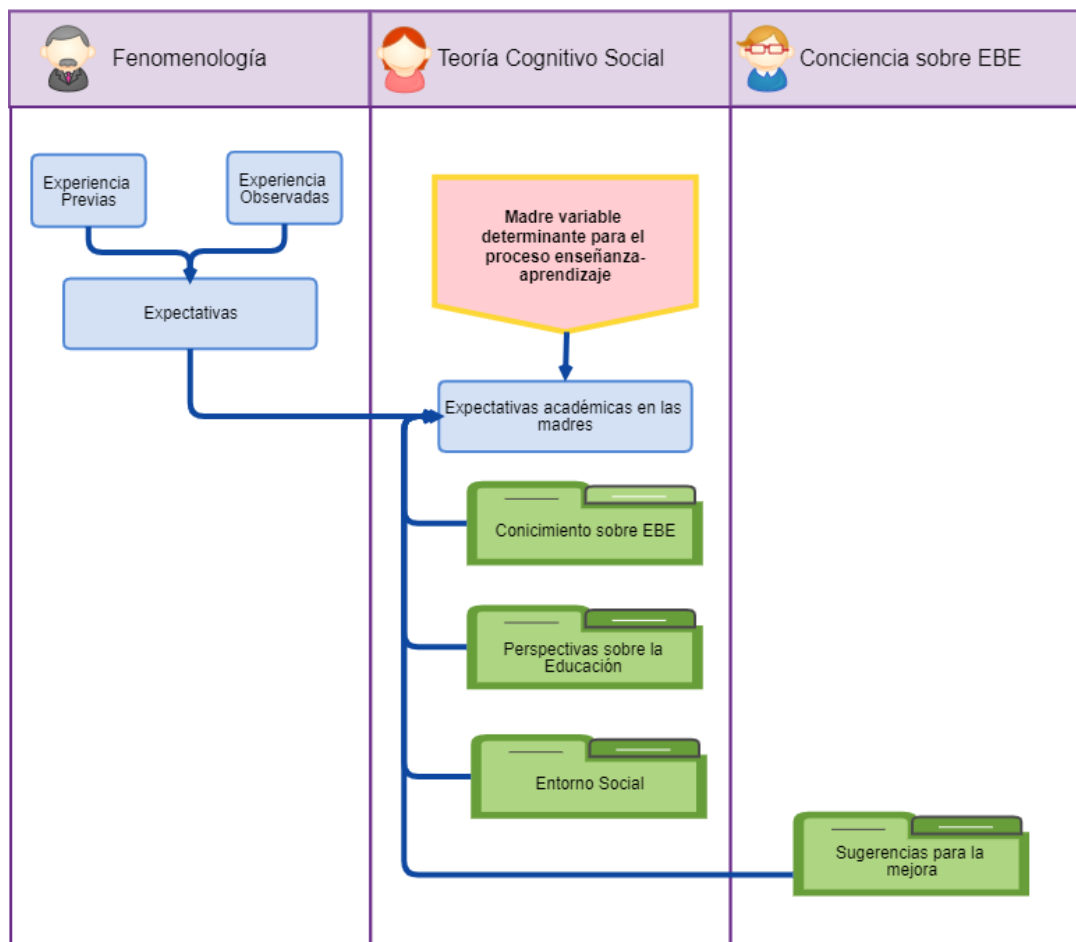
Figure 1. Graphical representation of the theoretical studies

1.4. Virtuality for Special Education in the Future

The current health emergency has brought to light emotional and attitudinal readjustments of mothers towards school and the academic goals they had. They expect support, to be included in educational plans and given opportunities to include their children with respect (Villegas et al., 2014). Mothers' expectations, around the implementation of technology for learning from the teachers' perspective points to social success. The fact of using a computer like all students supposes in the mother a social achievement more than an academic one (Rioseco, 2015).

Currently, many mothers, are at home combining their maternal and professional duties, increasing the level of daily frustration affecting academic expectations, in addition they do not have the didactic and methodological skills to meet the academic needs of their children in virtual environments (Bóo et al., 2021), added to their perception of poor academic support (Gómez et al., 2019).

Likewise, virtual environments for students with disabilities offer very ambiguous information, which makes it difficult to recognize reality, process or create new information, and if they receive medication it can reduce their attention span, concentration, verbal and nonverbal comprehension (Rodrigo and Tabuenca, 2020). On the other hand, García-Guzmán (2006), states that associations of children with special educational needs see a great advantage in the use of technology for learning in their children; however, Gutiérrez-Recacha and Martorell-Cafranga (2011), observed that the people surrounding

a person with a disability may have a certain level of distrust for them to use technology.

2. Method

This article is the result of a qualitative approach research, exploratory level, with an inductive and interpretative method typical of the naturalistic paradigm. The design was phenomenological-hermeneutic because it provided us with a description of the participants' experiences (Hernández, 2014 p. 494).

2.1. Context

The study was conducted by selecting mothers of children enrolled in a special education center in Metropolitan Lima during the first semester of 2021. Of 22,370 students with disabilities enrolled in all of Peru, 37.5% are in Lima.

During the 2020 academic period, the COVID 19 pandemic period, the student population failed to meet their academic needs despite having received school support, and both mothers and professionals reported an increase in behavioral problems in students, poor connection and school dropout due to physical or mental health.

2.2. Participants

The volunteer participants were seven mothers of students with certified disabilities. Of the seven mothers; one had three children with disabilities; two mothers, two children with disabilities; and four had only one child with disabilities. The following diagnoses were recorded; Cerebral Palsy, Autism Spectrum Disorder, Congenital Metabolic Syndrome, Refractory Epilepsy and Intellectual Disability, the degrees of severity varying from moderate to severe. All seven mothers are knowledgeable about their children's condition, most of them work independently from home. The mothers ranged in age from 25 to 50 years old. All asserted their right to anonymity for themselves and their children.

2.3. Design

Hernandez et. al. (2014; 2018), founds that when we are going to interpret and describe the experiences of the participants, we are conducting a phenomenological approach with a qualitative approach. The technique was in-depth interviews and the participation of the sample was voluntary with the corresponding consents to be audio and video recorded over a period of three months. The duration of each interview was between 60 and 90 minutes. The script used for the interview was elaborated by reviewing various bibliographic sources and the participation of seven professionals with experience in Special Education. The analysis of results was that of textual content in order to arrive at a triangulation of the data between the bibliographic review, the information from the professionals and the mothers.

2.4. Procedure

We began by identifying the paradigm to be used to structure and understand our study problem. We continued with the search for theoretical sources that help us to develop a frame of reference such as the learning theories of Schunk and Dávila Martínez (1997), the social learning and self-efficacy theory of Bandura (1971; 1977), and the appropriate techniques for qualitative research in virtual environments were identified (López, 2006). After reviewing the referential framework, the opinion of seven professionals with experience in Special Education on the categorical assumptions was requested in order to determine the final categories and indicators. Then a script was developed, which was validated by five experts following the validation model for qualitative research instruments by Costa and Sánchez-Gómez (2017).

The criteria for the selection of the professions were: participation in the academic orientation to mothers,

professional trajectory of at least 10 years, having an interview with the mothers of the students at least twice a week and having at least one postgraduate study. Three categories were validated from this meeting; Knowledge about Special Education, Perspective on Education, Social Environment and Recommendations to the special education center (table 1).

Subsequently, data were collected by interviewing the seven mothers by Zoom. Each interview was recorded and transcribed into text, and the foreground and background coding was done by applying a manual analysis in the Excel program. To preserve anonymity, the professionals were given the code "P0" and the mothers were given the code "M0" and a correlative number was assigned.

Table 1. Categorization of Special Education in the Future: Maternal Perspective

Categorías	Indicadores	Preguntas
Knowledge about Special Basic Education.	Conocimiento sobre el objetivo de un Centro de Educación Básica Especial.	Do you know the objective of Special Education Centers?
	Knowledge about severe disability.	What does Severe Disability mean to you?
	Knowledge about the role of the teacher.	In your opinion, what is the role of the teaching staff in a Special Education Center?
Perspective on future education.	Perspective on teaching	How do you feel about your child's education?
	Long-term achievement expectations.	What do you dream or hope for your child to achieve when he/she finishes school?
	Motivation based on your academic expectations.	Do you feel you are self-sufficient in accomplishing a task after it is explained to you? How do you rate your own performance when you help your child accomplish a task? What do you think after giving your all and not getting the expected results?
Social Environment.	Family reference about disability and education.	In your opinion, what is your family's perception of your child's condition and education?
	Mother's perception of disability in the community. .	How do you think your community perceives children with disabilities?
Recommendations for Future	Mejoras a la Educación Especial.	What would you improve in Special Education?

Special Education	Recommendations to the staff of the Special Education Center.	What would you suggest to the teacher in your Special Education Center?

3.   Results

3.1. Knowledge about special education

From the opinion of the professionals interviewed, it is clear that mothers do not know about the purpose of schools for children with disabilities, have high expectations, ignore the real condition of their children and do not know the role of the special education teacher.

...parents think that they are going to learn things like in regular education, (talking, adding, subtracting, reading, etc.) and then when they see that it is not the same they get frustrated, they see that the teacher teaches things from everyday life (P03)

...even though parents know that they are in a special school, they have high expectations of the professionals, they do not identify what they are going to be taught (P07)

...they want their children to be included in regular education without realizing that the pace of learning is slow and the condition (P01)

...expect them to learn to read, write, add and subtract or at least to differentiate numbers and letters ignoring the condition (P05)

Some conceptualizations about special education were gathered from the mothers interviewed, including the idea of: a search for independence and some knowledge of the teacher's role.

...I didn't know about special education, they explained to me that they teach them to be independent (M01).

...they help them to integrate into society as well as possible. (M02)

...is to integrate the children and those who are there will help them to be able to do things normally in their lives (M03).

...for the first time I heard about Special Education when a mom recommended it to me...teachers teach them to be independent (M04)

...in Special Education they teach them things about daily life (M05)

...it was difficult, I didn't know about disability and school (M07)

The belief of teaching students to be independent, seeking normality to do everyday things, is maintained even knowing that they are students with disabilities attending a Special School, which implies significant cognitive and/or motor impairment. For mothers, the beginning of schooling already integrates a longing and leaves a responsibility to the institution that often will not be fully completed, and it is advisable a period of adaptation not only for the student but also for the family (Amar, 2022), but we must add that it is the educational institution that ensures the safe entry of the student to society and for that it will be necessary to identify environmental, communicative, physical and pedagogical obstacles to develop a support system for the student and his family (Alexandrovna et al., 2020). This perspective of support and accompaniment is held by some mothers:

...teachers have the function of teaching them to know their resources and to support them in their independence (M01)

...the teacher has been a guide and helped me to help my child do the school activities (M02)

...I can feel frustrated but the teacher was there to motivate me (M07)

On the other hand, all mothers define the term Severe Disability according to clinical conceptualizations, recognizing that there are deficits in social, occupational and other important areas as cited by the American Psychiatric Association (2014) and also present restrictions, deficiencies or limitations in active participation according to what is argued by the World Health Organization (2001)

...I know that Severe Disability is a person who is unable to care for him/herself (M01)

...the Severe Disability does not allow him/her to develop and needs support to fulfill his/her basic functions (M02)

...to me, someone with a Severe Disability is someone who cannot do things on their own (M03)

...Severe Disability limits them from doing things and they need to be helped perennially (M04)

...Severe Disability is the person who needs help bathing, getting around, etc. (M06)

Although most mothers adequately define the term, they have only had an approach to these concepts and the educational environment of Special Education after the confirmed diagnosis and that is where health professionals assume a leading role in deciding the educational and social future of the infant involving various services and institutions which are generally very distant and not at all articulated; which increases the stress before starting the enrollment going through stages of discrimination and in many cases exclusion (Zanetti et al., 2019).

In addition, the immediate response to diversity is to go to special centers because it is conceptualized as abnormality or deviation and, in a special educational institution, the desired independence must be sought having as a reference what is known as normality (Gutiérrez-Saldivia and Rivera Gutiérrez, 2020).

3.2. Perspective on future education

Many of them feel frustration for not achieving their own goals or for the fact of having to devise strategies for their children to learn well; however, despite this feeling of frustration, they feel strong and creative for such a task, they also claim that they need more support, they feel tired, they are self-demanding and realistic about their children's learning without losing hope that they will achieve more formal learning such as reading and writing.

...I try to teach him, but I lack organization (...) sometimes I do well and sometimes I don't and that frustrates me (...) I would like him to learn to read, to socialize (...) (M01)

...it has been difficult to follow the instructions, more so from the psychologist (...) I look for all the tools and follow the instructions and although they congratulate me, for me it is frustrating to see that he does not learn despite my efforts (M02).

... I would like her to speak and stand up for herself (M03).

Everything is the same for everyone and they don't consider their age (...) we are worried about their future, that's why we want them to be more independent (M04)

...the teacher does not adapt anything to me, I look for strategies, I am in charge of their education, I see the results and it motivates me (...) there are three children with disabilities who study, but I am tired, I ask for help (M05).

I am at zero (...) I want my son to learn to read, to add, to subtract and to realize the good and the bad (...) I have to find ways to make him work (...) I have had a lot of strength and to be demanding with myself (M06).

The feeling of frustration is understandable, in this regard, Gil-del-Pino and García-Segura (2019) mentioned to us that, in homeschooling, academic expectations are transformed but the emotional factor provided by the mother favors in the learning of students with or without disabilities. Therefore, the emotional support generated from schools to families and their students is relevant if we want to generate positive changes in their future learning. In countries with higher per capita income, socioemotional skills are valued more than cognitive skills (CEPLAN, 2015).

On the other hand, we collected the opinion of professionals on the expectations that mothers have for the educational future of their children, showing that they know their desire for independence, academic learning and the need for face-to-face education.

They expect their children to be independent, to be able to fend for themselves or to be able to communicate in one way or another (P01).

They expect them to be able to speak or communicate, to be able to achieve some kind of independence and to learn basic things (P04).

...that they will be able to eat, speak, pronounce and write (P06).

In addition, the perception of some mothers regarding the dedication they put into their child's school development is linked to the idea of not achieving more progress because they reached an evolutionary ceiling (Zanetti et al., 2019), with more dedication being noted if the child is small

Mothers, when the child is young are very committed and then when they do not get the expected results, they are not (P06).

Unfortunately, many mothers, when they see that the results are not what they expect and they grow older, stop reinforcing, thus limiting the child's development (P03)

In addition to the above, the professionals evidenced the feeling of frustration in the mothers when they see that their children do not meet their academic expectations due to the condition they present, which implies restrictions that significantly change the life of the family, exposing the high degree of vulnerability in terms of social aspects (Pankova et al., 2020), diminishing their mental health.

They want their children to be included in regular education, without realizing that the pace of learning is slow and will not keep pace with their peers, which will generate frustration in them (P01).

There is a feeling of frustration when they see that they are not getting what they expected (P07).

3.3. Social Environment

The first social link for an infant is the mother, then family relationships are generated with the main nucleus, but then this small social circle extends outside the home and, although protective measures can be generated for children with disabilities before they fully enter their community, these measures are not enough to reduce the situation of social vulnerability, because the large number of social, psychological, communicative, administrative and environmental barriers have not yet been overcome (Pankova et al., 2020), and in many cases parenting style is very important, because it depends on the personal growth and independence of the child. Without positive parenting oriented to true inclusion, which seeks autonomy, we could be facing the first barrier (Viñarás-Abad et al., 2021), and according to the accounts of mothers of children with disabilities, it seems that it is the direct family who forces the exclusion of the child and his parents from that socio-familial environment; either because they have been criticized or offended or because of uncomfortable questioning, such as blaming the mother for her child's condition.

My family accepts the diagnosis, however, once they told me to give her a whip to force her to learn (...) we decided not to go to the family gatherings (M01)

... once they told me that if they see me in the street they will cross because they feel sorry for me (...) my husband and I decided not to go to family meetings anymore (M02).

At the beginning they were looking for culprits (...) for my family everything was new and shocking and the challenge is for the mother, my daughter needs attention 24/7 and I neglected my other children (M03)

The family first wants to know what you did or what happened, they think that the child turns out badly because you did something during the pregnancy (...) then we were not invited to parties (...) we decided to stay away (M04).

Society discriminates a lot (...) some children have been aggressive with my children (...) my family has labeled my daughter as crazy, they don't know (M05)

They still don't accept it, but they worry and motivate me to continue with the therapies (M06).

There are uncomfortable questions, from the family, that why is she like that, that poor thing, I answer (...) if they keep talking to me (negatively) I take my child out of that environment (...) my mother also makes comments to me, until now, she tells me why I didn't take care of myself during pregnancy (M07)

Apparently, social discrimination begins in the child's family environment and the qualification of insanity in the face of disability is an act of latent discrimination and it is in the family where negative attitudes and low expectations become visible, evidencing the relationship between community awareness and social exclusion, therefore the educational institution, promoter of social inclusion, plays a determining role (Mañas Olmo et al., 2020; Alexandrovna et al., 2020).

Mothers perceive the social environment as not empathetic to the evident needs of students with disabilities, from their perspective, they feel that they cannot put themselves in the place of the mother who has to take care of a child all the time and must also fulfill her professional and household duties, even in some cases the dedication they must have to their children has limited them to develop socially.

I could not leave my child with someone in my family because they would not know how to take care of him/her (...) we stopped going out to shopping malls because they looked at us as if we were saying poor child (...) many people want to give advice as if I did not know what was best for my child (M02).

I almost never go out because my daughter doesn't like the noise or when there are a lot of people and she starts biting (...) I have received terrible looks and comments that included spanking her (M03).

The first thing they do is look at them from head to toe (...) they have not let me enter a place because it was not adapted for my daughter (...) they have told me that because I take her out, she is already dead, that is contagious, tell her to shut up, she is a crazy woman (M04).

The neighbors told me that I should keep my children because the other children get scared (...) sometimes regular children have assaulted my children (...) I have had to fight with other parents so that they can teach their children not to be aggressive with mine (M05).

I have heard a lot of negative things from the community that disappoint me, why take him if he is not going to excel (...) there is not much tolerance, I have had to fight

because they had to see that my son is disabled so he would not stand in line (M06).

Sometimes they stare at him and I confront them (...) I have had fights (M07).

To all of the above can be added the comments of professionals about the social behavior of the mothers of students who attend the special school.

They look at the children with pity, with rejection, sometimes they do not know what they have and see them as people who do not feel or think (...) they are not sensitized (P02).

They see them as people who need to be helped -poor little ones -poor little ones- their family- (...) they see a child with severe disability and do not give them their rights such as preference in queues or permission to parents at work (P03).

They perceive them with indifference since there is no real sensitization towards the disabled person (P06).

With the above, it is not intended to victimize mothers or make villains of their social environment or something similar, but we must make a critical self-reflection in order to contribute to the special education we want.

3.4. Recommendations for future Special Education.

The mothers in the study recommend an increase in personnel, because they consider that the teacher and an assistant for eight or ten students per classroom would not be enough. This recommendation is evidence of knowledge of their children's needs and the degree of support they need to be able to carry out the tasks inherent to the school environment. The other recommendations point to theoretical and practical support for staff, training specifically in the diagnoses seen in special education centers and the use of ICTs for learning achievement. In this

regard Gil-Espinosa et al. (2018), mentioned that, learning experiences should not be divided only into courses that target cognitive, physical, emotional and social development because they are integrated and dependent, also inferring that the use of digital resources, play and physical activity are fundamental for a global, meaningful and motivating methodology that improves the quality of teaching.

On the other hand, the parents point to the use of attractive, modern ICTs that facilitate communication. At the same time, they suggest evaluations that allow guidance and this would be reflected in the child's complete profile.

More staff should be hired (...) more time in counseling to improve my child's behavior (...) they should evaluate the child to provide more guidance, I did not see that, and workshops (M01).

Increase more staff in mental health because the staff that is there is not enough (...) they should have a complete profile of the child, they should be informed about the condition (M02).

More staff is needed...more training in how to care for children with a specific condition (...) there are children with whom more progress can be made and they should not be left behind (M04)

Training for teachers on different learning (...) need more staff (...) if the teaching is virtual it should be more attractive (M05).

Change of infrastructure, modern blackboards (...) more assistants (...) that are not mixed, if they have different abilities, that they be trained in different disabilities (M06).

That they hire more staff (...) that they exploit the children's abilities (...) include technology for communication and walking, even hydrotherapy..." (M07)

In this regard, Dunn and Rice (2019), on the knowledge that teachers should have about disabilities mentioned that there are difficulties for teacher training in special education, as well as little management in the design and implementation of plans to pedagogically attend according to the type of disability, as in the use of evaluations and didactics. In turn, Palominos and Marcelo (2021), add that the knowledge on the use of technology for special education is very poor from the training of the future teacher and that, even mastering the curricular content, but without mastering the use of technology, the teaching-learning process in children with special educational needs is impoverished. Currently, ICTs are a didactic resource for pedagogical practice, but they are not yet standardized in the learning experience plans, even the design of the learning plan should include as a motivating factor the technology associated with play and physical activity and specialized teachers are required to ensure the use of school time for the comprehensive learning of the child (Gil-Espinosa et al., 2018).

However, when collecting the recommendations of the professionals, there was little agreement with the mothers and fathers on training the personnel in topics relevant to their child's condition and on carrying out evaluations with specialized personnel for this purpose.

4.   Discussion and Conclusions

Bandura's theory (1977), and later reaffirmed by Schunk (2012), shows us that mothers' motivation will be driven by their self-qualification and that their expectations may change according to the success achieved in previous academic years. In this regard, professionals have noticed that over the years, some mothers' enthusiasm for their children's education decreases as they grow older, finding a relationship between the theory of expectations (Bandura 1977, Schunk 2012) and the opinion of

professionals; Schunk 2012), and the opinion of the professionals, however in the studied population of mothers with children ranging from three years old to 15 years old, it has not been perceived in their comments any detail that contributes to the idea that if they do not see progress their expectations will change.

The children of the seven mothers are children who have slow academic progress and in some areas almost null but, despite knowing about such condition, they express high expectations, perhaps unrealistic because they ignore the degree of severity and the limitations of the condition as noted by professionals and therefore they recommend training to parents on more clinical issues to raise awareness in the prognosis of learning, contrary to the trainings requested by mothers to train the professional on how their children could learn more if they know other teaching methods for each condition, and if we want for Special Education a future of quality we must recognize the individual, social and cultural diversity of each student contextualized and relevant (Morin, 2015), revaluing socioemotional aspects over cognitive ones and including the family (UNESCO, 2015).

On the other hand, Gil-del-Pino and García-Segura (2019), inform us that at home and online some academic expectations that a mother might have when she assumes the greatest weight in the educational training of her child will be transformed because the mother always adds the affective component that is relevant to improve the learning of students with or without disabilities and they are emotionally affected, they manifest tiredness and frustration but, it is that maternal love and their expectations towards their children's independence and social achievements that makes them adapt activities to the needs of their offspring valuing each small, medium or great achievement as if it were the best of

academic progress, this should be considered as a positive internal motivation of the mother over any difficulty that arises in this special education and, as mentioned by (Shunk, 2012), the mother is the positive and determining factor for learning.

Bóo et al. (2021), evidenced a patriarchal position regarding disability, and in this position the mother would be the one who assumes the burden of the children's education, in this regard the mothers in their stories always assume themselves in the first person when it comes to commenting on school activities, but when it comes to making decisions of social isolation for perceiving in the family negative attention and inappropriate comments in front of the curiosity to identify what happened or who is responsible as observed by Ortiz García (2020), the decision is made jointly by father and mother.

In short, we can agree with Bandura and Walters (1990), in their social cognitive theory they state that within the social variables for learning, the relevant role is played by the mother and Gutiérrez-Recacha and Martorell-Cafranga (2011), mention that parents infantilize their children, in these cases, mothers ask their children to be respected for their age instead of focusing on their condition and, in addition, discrimination has been evidenced both within the family and in social environments shared with other children as commented by Gómez et al. (2019).

The relevant conclusions point out that there are differences between the opinions of professionals and mothers about what is expected and what is obtained from Special Education. Mothers do not change their expectations in spite of obtaining little or sometimes no progress in their children in some academic areas; rather, they idealize them because in spite of recognizing their children's condition, there is a desire for them to learn like children without disabilities with academic achievements that involve more complex cognitive processes. Another point that validates the idealized sense in their expectations is the fact of requesting training to teachers on different forms of formal learning, when in a Special Basic Education Center learning is focused on functional, relevant activities that bring them closer to some level of social and communicative independence and formal learning, such as reading and mathematics, become complementary activities.

On the other hand, this idealized sense of expectation is the driving force that has generated in many mothers not to give up on their child's education in order to continue in social, communicative and academic development. Yes, the trainings requested are necessary, but we should aim them to all those involved in the academic and socioemotional formation of the student, especially if we consider the emotional wear and tear involved in caring for a person who needs accompaniment for most of the activities of daily life.

We suggest considering the voice of mothers in education programs because as a society we long for an education with equity and quality for the diversity of learning that we have and will always have; we must listen to mothers as generators of such change because they are the social variable that is needed for learning, as Bandura and Walters (1990) relate, because they are the ones who return to the classroom with their children, and it is they who should be given the soft skills, the knowledge contextualized to their reality and culture, adapted to the skills of their children to apply it to their immediate environment.

The education of the future for students with disabilities should not be different from what is intended for any other child, with the advancement of technology adapted to diversity and the variety of media for learning (Palominos and Marcelo, 2021),

everyone should have the same opportunities for access, leave the cognitive conceptions based on psychometric measures and promote socioemotional, solidarity, respect and right quality education.

References

1. Amar V. (2022). El periodo de adaptación en Educación Infantil a un familiar. Una investigación narrativa. Profesorado, Revista De Currículum Y Formación Del Profesorado, 26(1), 493-510. https://doi.org/10.30827/profesorado.v26i1.17000

2. Alexandrovna, B., Korostelev, A., Artemova, E., Kolyvanova, L., Nosova, T., Pavlov, I. I., y Thomas, S. M. (2020). Policies of pedagogical maintenance of students ready for a safe life in inclusive education [Políticas de mantenimiento pedagógico de estudiantes preparados para una vida segura en la educación inclusive]. Cuestiones Políticas, 37(64), 210-221. https://doi.org/10.46398/cuestpol.3764.15

3. Asociación Americana de Psiquiatría. (2014). Manual diagnóstico y estadístico de los trastornos mentales DSM-5 (5.a ed.). Panamericana.

4. Bandura, A. (1971). Social Learning Theory. Stanford University. https://acortar.link/IYAaqU

5. Bandura, A. (1977). Self-efficacy: Toward a Unifying Theory of Behavioral Change. Psychological Review, 84(2), 191-215.

6. Bandura, A., y Walters, R. (1990). Aprendizaje Social y Desarrollo de la Personalidad. Alianza Editorial. https://cutt.ly/XHxcnmI

7. Bóo, Y., Vila-Couñago, E., y Pernas, R. (2021). Conciliación y confinamiento con hijos/as con necesidades específicas de apoyo educativo: El rol materno. Revista Prisma Social, 33, 94-118. https://revistaprismasocial.es/article/view/4263

8. Centro Nacional de Planeamiento Estratégico (2014). La educación del futuro y el futuro de la educación. https://n9.cl/hmdgf

9. Calvo, C. (2017). Ingenuos, ignorantes, inocentes. De la educación informa a la escuela organizada. Editorial Universidad La Serena

10. Costa, A., y Sánchez-Gómez, M. (2017). La Práctica de la investigación cualitativa: Ejemplificación de estudios. Ludomedia. https://acortar.link/WViTc8

11. Dunn, M., y Rice, M. (2019). Community, Towards Dialogue: A Self-Study of Online Teacher Preparation for Special Education [Comunidad, hacia el dialogo: Un self-study de formación docente en educación especial en línea]. Studying Teacher Education: Journal of Self-Study of Teacher Education Practices, 15(2), 160-178. https://doi.org/10.1080/17425964.2019.1600493

12. García-Guzmán, A. (2006). Alfabetización, literatura y tecnologías a favor de la educación especial. Comunicar, 14(27), 225-231. https://doi.org/10.3916/C27-2006-34

13. Gil-del-Pino, C., y García-Segura, S. (2019). Influencia de las expectativas de familias y profesorado en el logro educativo y social de los estudiantes. Educação e Pesquisa, 45.

https://doi.org/10.1590/S1678-4634201945214529

14. Gil-Espinosa, F., Romance García, Á., y Nielsen Rodríguez, A. (2018). Juego y actividad física como indicadores de calidad en Educación Infantil [Games and physical activity as indicators of quality in Early Childhood Education] Retos: Nuevas Perspectivas de Educación Física, Deporte y Recreación, 34, 252-257. https://doi.org/10.47197/retos.v0i34.60391

15. Gómez, M., Truffello, A., y Kraus, B. (2019). Percepciones parentales respecto a la experiencia académica y social de sus hijos con altas capacidades intelectuales. Perspectiva Educacional, 58(3), 156-177. https://doi.org/10.4151/07189729-Vol.58-Iss.3-Art.837

16. Gutiérrez-Recacha, P., y Martorell-Cafranga, A. (2011). Personas con Discapacidad Intelectual y TICs. Comunicar, 18(36), 173-180. https://doi.org/10.3916/C36-2011-03-09

17. Gutiérrez-Saldivia, X., y Rivera Gutiérrez, C. (2020). Educación Especial y sus implicancias en contextos de diversidad cultural: Análisis desde La Araucanía. Revista Historia de la Educación Latinoamericana 23(34), 95-112. https://acortar.link/n8Sl8s

18. Hernández Sampieri, R., Fernández Collado, C., y Baptista Lucio, P. (2014). Metodología de la investigación. McGraw Hill Interamericana.

19. Hernandez Sampieri, R y Mendoza, C. (2018). Metodología de la Investigación: Las rutas cuantitativa, cualitativa y mixta. McGraw Hill Interamericana.

20. Herrera, M. (2020). Polémica sobre el futuro de los centros de educación especial. Canal Educación y Sociedad. https://acortar.link/uCmwTB

21. Hurssel, E. (1962). Ideas relativas a una fenomenología pura y una filosofía fenomenológica. Fondo de Cultura Económica.

22. Jaramillo, S. (2020). COVID-19 y educación primaria y secundaria: Repercusiones de la crisis e implicaciones de política pública para América Latina y el Caribe. 38. UNDP. https://acortar.link/2oSVkA

23. López, D. (2006). Técnicas de recolección de datos en entornos virtuales más usadas en la investigación cualitativa. Revista de investigación educativa. 24 (1) 205-222. https://revistas.um.es/rie/article/view/97661

24. Mañas, M., Cortés, P., y Margarita, B. (2020). Life Stories on the Social Image of Disability. An Educational Outlook [Relatos de Vida sobre la Imagen Social de la Discapacidad. Una Mirada Educativa]. Qualitative Research in Education (2014-6418), 9(3), 300-327. https://doi.org/10.17583/qre.2020.6061

25. Martín, M. y Iglesias, M. (2018) El derecho de todos a un sistema educativo inclusivo. CADA.RED. https://acortar.link/QrcpXl

26. Morín, E. (1999). Los siete saberes necesarios para la educación del futuro. UNESCO. https://acortar.link/0erJKm

27. Ortiz, C. (2020). Family Experiences in Relation to Their Participation in Inclusive Education of Children with Disabilities [Experiencias familiares en relación con su participación en la educación inclusiva de niños con discapacidad]. Uni-Pluri/Versidad, 20(2), 1-20. https://acortar.link/ueHHL3

28. Organización Mundial de la Salud. (2001). Clasificación internacional del funcionamiento de la discapacidad y de la salud: CIF: Versión abreviada. Organización Mundial de la Salud. https://acortar.link/16Yxkd

29. Organización de las Naciones Unidas para la Cultura, las Ciencias y la Educación. (2015). Replantear la educación: ¿hacia un bien común mundial? https://n9.cl/uc88b

30. Palominos, B., y Marcelo, G. (2021). Uso de tecnologías digitales para atender necesidades educativas especiales en la formación docente del educador diferencial. Pixel-Bit, Revista de Medios y Educacion, 61, 231-256. https://doi.org/10.12795/pixelbit.780 20

31. Pankova, E., Soloveva, T., Bistyaykina, D., y Lizina, O. (2020). Social protection status and prospects of disabled people in Russia [Estado de protección social y perspectivas de las personas con discapacidad en Rusia] Dilemas Contemporáneos: Educación, Política y Valores, 7(2), 1-12. https://acortar.link/nRKYQo

32. Popper, K. (1982). Conocimiento Objetivo. TECNOS

33. Rioseco, M. (2015). Un marco conceptual para la definición de expectativas de resultado y eficacia en el ámbito de la integración del tic en

educación. Convergencia Educativa. (5), 67-84. http://revistace.ucm.cl/article/view/2 92

34. Rodrigo, C., y Tabuenca, B. (2020). Ecologías de aprendizaje en estudiantes en línea con discapacidad. Comunicar, 28(62), 53-65. https://doi.org/10.3916/C62-2020-05

35. Romero-Sánchez E., Alcaraz-García S., y Hernández-Pedreño M. (2020). Desigualdades educativas y respuesta institucional: Una investigación desde la perspectiva territorial. Profesorado, Revista De Currículum Y Formación Del Profesorado, 24(1), 22-48. https://doi.org/10.30827/profesorado. v24i1.8834

36. Schunk, D. (2012). Teorías del Aprendizaje: Una perspectiva educativa (6.a ed.). Pearson Educación.

37. Schunk, D., y Dávila Martínez, J. Francisco J. (1997). Teorías del aprendizaje. Pearson Educación.

38. Seusan, L., y Maradiegue, R. (2020). Educación en pausa: Una generación de niños y niñas en América Latina y el Caribe está perdiendo la escolarización debido al COVID-19. https://acortar.link/9D6K6I

39. Serrano, S. (2002). La evaluación del aprendizaje: dimensiones y prácticas innovadoras. Educere, 6 (19),247-257. https://www.redalyc.org/articulo.oa?i d=35601902

40. Naciones Unidas (2020). Marco para la reapertura de las escuelas. https://n9.cl/3jd46

41. Villegas, M., Simón, C., y Echeita, G. (2014). La inclusión educativa desde

la voz de madres de estudiantes con Trastornos del Espectro Autista en una muestra chilena. Revista Española de Discapacidad, 2(2), 63-82. https://doi.org/10.5569/2340-5104.02.02.04

42. Viñarás-Abad, M., Vázquez-Barrio, T., y Sánchez-Valle, M. (2021). Situación de las personas con discapacidad en el sector de la Comunicación en España: Aspectos laborales, profesionales y académicos. El Profesional de la Información, 30(2), 1-15. https://doi.org/10.3145/epi.2021.mar.02

43. Zanetti, L., Schabner, D., y Carbó, A. (2019). Hitos de una trayectoria: Reconstrucción del proceso socioeducativo de una estudiante a partir de la detección de su discapacidad. Cuadernos de Educación, 17(17), 110-120. https://acortar.link/9PVBa6