

Parental involvement in supporting their children in inclusive education: Cooperation with school professionals in Finland

Teija Koskela & Hanna-Maija Sinkkonen

To cite this article: Teija Koskela & Hanna-Maija Sinkkonen (2025) Parental involvement in supporting their children in inclusive education: Cooperation with school professionals in Finland, Cogent Education, 12:1, 2464272, DOI: [10.1080/2331186X.2025.2464272](https://doi.org/10.1080/2331186X.2025.2464272)

To link to this article: <https://doi.org/10.1080/2331186X.2025.2464272>



© 2025 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group



Published online: 11 Feb 2025.



Submit your article to this journal [↗](#)



Article views: 38




View related articles [↗](#)



View Crossmark data [↗](#)

Parental involvement in supporting their children in inclusive education: Cooperation with school professionals in Finland

Teija Koskela^a  and Hanna-Maija Sinkkonen^b

^aDepartment of Teacher Education, University of Turku, Turku, Finland; ^bDepartment of Education, University of Turku, Turku, Finland

ABSTRACT

This paper deals with the experiences of parents participating in meetings or other discussions at schools where their children's support for learning is planned. In inclusive education, cooperation between school and home should be a confidential relationship. Despite intentions to develop legislation and practices for home-school collaboration, the system does not appear to be robust because in the realization of the support varies between schools and districts. In this study, phenomenographic approach was used to reveal how the experiences of the interviewed parents varied. The context of research is Finnish elementary school attended by students aged 7–15. Altogether, 11 interviews with parents of students with need of support were conducted. In this study, we present four types of experiences of parental involvement: equal partners, satisfied followers, active opponents, and cynical defendants. The parents reported experiences of fluent cooperation situations and confidential relationships with school personnel, but the quality of cooperation was not consistent. This finding indicates that attention should be paid to developing the practices to enhance collaboration and interactional skills among school personnel working with parents so that reciprocal confidence can be reached.

ARTICLE HISTORY

Received 27 August 2024
Revised 7 December 2024
Accepted 31 January 2025

KEYWORDS

Inclusive education; parents; cooperation; phenomenography; Finland

SUBJECTS

Teachers & Teacher Education; Inclusion and Special Educational Needs; Primary/Elementary Education

Introduction

In an inclusive school culture, families play an integral role within the educational context (e.g. Ainscow, 2020). Effective cooperation is founded on equality and a confidential relationship between schools and parents (e.g. Kozleski & Waitoller, 2010; Mitchell, 2012). Collaborative arrangements take on particular importance when children have special needs, often involving formal objectives, such as the development of an individual educational plan [IEP] (e.g. McNamara et al., 2021). Parents should receive practical advice and assistance with problem-solving from educational professionals (Kern et al., 2012). For inclusive school cultures to thrive, fostering change towards culturally responsive collaboration with diverse families is essential (Kozleski & Waitoller, 2010). Research indicates that strong family and community engagement is a fundamental criterion of an 'inclusive school' (Morningstar et al., 2015). Inclusive education extends beyond classroom practices, encompassing the ways in which professional and collegial interactions and boundaries shape institutional rules and practices (Artiles et al., 2006; Little, 2002) and how parents are incorporated into these processes (Kozleski & Waitoller, 2010).

The Finnish educational system has been described as inclusive (Sarromaa Hausstätter & Jahnukainen, 2014). Inclusive education can be seen from a narrow perspective as an approach targeted at children with disabilities or learning difficulties, but it can also be understood more broadly as a framework that embraces and supports the full spectrum of learner diversity (Ainscow, 2020; Kiuppis & Sarromaa Hausstätter, 2014). In practice, in Finland it is frequently associated with the school's ability to support students with special needs, learning difficulties and disabilities as part of

CONTACT Teija Koskela  teija.koskela@utu.fi

© 2025 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group
This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

mainstream education (Chong & Graham, 2017; Jahnukainen et al., 2023). However, the inclusivity of Finland's education system has also been critically examined. Scholars have noted that the pedagogical practices within schools often perpetuate a division between special needs and mainstream education (Niemi & Mietola, 2023). This contradiction highlights the ongoing political and practical debates surrounding inclusion (Artiles et al., 2006).

The importance of home-school relations and broad parental participation in schools is recognised (Antony-Newman, 2024, Böök & Perälä-Littunen, 2015; LaRocque et al., 2011). According to Ferlazzo (2013), parental participation includes both engagement and involvement. Generally, the focus of research on parental involvement is on supporting the school and the schools' aims (Hornby & Lafaele, 2011). Parental involvement is positively connected with children's academic achievement (Hill & Tyson, 2009; Kung & Lee, 2016; Schmid & Garrels, 2021) and lower dropout rates (Barnard, 2004; MacIver et al., 2015).

Collaboration, particularly in support planning, implementation, and regular evaluation, is crucial (Cefai & Cavioni, 2014). However, parents are often relegated to a passive role in these processes (Cavendish & Connor, 2018). For instance, IEPs are frequently developed without adequate consultation or consideration of parental input (Sanderson, 2023). Research on support planning documents has identified an asymmetry, whereby parents are positioned as objects of evaluation rather than active participants (Karila & Alasuutari, 2023).

On the other hand, barriers to participation may be related to specific family challenges, such as parents' work schedules, language, culture, or socioeconomic dissonance with schools (LaRocque, 2013). It is necessary to develop skills for inter-professional education at schools personnell. Thus, creating competencies for working with families with complex needs, enhancing teamwork and progressing schools as inter-professional environments should be promoted further (Epstein, 2018; Hughes, 2012; Kozleski & Waitoller, 2010). Cultural differences, especially those between parents and educators, can limit the content and quality of shared information (Malone, 2015). For example, shortcomings in communication (McNamara et al., 2021) and the tendency to handle students with varied disabilities and needs as a homogeneous group (Doronkin et al., 2020; Doyle et al., 2017) are obstacles to fluent collaboration. The life contexts of parents, the situation of the child, parent-teacher relations, and societal factors can create complex combinations and hinder cooperation (Hornby & Lafaele, 2011).

Parents may be adaptive, or they may see their roles traditionally. Parents mostly define the responsibility for cooperation such that the school and teachers have the pedagogical responsibility and the parents' duty is the upbringing (Böök & Perälä-Littunen, 2015). Fish (2006) found that parents reported feeling disempowered and unable to share their concerns with professionals. Leiter and Krauss (2004) reported that some parents felt that schools undervalued their participation and viewed them as ancillary staff or as a hindrance to the school's daily operations. Research has also shown that parents face communication challenges and feel that there is a lack of opportunities to provide input in the collaborative process (Cavendish & Connor, 2018; Sanderson & Goldman, 2023;; Tucker & Schwartz, 2013; Zeitlin & Curcic, 2014).

Even if inclusive models considering parental involvement values and visions are ambitious, they can face the same kinds of barriers that exist in segregated schools. In inclusive education, disparate views about reciprocal relationships between parents and teachers may hinder the communication between these two parties as well as discussions about children's educational goal setting (Šukys et al., 2015). Even when attempts are made to promote parents' participation in schools, critical thinking is needed to avoid giving inclusive names to exclusive practices. For example, the creation of a parental involvement committee does not guarantee that all parents can be involved in open dialogue with their children's teachers (Parsons et al., 2018). In addition, schools may not always inform all parents about the inclusive approach (Vlachou et al., 2016).

There seem to be differing perspectives on engagement, and teachers and parents have several and sometimes conflicting understandings of how to co-operate (e.g. Reynolds et al., 2015). The meaning of discussion about sharing responsibilities is dynamic and varies in social and cultural contexts (Böök & Perälä-Littunen, 2015). The crucial agent in cooperation appears to be the teacher (Kozleski & Waitoller, 2010). However, in recent years, the situation has been changing, and schools are learning the value of parental involvement as an essential part of their practices (Hornby & Blackwell, 2018; Hornby & Lafaele, 2011).

The situation in school meetings is often complex. For example, during discussions teachers may use concepts that are unclear to parents, the school culture may be unfamiliar to parents, or parents' own negative memories of school may hinder cooperation (Ainscow, 2012; Farrell & Humphrey, 2009). There may also be a disparity between rhetoric and reality in discussions about parental involvement (Hornby & Lafaele, 2011), and teachers may not know how they should balance the demands of parents and their own professional obligations in joint discussions (Tveit, 2018). Sometimes, school personnel are not interested in promoting parental participation (Bodvin et al., 2018). Even if parents have formal rights to cooperation, they must legitimise these rights again in conversations and undertake additional work to obtain the information necessary to participate (Cologon, 2022; Tveit, 2009). For example, when the IEP is given as the final plan in a meeting, which seems to be a widespread practice, parents cannot be involved in the planning phase (Tucker & Schwartz, 2013).

When putting inclusive education into practice, teachers need a critical understanding of everyday practices and practical knowledge about processes that may result in marginalisation. Therefore, psychological, social, and cultural perspectives are required to deepen teachers' understanding of students' learning processes and educational wellbeing (e.g. Kozleski & Waitoller, 2010). Reindal (2016) argued that inclusion is an ethical issue, not just a structural and social matter, in terms of how schools are organised to meet diverse students' needs.

To respond to these challenges in home-school cooperation and promote better parental involvement in schools, research has mostly focused on pre- and in-service teachers' views (e.g. Antony-Newman, 2024; Löfdahl, 2014; Tveit, 2018). Limited research has considered parents' voices or definitions of parental involvement as starting points. When data were collected directly from parents, they described having to fight for their children's rights (Cologon, 2022; Sanderson, 2023). Furthermore, they were able to name the power positions by opposite roles – 'teachers as experts' and 'parents as laymen' – but, in addition, they also recognised fluent and successful cooperation (Böök & Perälä-Littunen, 2015).

To succeed, an inclusive approach needs different perspectives to develop a synthesis that further promotes inclusive practices and social justice. According to Francis et al. (2016), practices in collaboration, including continual communication, reciprocal respect, and commitment, are needed in addition to professional competence and viewing disabilities as a part of normal life in a classroom. Parents belong to the inclusive school community as active members (Mitchell, 2012). Processes that lead to the acceptance of diversity in school society require teachers, as well as municipalities and parents, to develop everyday practices in schools (De Silva, 2013).

Context of the study

The National Core Curriculum in Finland mandates that the development of basic education must follow the principle of inclusion and ensure accessibility, emphasising collaboration with parents (Finnish National Agency of Education [FNAE], 2016). However, there is no clear definition of inclusive education in legislation (Jahnukainen et al., 2023). Although there are excellent examples of schools committed to inclusive practices in Finland there are also schools in which the concept of inclusion has not been linked to learning as a human right, participation and membership of the school community (Niemi & Mietola, 2023; Väyrynen & Paksuniemi, 2020).

In Finland, the support system provides three tiers of support, following the response to intervention (RTI) model, and in the Finnish system, the model is used to systematise support at the national level (Björn et al., 2016). The tiers in the Finnish school system are named general, intensified, and special support. According to National Core Curriculum a pupil primarily receives support among other students in their own classroom, and various flexible arrangements can be used to implement such support (FNAE, 2016). The pedagogical autonomy of teachers is relatively wide in Finland. Teachers must always adapt to and provide support for their students when needed; medical diagnosis is not required, and thus support can be provided as early as possible to prevent learning failures (Björn et al., 2016). Children's guardians need encouragement to support them in their studies, and parents are important participants in the assessment and planning of support (FNAE, 2016).

In Finland, cooperation with parents is valued, and it is important to teachers (Engelbrecht et al., 2017). Nevertheless, research suggests that every fifth parent is dissatisfied with their child's support and

location in mainstream school (Hotulainen & Takala, 2014), and there are reports of teachers evading their responsibilities, typically with regard to bullying, child safety, teaching quality, or other issues that parents consider to be important (e.g. Bööck & Perälä-Littunen, 2015; Honkasilta et al., 2015). Parents with younger children in primary education highlight the value of good collaboration more than those of children in secondary education (Hotulainen & Takala, 2014). Still, the most important issue for parents in Finland seems to be their children's social relationships in the school environment (Bööck & Perälä-Littunen, 2015). Parents have highlighted the importance of studying in neighbourhood schools for their children's self-worth and sense of belonging (Hotulainen & Takala, 2014).

This study aims to describe the planning processes for educational support from the perspective of parents, focusing on their experiences of collaboration with school personnel in situations when their children require educational support. Specifically, the study seeks to examine how parents' experiences align with the guiding norms and perceptions of parental involvement within schools. This study focuses on the following questions:

1. What are the critical aspects of involvement that cause the differences between experiences of collaboration?
2. How do those aspects define parents' experiences of their positions when they are involved in planning to implement support with school professionals?

Methods

Procedure and participants

According to Creswell (2005), qualitative research is well suited for exploring phenomena that require understanding participants' perspectives. Interviews provide a powerful means of generating insights into human experiences (Brinkmann & Kvale, 2018). In this study, we conducted interviews with parents of children requiring educational support.

To ensure that participation was entirely voluntary and our participants felt free to share their experiences, the invitation to interview was sent via their own networks, that is, organisations, social media, and meeting groups. We began data collection from this opportunity sample by informing the organisations and social media group moderators, who then forwarded our invitation to parents to participate. The networks led to recruitment from geographically different areas in Finland and to 11 interviews. Interviews were conducted with all parents who responded to the invitation. The interview method and decision regarding the number of participants followed the guidelines presented by Brinkmann and Kvale (2015).

Ten of the interviewees were mothers, and in one interview, both the mother and father participated. In two cases, the parents described the situations of two children in the same family. Three of the interviews were conducted remotely because of distance or the preferences of the participants. Interviews were thematically semi-structured (Brinkmann, 2018). Themes and information concerning the research process were sent to participants beforehand to give them time to think about their participation and possible questions or issues in advance. The procedure followed the instructions given by Finnish National Board on Research integrity [TENK] (2019). In a study carried out in this way, an ethical pre-assessment procedure is not required in Finland.

Parents participating in this study were at liberty to decide what they were willing and able to talk about. During data collection, the interviewers checked that all the themes were covered during the interviews. The parents took the initiative to discuss some important issues from their points of view outside the thematic basis. The interviews were conversational and open in nature. The parents decided on the length of each interview. Every participant gave written consent to use the interview data, and the interviews were transcribed for analysis.

Some parents used very precise diagnoses when they described their child or children, while others simply described the need for and type of support. The families participating in the study included children from all three tiers of the system of learning and schooling support (FNAE, 2016).

Analysis

A phenomenographic approach was chosen to define different variations and aspects of parents' experiences in the interviews (Marton & Booth, 1997). This approach was deemed a suitable way to investigate parents' knowledge, given the complex nature of parent-school cooperation and the researchers' wish to engage with participants on a practical level (Black-Hawkins & Florian, 2012).

In the interviews, we collected experiences from parents who had cooperated with school personnel. The aim of this study was to find variations in experiences and then capture 'a set of categories of description' (Åkerlind, 2018; Marton & Booth, 1997, p. 122). In a phenomenographic approach, it is essential to recognise that one person can have several, even contrary, conceptions and experiences, and the descriptions of experiences vary according to people, situations, and issues, so it is theoretically irrelevant to put participants in any of these descriptive categories as individuals (Marton & Booth, 1997). In this study, all parents had varying, situational, and relevant experiences during their child's elementary school years with teachers and school personnel.

Description of experience was used as the unit of analysis. The investigation aimed to produce an outcome space, linking qualitatively different experiences as critical aspects of the phenomenon under study (Åkerlind, 2012; Marton & Booth, 1997). This outcome space was used to organise the experiences into four categories, displayed along axes to represent their relational qualities. Figure 1 visualises the resulting framework.

NVivo was used to assist in this coding process. To clarify the categories, we needed to conduct several reviews on the data. The first writer took responsibility for the categorisation, and the second writer participated in checking the suggested categorisation. Finally, the process and preliminary research were introduced to a two peer groups of parents to determine whether they agreed with the analysis made of the interviews (Creswell, 2009). The peer groups confirmed the results of the analysis.

Results

Critical aspects of involvement: What makes a difference?

With regard to the first research question, we identified two critical aspects of parents' experiences as continuing dimensions: first, their conceptions of volitional intensity to participate, ranging from withdrawal to proactive participation, reflecting their chosen ways of interacting; and second, their interpretations of the environment of discussion varying from school-based to participative interpretation.

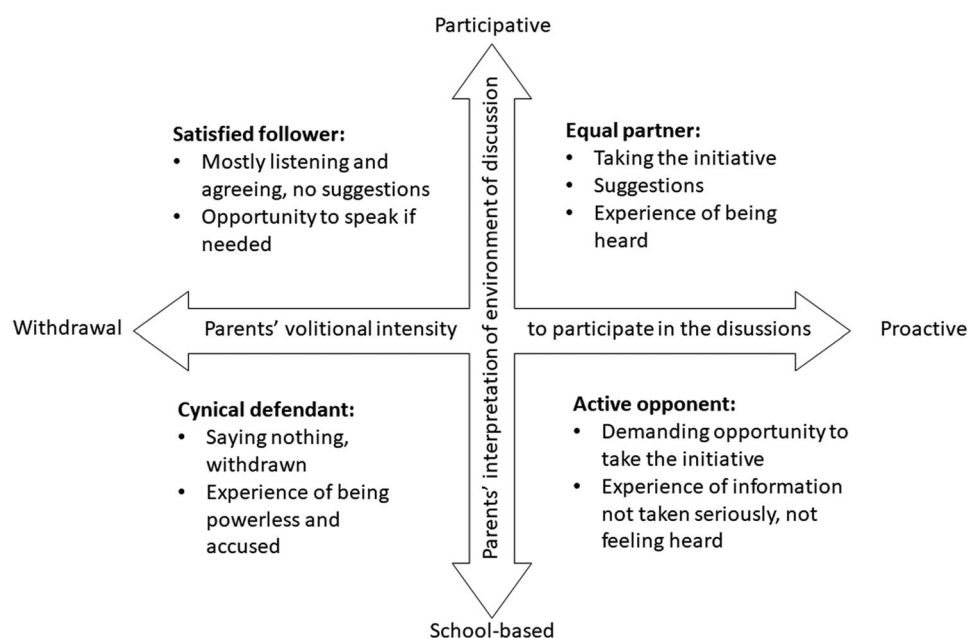


Figure 1. Positions placed in the outcome space (around here).

The proactive end of dimension of parents' volitional intensity encompassed descriptions of highly experienced negotiators. These parents knew how to navigate processes, felt confident during negotiations, and stated that it was important for them to express their own points of view when communicating with school personnel and emphasised the importance of expressing their views when communicating with school personnel. They took the initiative to speak up, even in challenging situations, and were willing to interrupt discussions when needed.

H3: I think we all have a place to speak. I am such a person; I say what I think.

H11: Well, for us, the role of a parent has at least been this kind of nagging and reminding

The withdrawal approach, at the opposite end of the dimension of volitional intensity, included descriptions of distance and offered limited commentary in planning situations.

H7: But I was so quiet there. I couldn't really think of anything sensible to say.

During their more or less participative collaborative experiences, some parents learned how to change their location in this dimension to participate. In some cases, parents had concerns about being heard or had previous unpleasant experiences of being silenced and misunderstood in meetings. To enhance their participation, they sought support, such as bringing a trusted individual to talk on their behalf in meetings, which supported their experience of participation. Some parents made a mutual decision to take part in negotiations as a couple. In one case, a grandparent was present as a support person, while in other cases, a professional, such as a social worker, was recognised and acted as an advocate during discussions.

H4: But I said to my husband that this is absolutely the last meeting that I go to alone. These issues belong to both of us, and I'll never go to any meeting alone again.

The second critical aspect was parents' interpretation of environment of the discussion during collaborative situations. This dimension varied between a school-based, professional-led environment, in which parents had few opportunities to contribute, and a participative, inclusive environment. Parents perceived the environment as a given context for negotiations, shaped by the approachability of personnel, people's accessibility, and the communication and interaction they encountered.

In school-based environments, parents often found their opportunities to contribute restricted. For example, some were excluded from the planning phase of support processes and only invited to approve pre-determined plans created by school professionals. In extreme cases, meetings were not held at all, leaving parents feeling excluded from the decision-making process.

H12: We did not receive any information about those [planning] meetings beforehand.

H11: ... and that IEP-meeting was not held at all last fall ...

The teacher emerged as the most significant factor influencing the environment. Parents indicated that the quality of the collaborative environment was dependent on the teacher. According to the parents, the current teacher was the most important gatekeeper in the support planning process. In the interviews, this idea that 'it just depends on the teacher' was expressed in many ways. Some of the teachers had diverse expectations of children and of the collaboration with parents, along with differing rules and practices, and even teachers within the same school had individual views and preferences regarding how various processes should be carried out.

H3: It seems as if there are two different schools that I am communicating with. But I am only communicating with two individual teachers [at the same school].

When teachers changed, the discussion environment often shifted as well. These changes presented both challenges and opportunities. From the parents' perspective, changes in teaching personnel made it possible to compare the practices of different teachers.

H4: Somehow, I think that the attitude of this new teacher is completely different. She really wants everyone to feel good in her class and she is also assertive and strict, but she can be flexible when needed, too. She notices when there is a pupil with special needs and wants to take this pupil into account positively. The former teacher thought that every pupil should be treated alike.

Structural barriers in the discussion environment also affected collaboration. Frequent teacher changes made it difficult for parents to build and maintain cooperative relationships. Parents expressed concerns that relocating to a new neighbourhood or school might jeopardise existing positive dynamics, as they could not rely on uniform practices across schools.

Addressing the first research question, we identified two axes forming the outcome space. The horizontal axis represents 'Parents' volitional intensity', capturing the spectrum of parents' decision-making between withdrawal and proactivity. This dimension reflects parents' independent choices regarding their involvement in the process.

The vertical axis represents 'Parents' interpretations of environment of discussion'. Unlike the horizontal axis, parents had no control over this dimension. Their interpretations were shaped primarily by the teacher's actions during the planning process. Guided by this two-dimensional framework, we proceeded to address the second research question.

Positions in outcome space

The second research question aimed to locate parents' descriptions of their experiences within the outcome space defined by these critical aspects (see [Figure 1](#)). At this stage of the analysis, the critical aspects function as dimensions in which the positions are located.

Parents had to interpret their context and decide how to engage based on their perceptions of the given environment. Some parents described contexts as participatory and encouraging, while others found the school defined all the options without genuinely considering parental input. All the parents had both encouraging and challenging interpretations of collaboration, requiring them to identify their positions within the given environment based on their interpretations and decisions.

Descriptions of the positions

The position of 'equal partner' refers to parents' active participation in progressive cooperation. The most important aspect of the experiences of parents in this category appeared to be being treated as an equal adult and a respected person. According to parents, the basis of mutual interaction between the school and the parents is founded on interaction. Almost every aspect of interaction was present in the data, such as time, place, appearance, countenance, environment, different communication channels, and information given before and after the communication. Equal partnership appears in descriptions of mutual trust and confidence. Discussions allow both the school and the parents to define the content and aims of cooperation.

H3: I have experienced that chatting about all issues is often more useful than harmful in certain situations. Sometimes, I doubt if it was necessary to say something in a certain situation. Nevertheless, in most cases, after a while, I find that the more the teacher and other personnel know, the easier things run. I have found it important to make the communication as open as possible so that the school also feels free to call, whatever the issue may be, so that situations do not escalate into conflicts. I give up some of my privacy and in doing so, I try to make it easier for our children.

Progressive cooperation and the equal possibility of being heard during meetings generated a space in which unpleasant facts could be considered respectfully. Having many daily problems to solve in relation to their children's schoolwork, parents developed many solutions to help their children manage different school tasks. Some of these solutions were very practical. Parents hoped that their expertise and the information they shared could be seen as resources.

H8: And when it comes to finding homework, I began using colours. He used them all the time so that when there was homework on different pages and places, we marked them with colour notes that stuck firmly in books.

Easy and fluent communication was perceived as high-quality collaboration. The flow of collaboration was more or less intensive according to the interpretations of the child's needs. Parents highlighted the importance of flexible information sharing and of planning the continuum of schooldays together. In this position, parents were able to join the school community as active and respected members.

Parents' descriptions in the position of 'satisfied followers' did not take the initiative in many instances, but the cooperation was experienced as fluent and progressive. The parents also described situations in which they felt content to just follow school or teachers' practices. The parents had nothing to complain about and no further suggestions to make in this position. In those situations they felt happy, and they described satisfaction in several ways.

Some of the families' expectations were based on their interpretations of the teacher's active role. For example, IEP discussions were understood as part of the teachers' expertise and responsibility.

H2: When you participate in those events (IEP discussions), you go as the receiving party, so the teacher is presenting questions to you and leading the conversation.

When mutual trust was built and the communication space was accepted, parents let the school operate independently. Cooperation was mostly a matter of information flowing from the school to the parents. In this position, no open questions or dilemmas remained.

H7: Our daughter told us that she has a new English teacher and there'll be an exam next Monday. We have found before that if there are two pages in an exam, she is not able to complete the second page at all. Therefore, the teacher is giving her the opportunity to say the answers aloud because the teacher knows that her writing goes slowly. We thought that was very nice.

H1: In seventh grade, the special teacher had written in Wilma (electrical communication system) when (his name) had been studying with her and what subjects they were studying and how it went. And it went well.

The position in which the parent is active and requires the school to follow written rules is that of 'active opponent'. Examples of unpleasant experiences included situations when parents had no prior information about the people who would be attending a meeting; for example, a parent had something to discuss with a teacher but was surprised when other professionals participated in the meeting.

H4: I found it confusing and frightening, too. And I found it also kind of threatening at school when there were an awful lot of people accusing and I was alone fighting for our family.

Especially confusing were situations in which the child's need for support was understood in different ways within the network and from the perspectives of different experts. When the interpretation of the support needed was contradictory, parents used different strategies, such as asking their own networks, making their active own interpretations and decisions based on them, and making contacts with other experts.

Parents experienced some problems trying to disseminate and share critical information with all the important agencies. When it was time to start or change schools, in particular (i.e. from preschool to primary or from lower secondary to upper secondary), important information did not automatically follow the child. In some cases, it was unexpectedly difficult to obtain the necessary information from the old school or municipality.

H8: There were quite extraordinary explanations for why I could not get these documents. Every time we had a meeting, I asked to have them. And nobody was able to give them to me, and people were leaving in a rush. [...] I got them only in the autumn semester in November, when my child was studying first year in upper secondary school.

H7: (Parents were waiting for the municipality decision about which school their child would attend) (Mother) We had to call and ask about the decision concerning our child's school place. (Father) Children with special educational needs have to wait for decisions until the last minute. So ... I don't know ... I think that in the business world, those people would have been fired.

When active parents had information from a child's network, they wanted to provide this information to new school. That kind of parental strategy was not always accepted by the schools. The information was usually available and accepted, but it was in the hands of the teachers at the new school to decide whether they would take the information into account. For example, the experts that parents had organised for their children (e.g. medical experts or therapists) were not always welcome at the school, even though their services were funded by KELA (the Finnish social security institution). From the parents'

perspectives, the schools' response to their activity was weak

H8: There was a very big group of experts working with our child. During the transition to his third school, the functional group therapy finished, but the therapist promised to continue consulting without charge and promised to drop by the school if needed. The special teacher and the psycho-therapist promised the same as well. But the school was neither willing nor ready to welcome this kind of help.

In these data, the position of 'cynical defendant' was adopted by parents only after they had made several attempts to act and tried operating from other positions. When a professional did not accept parental expertise or respect parents' voices, the parents had extremely limited opportunities to act. When parents found themselves in the position of cynical defenders, they felt powerlessness. Although they were aware that they should have done more, they did not know what they could have done. As a solution, some parents in this position refused to sign documents and memos of meetings or their child's IEP forms until the text was corrected or supplemented by parental views.

When parents felt they were not having an equal dialogue with school personnel, they tried to reduce their levels of activity. They simply minimised all contact and attempted to encourage their children to cope. This position was connected to certain environments and contexts.

H5: But as it was, my own self-esteem was not enough for them. Not like I'd be an equal participant in the battle. As if there were some kind of submission to a situation where the teacher is the person with knowledge.

The position of cynical defendant was based on previous attempts to co-operate and be active and the feeling that their activity had not been noticed or accepted as they had expected.

H6: I tried to suggest that they could allow my son to, for example, sharpen pencils during lessons or they could give him some special tasks to carry out when he has done his assignments. My proposals received no positive response. So, I felt that the teacher always knows how to act at school, and I felt that they didn't really take into account anything that I proposed.

After some attempts to generate dialogue about planning support together with school, the parents decided how to continue. One possibility was to stop initiating conversations and withdraw from interaction. Sometimes descriptions of parents' experiences in this position were devastating. After trying everything possible and feeling as if they were giving up, the parents first pondered their child's position in the school society and then considered whether they should take the role of active opponents again. Undertaking long-term, active, and continuous challenges to the system in a school-based environment demanded a great deal of energy, which they usually did not have. They were also forced to wonder what the consequences of their taking this path would be for their child and whether their taking a tighter grip on the issues would be fruitful if nobody was listening. According to the interview, the parents could only escape this position by waiting for a change of teacher or school.

Discussion

In this study, we sought to identify the critical aspects of involvement influencing parental experiences of collaboration and to examine how these aspects shape their perceived positions in planning support with school professionals. According to the interview data, parents' experiences varied based on their volitional intensity to participate in the discussions and their interpretation of environment of discussions. Together, these aspects form the outcome space, within which four parenting positions were derived: equal partner, active opponent, satisfied follower, and cynical defendant.

Parents' perceptions were explored within the framework of inclusive education, which views collaboration as an interactive process involving diverse stakeholders. This process unfolds through a continuum of meetings, communications, and actions, reflecting varying levels of intention and cooperation. The data revealed contradictions in areas such as emotions, facts, interactions, environments, time constraints, and reciprocal relations. Notably, the degree of inclusivity and operational consistency varied even within the same school.

The findings underscore the need to critically examine the inclusiveness of the educational practices in Finland, which appears to maintain elements of a dual system (Niemi & Mietola, 2023). Parents' position in home-school collaboration often arose through a process of trial and error. Their engagement was context-dependent, shaped by prior experiences and the environment. Consequently, professionals require enhanced training to foster effective collaboration practices outside of classroom with parents (Artiles et al., 2006).

From the parents' perspective, schools sometimes appear to be isolated systems, disconnected from external input. When parents were not satisfied and did not have trusting relationships with school personnel, they had no realistic opportunities to affect the schools' everyday practices, causing them to feel excluded from the planning process. This finding aligns with prior research highlighting barriers to parental participation (e.g. Cavendish & Connor, 2018; Tucker & Schwartz, 2013; Zeitlin & Curcic, 2014). The parents also described a lack of clear protocols in home-school interactions. They observed significant variability in teachers' approaches to meetings, even within the same institution. As noted by Doronkin et al. (2020), IEP meetings often reflect the teachers' priorities, potentially ignoring students' and families' needs, preferences, and interests. Similarly, Sanderson and Goldman (2023) found that approximately 40% of parents reported some degree of dissatisfaction with their child's IEP, suggesting global issues with these processes.

To genuinely promote inclusivity and parental involvement in education, Finnish schools must adopt more open and transparent dialogue practices. Previous studies (Böök & Perälä-Littunen, 2015; Tveit, 2009; Zeitlin & Curcic, 2014) have similarly emphasised the importance of reciprocal respect and trust in fostering meaningful collaboration. The rights of parents and their children are stipulated, but they cannot always trust that such rights will be respected by all professionals in every school. Every parent we interviewed had experienced fluent cooperation and trusting relationships with school personnel, but the quality of cooperation was not very consistent.

Surprisingly, the data did not reveal any efforts by schools to inform parents of their rights or opportunities to influence support planning. Parents were typically invited to participate at a later phase, often without clear guidance. Parents are not a homogenous group: their intentions, goals, and capabilities differ, and even the same parent may respond differently in different situations. Successful cooperation in inclusive education depends on cultivating a shared culture of learning, discussion, and negotiation (e.g. Ainscow, 2020; Kozleski & Waitoller, 2010; Tveit, 2009).

For both parents and school personnel, learning how to interact, express emotions, and understand the positions they can take or offer to one other is an ongoing process. As Zeitlin and Curcic (2014) noted, there may be misunderstandings that lead to mistrust, for example, when educational professionals unknowingly engage families in negative ways that marginalise or even reject the insights parents try to offer. Negative surprises or a lack of relevant information about issues before a meeting can negatively impact parents' sense of cooperation. Moreover, if they feel excluded or undermined, their willingness to participate in the process diminishes (Berryhill, 2017). Participants emphasised that meetings could be very emotional experiences, and they expressed strong feelings about these meetings. While routine for teachers, these interactions are often profoundly significant for families. Parents viewed their participation in decision-making as crucial. Overall, trust and mutual respect are essential for creating a positive environment where parents and school professionals can work together to promote children's academic progress and well-being.

To gain a comprehensive understanding of collaboration between parents and educators, it is important to consider all stakeholders involved in the process. Analysing the dynamics of the group surrounding the student as a longitudinal arrangement is vital for understanding the multi-functional cooperation that occurs in the planning process. Research limited to the perspective of parents, teachers, or support professionals in isolation risks amplifying points of conflict. This limitation should be acknowledged when interpreting the findings of this study. Additionally, it should be noted that the student's experience of participating in support planning has received comparatively little research attention.

Conclusions

Based on the results of this study, it can be concluded that parental involvement in their children's education and home-school interactions during support planning occurs in various ways. However, such

involvement is not always optimal, despite the Finnish National Core Curriculum (FNAE, 2016) emphasising the importance of collaboration with parents. The data include descriptions of instances where the law was not followed. For school personnel, it is essential to develop approaches and skills that build trust and foster respectful relationships with parents. Such skills are crucial for ensuring parents' meaningful participation, as intended by law, to effectively support children.

Moreover, attention should be paid to enhancing the interactional skills of all multi-professional personnel working in schools. Adequate knowledge and training in cooperative skills should be integrated into both initial and in-service teacher education, especially within teacher practicum programmes. Professionals must also recognise the inherent imbalances in support planning processes to ensure parents can actively and meaningfully engage in central discussions about their children's needs.

Disclosure statement

No potential conflict of interest was reported by the author(s).

About the authors

Teija Koskela, PhD, is a university research fellow at the University of Turku. Her special fields include teacher education, sustainable development and inclusive education.

Hanna-Maija Sinkkonen, PhD, is an adjunct professor of special education at the University of Turku. Her special fields of interest are socio-emotional strengths and difficulties, multicultural education and higher education.

ORCID

Teija Koskela  <http://orcid.org/0000-0001-7331-5212>

References

- Ainscow, M. (2012). Moving knowledge around: Strategies for fostering equity within educational systems. *Journal of Educational Change*, 13(3), 289–310. <https://doi.org/10.1007/s10833-012-9182-5>
- Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587>
- Åkerlind, G. S. (2012). Variation and commonality in phenomenographic research methods. *Higher Education Research & Development*, 31(1), 115–127. <https://doi.org/10.1080/07294360.2011.642845>
- Åkerlind, G. S. (2018). What future for phenomenographic research? On continuity and development in the phenomenography and variation theory research tradition. *Scandinavian Journal of Educational Research*, 62(6), 949–958. <https://doi.org/10.1080/00313831.2017.1324899>
- Antony-Newman, M. (2024). Preparing teachers for parent engagement: Role of teacher educators in Canada. *Educational Review*, 2024, 1–17. <https://doi.org/10.1080/00131911.2024.2324154>
- Artiles, A. J., Kozleski, E. B., Dorn, S., & Christensen, C. (2006). Learning in inclusive education research: Re-mediating theory and methods with a transformative Agenda. *Review of Research in Education*, 30(1), 65–108. <https://doi.org/10.3102/0091732X030001065>
- Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth Services Review*, 26(1), 39–62. <https://doi.org/10.1016/j.childyouth.2003.11.002>
- Berryhill, M. B. (2017). Coparenting and parental school involvement. *Child & Youth Care Forum*, 46(2), 261–283. <https://doi.org/10.1007/s10566-016-9384-8>
- Björn, P. M., Aro, M., Koponen, T. K., Fuchs, L. S., & Fuchs, D. H. (2016). The many faces of special education within RTI frameworks in the United States and Finland. *Learning Disability Quarterly*, 39(1), 58–66. <https://doi.org/10.1177/0731948715594787>
- Black-Hawkins, K., & Florian, L. (2012). Classroom teachers' craft knowledge of their inclusive practice. *Teachers and Teaching*, 18(5), 567–584. <https://doi.org/10.1080/13540602.2012.709732>
- Bodvin, K., Verschuere, K., & Struyf, E. (2018). School counsellors' beliefs regarding collaboration with parents of students with special educational needs in Flanders: Parents as partners or opposites? *British Educational Research Journal*, 44(3), 419–439. <https://doi.org/10.1002/berj.3333>
- Böök, M. L., & Perälä-Littunen, S. (2015). Responsibility in home-school relations – Finnish parent's views. *Children & Society*, 29(6), 615–625. <https://doi.org/10.1111/chso.12099>
- Brinkmann, S. (2018). The interview. In N. K. Denzin & Y. S. Lincoln (Eds.) *The Sage handbook of qualitative research* (pp. 576–599). SAGE.

- Brinkmann, S., & Kvale, S. (2015). *InterViews: Learning the craft of qualitative research interviewing*. SAGE.
- Brinkmann, S., & Kvale, S. (2018). *Doing Interviews*. SAGE. <https://doi.org/10.4135/9781529716665>
- Cavendish, W., & Connor, D. (2018). Toward authentic IEPs and transition plans: Student, parent, and teacher perspectives. *Learning Disability Quarterly*, 41(1), 32–43. <https://doi.org/10.1177/0731948716684680>
- Cefai, C., & Cavioni, V. (2014). Reaching out: Parents'/Caregivers' engagement, education and well-being. In *Social and emotional education in primary school*. Springer. https://doi.org/10.1007/978-1-4614-8752-4_9
- Chong, P. W., & Graham, L. J. (2017). Discourses, decisions, designs: 'special' education policy-making in New South Wales, Scotland, Finland and Malaysia. *Compare: A Journal of Comparative and International Education*, 47(4), 598–615. <https://doi.org/10.1080/03057925.2016.1262244>
- Cologon, K. (2022). Is inclusive education really for everyone? Family stories of children and young people labelled with 'severe and multiple' or 'profound' 'disabilities'. *Research Papers in Education*, 37(3), 395–417. <https://doi.org/10.1080/02671522.2020.1849372>
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Merrill Prentice Hall.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.
- De Silva, N. L. (2013). Inclusive pedagogy in light of social justice. Special educational rights and inclusive classrooms: On whose terms? A field study in Stockholm Suburbs. *European Journal of Education*, 48(3), 419–435. <https://doi.org/10.1111/ejed.12032>
- Doronkin, J. L., Martin, J. E., Greene, B. A., Choiseul-Praslin, B., & Autry-Schreffler, T. (2020). Opening Oz's curtain: Who's really running the annual IEP meeting to discuss secondary transition issues? *Journal of Research in Special Educational Needs*, 20(3), 206–216. <https://doi.org/10.1111/1471-3802.12473>
- Doyle, A., Mc Guckin, C., & Shevlin, M. (2017). 'Close the door on your way out': Parent perspectives on supported transition planning for young people with Special Educational Needs and Disabilities in Ireland. *Journal of Research in Special Educational Needs*, 17(4), 274–281. <https://doi.org/10.1111/1471-3802.12385>
- Engelbrecht, P., Savolainen, H., Nel, M., Koskela, T., & Okkolin, M.-A. (2017). Making meaning of inclusive education: Classroom practices in Finnish and South African classrooms. *Compare: A Journal of Comparative and International Education*, 47(5), 684–702. <https://doi.org/10.1080/03057925.2016.1266927>
- Epstein, J. L. (2018). School, family, and community partnerships in teachers' professional work. *Journal of Education for Teaching*, 44(3), 397–406. <https://doi.org/10.1080/02607476.2018.1465669>
- Epstein, J. L., & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *Elementary School Journal*, 91(3), 289–305. <https://doi.org/10.1086/461656>
- Farrell, P., & Humphrey, N. (2009). Improving services for pupils with social, emotional and behavior difficulties: Responding to the challenge. *The International Journal of Emotional Education*, 1(1), 64–82.
- Ferlazzo, L. (2013). The differences between parental involvement and parental engagement. *Library Media Connection*, 31(5), 28.
- Finnish National Agency of Education FNAE. (2016). *National core curriculum for basic education 2014*. Publications 2016.
- Finnish National Board on Research Integrity [TENK]. (2019). The ethical principles of research with human participants and ethical review in the human sciences in Finland. https://tenk.fi/sites/default/files/2021-01/Ethical_review_in_human_sciences_2020.pdf
- Fish, W. W. (2006). Perceptions of parents of students with Autism towards the IEP meeting: A case study of one family support group chapter. *Education*, 127, 56–68.
- Fishman, C. E., & Nickerson, A. B. (2015). Motivations for involvement: A preliminary investigation of parents of students with disabilities. *Journal of Child and Family Studies*, 24(2), 523–535. <https://doi.org/10.1007/s10826-013-9865-4>
- Francis, G. L., Blue-Banning, M., Turnbull, A. P., Hill, C., Haines, A. J., & Gross, J. M. S. (2016). Culture in inclusive schools: Parental perspectives on trusting family-professional partnerships. *Education and Training in Autism and Developmental Disabilities*, 51(3), 281–293.
- Göransson, K., & Nilholm, C. (2014). Conceptual diversities and empirical shortcomings – A critical analysis of research on inclusive education. *European Journal of Special Needs Education*, 29(3), 265–280. <https://doi.org/10.1080/08856257.2014.933545>
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740–763. <https://doi.org/10.1037/a0015362>
- Honkasilta, J., Vehkakoski, T., & Vehmas, S. (2015). Power struggle, submission and partnership: Agency constructions of mothers of children with ADHD diagnosis in their narrated school involvement. *Scandinavian Journal of Educational Research*, 59(6), 674–690. <https://doi.org/10.1080/00313831.2014.965794>
- Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: an update. *Educational Review*, 70(1), 109–119. <https://doi.org/10.1080/00131911.2018.1388612>
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37–52. <https://doi.org/10.1080/00131911.2010.488049>
- Hotulainen, R., & Takala, M. (2014). Parents' views on the success of integration of students with special education needs. *International Journal of Inclusive Education*, 18(2), 140–154. <https://doi.org/10.1080/13603116.2012.759630>
- Hughes, L. A. (2012). Children with social and emotional difficulties need support from a range of professionals: Preparing professions for integrated working. *The International Journal of Emotional Education*, 4(2), 55–65.

- Jahnukainen, M., Hienonen, N., Lintuvuori, M., Lempinen, S (2023). Inclusion in Finland: Myths and realities. In M. Thrupp (Ed.), *Finland's famous education system* (pp. 401–416). https://doi.org/10.1007/978-981-19-8241-5_25
- Karila, K., & Alasuutari, M. (2023). Drawing partnership on paper: How do the forms for individual educational plans frame parent – Teacher relationship? *International Journal about Parents in Education*, 6(1), 192. <https://doi.org/10.54195/ijpe.18192>
- Kern, M., Sodogé, A., & Eckert, A. (2012). Die Sicht der Eltern von Kindern mit besonderem Förderbedarf auf die Zusammenarbeit mit den heilpädagogischen Fachpersonen. *Schweizerische Zeitschrift für Heilpädagogik*, 18(10), 36–42.
- Kiuppis, F., & Sarromaa Hausstätter, R. (2014). Inclusive education for all, and especially for some? On different interpretations of who and what the “Salamanca process” concerns. In F. Kiuppis, & R. Sarromaa Hausstätter (Eds.), *Inclusive education twenty years after Salamanca* (pp. 1–5). Peter Lang.
- Kozleski, E., & Waitoller, F. (2010). Teacher learning for inclusive education: Understanding teaching as a cultural and political practice. *International Journal of Inclusive Education*, 14(7), 655–666. <https://doi.org/10.1080/13603111003778379>
- Kung, H.-I., & Lee, C.-Y. (2016). Multidimensionality of parental involvement and children's mathematics achievement in Taiwan: Mediating effect of math self-efficacy. *Learning and Individual Differences*, 47, 266–273. <https://doi.org/10.1016/j.lindif.2016.02.004>
- LaRocque, M. (2013). Addressing cultural and linguistic dissonance between parents and schools. *Preventing School Failure: Alternative Education for Children and Youth*, 57(2), 111–117. <https://doi.org/10.1080/1045988X.2012.677961>
- LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure*, 55(3), 115–122. <https://doi.org/10.1080/10459880903472876>
- Leiter, V., & Krauss, M. W. (2004). Claims, barriers, and satisfaction: Parents' requests for additional special education services. *Journal of Disability Policy Studies*, 15(3), 135–146. <https://doi.org/10.1177/10442073040150030201>
- Lempinen, S., & Niemi, A.-M. (2018). Special support and neighbourhood school allocation in Finland. *European Journal of Special Needs Education*, 33(1), 102–117. <https://doi.org/10.1080/08856257.2017.1300167>
- Little, J. W. (2002). Locating learning in teachers communities of practice: Opening up problems of analysis in records of everyday work. *Teaching and Teacher Education*, 18, 917–946.
- Löfdahl, A. (2014). Teacher-parent relations and professional strategies. A case study on documentation and talk about documentation in a Swedish preschool. *Australasian Journal of Early Childhood*, 39(3), 103–110. <https://doi.org/10.1177/183693911403900313>
- MacIver, M. A., Epstein, J., Sheldon, S. B., & Fonseca, E. (2015). Engaging families to support students' transition to high school: Evidence from the field. *The High School Journal*, Fall, 2015, 27–45.
- Malone, D. (2015). Culture: A potential challenge for parental involvement in schools. *Delta Kappa Gamma Bulletin*, 82(1), 14–18.
- Marton, F., & Booth, S. (1997). *Learning and awareness*. Lawrence Erlbaum.
- McNamara, S. W. T., Lieberman, L., Weiner, B., & McMullen, B. (2021). Discussing adapted physical education during IEP meetings: First-hand parent experiences and a supporting tool. *Journal of Research in Special Educational Needs*, 21(4), 302–311. <https://doi.org/10.1111/1471-3802.12528>
- Mitchell, D. (2012). *Joined-up: A comprehensive, ecological model for working with children with complex needs and their families/Whanau*. A review of the literature carried out for the New Zealand Ministry of Education.
- Moberg, S., Muta, E., Korenaga, K., Kuorelahti, M., & Savolainen, H. (2020). Struggling for inclusive education in Japan and Finland: Teachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 35(1), 100–114. <https://doi.org/10.1080/08856257.2019.1615800>
- Morningstar, M. E., Shogren, K. A., Lee, H., & Born, K. (2015). Preliminary lessons about supporting participation and learning in inclusive classrooms. *Research and Practice for Persons with Severe Disabilities*, 40(3), 192–210. <https://doi.org/10.1177/1540796915594158>
- Niemi, A.-M., & Mietola, R (2023). Exclusively Included? Finland's inclusion success story and hidden dual system of mainstream and special needs education. In M. Thrupp (Ed.), *Finland's Famous education system* (pp. 417–434). Springer. https://doi.org/10.1007/978-981-19-8241-5_26
- Parsons, A., Walsemann, K. M., Jones, S., Knopf, H., & Blake, E. (2018). Parental involvement: Rhetoric of inclusion in an environment of exclusion. *Journal of Contemporary Ethnography*, 47(1), 113–139. <https://doi.org/10.1177/0891241616676874>
- Reindal, S. M. (2016). Discussing inclusive education: An inquiry into different interpretations and a search for ethical aspects of inclusion using the capabilities approach. *European Journal of Special Needs Education*, 31(1), 1–12. <https://doi.org/10.1080/08856257.2015.1087123>
- Reynolds, A. D., Crea, T. M., Medina, J., Degnan, E., & McRoy, R. (2015). A mixed-methods case study of parent involvement in an urban high school serving minority students. *Urban Education*, 50(6), 750–775. <https://doi.org/10.1177/0042085914534272>
- Sanderson, K. A. (2023). “Be Prepared to Fight Like Hell”: Parent Advice for IEP Meetings. *Exceptionality*, 31(5), 344–361. <https://doi.org/10.1080/09362835.2023.2184819>
- Sanderson, K. A., & Goldman, S. E. (2023). Factors associated with parent IEP satisfaction. *Remedial and Special Education*, 44(3), 184–196. <https://doi.org/10.1177/0741932522111571>

- Sarromaa Hausstätter, R., & Jahnukainen, M. (2014). From integration to inclusion and the role of special education. In F. Kiuppis & R. Sarromaa Hausstätter (Eds.), *Inclusive education twenty years after Salamanca* (pp. 119–132). Peter Lang.
- Schmid, E., & Garrels, V. (2021). Parental involvement and educational success among vulnerable students in vocational education and training. *Educational Research*, 63(4), 456–473. <https://doi.org/10.1080/00131881.2021.1988672>
- Šukys, S., Dumčienė, A., & Lapėnienė, D. (2015). Parental involvement in inclusive education of children with special educational needs. *Social Behavior and Personality*, 43(2), 327–338. <https://doi.org/10.2224/sbp.2015.43.2.327>
- Tucker, V., & Schwartz, I. (2013). Parents' perspectives of collaboration with school professionals: Barriers and facilitators to successful partnerships in planning for students with ASD. *School Mental Health*, 5(1), 3–14. <https://doi.org/10.1007/s12310-012-9102-0>
- Tveit, A. D. (2009). A parental voice: Parents as equal and dependent – Rhetoric about parents, teachers and their conversations. *Educational Review*, 61(3), 289–300. <https://doi.org/10.1080/00131910903045930>
- Tveit, A. D. (2018). Construction of Pupils' School achievements and future plans in parent-teacher meetings. *Interchange*, 49(2), 231–246. <https://doi.org/10.1007/s10780-018-9324-7>
- Väyrynen, S., & Paksuniemi, M. (2020). Translating inclusive values into pedagogical actions. *International Journal of Inclusive Education*, 24(2), 147–161. <https://doi.org/10.1080/13603116.2018.1452989>
- Vlachou, A., Karadimou, S., & Koutsogeorgou, E. (2016). Exploring the views and beliefs of parents of typically developing children about inclusion and inclusive education. *Educational Research*, 58(4), 384–399. <https://doi.org/10.1080/00131881.2016.1232918>
- Zeitlin, V., & Curcic, S. (2014). Parental voices on individualized education programs: “Oh, IEP meeting tomorrow? Rum tonight. *Disability & Society*, 29(3), 373–387. <https://doi.org/10.1080/09687599.2013.776493>