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Acil uzaktan eğitim sürecinde gelişimsel yetersizliği
olan çocukların aileleri

Families of children with developmental disabilities
during the emergency remote teaching

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ÖZ

Gelişimsel yetersizliği olan bireylerin eğitimi pandemi, deprem, sel ve yangın gibi doğal afetlerde kesintiye uğramakta ve bu bireyler ihtiyaç duydukları eğitime ve hizmetlere erişimde çeşitli sorunlar yaşamaktadırlar. COVID-19 pandemisinde yüz yüze eğitime ara verilmiş ve acil uzaktan eğitime geçilmiştir. Bu çalışmada gelişimsel yetersizliği olan çocuk ailelerinin acil uzaktan eğitim sürecine ilişkin görüş ve deneyimlerinin belirlenmesi hedeflenmiştir. Bu amaçla nitel araştırma yöntemlerinden fenomenolojik desen kullanılmıştır. Dokuz ebeveyn ile gerçekleştirilen yarı-yapılandırılmış görüşmeler aracılığıyla veri toplanmış ve elde edilen veriler içerik analizi ile analiz edilmiştir. Analiz sonucunda 8 tema elde edilmiştir. Bu temalar; acil uzaktan eğitim sürecinde yaşanan sorunlar, ailenin rolüne gereksinimleri, sunulan etkinlikler, uzaktan eğitimin çocukların gelişimine etkisi, aile üzerindeki psikolojik etkileri, uzaktan eğitime yönelik görüşler ve erişim sürecidir. Katılımcı ebeveynler sunulan uzaktan eğitime yönelik olumlu ve olumsuz görüşlerini belirtmişler; okulların kapanmasının gelişimsel yetersizliği olan çocukların öğrenme ve gelişiminde gerilemeye neden olduğunu sıklıkla dile getirmişlerdir. Ebeveynler acil uzaktan eğitim sürecinde derse katılım, adaptasyon, sosyalleşme gibi çeşitli sorunlar ile karşılaştıklarını; bu süreçte evde öğretmen rolünü üstlenme, etkinliklerde uyarılama yapma, davranış yönetimi, pekiştirme sunma, okul aile iş birliği konularında çeşitli görevler üstlendiklerini belirtmişlerdir. Bu süreçte, ailelerin çocuk bakımı, uzaktan eğitim, kaynaklar ile ilgili gereksinimleri ortaya çıkmıştır. Acil uzaktan eğitim sürecine ilişkin uygulama ve ileriki araştırmalara yönelik öneriler sunulmuştur.

Anahtar Sözcükler: acil uzaktan eğitim, gelişimsel gerilik, aileler, fenomenolojik desen

ABSTRACT

The education of individuals with developmental disabilities (DD) is interrupted during natural disasters such as pandemics, earthquakes, floods and fires, and they experience various problems in accessing education and services they need. During the COVID-19 pandemic, face-to-face education was interrupted, and emergency remote teaching (ERT) was started. In this study, it was aimed to determine the views and experiences of families of children with DD regarding the ERT. For this purpose, phenomenological design, one of the qualitative research methods, was used. The data were collected from nine parents through semi-structured interviews and were analyzed via content analysis. As a result of the analysis, eight themes were obtained. These themes are "Problems experienced during the ERT", "The role of the family", "Their needs", "Activities offered", "The impact of remote teaching on children's development", "Psychological effects on the family", and "Opinions on remote teaching and access". Participant parents frequently stated that school closures caused a regression in the learning and development of children with DD. Parents stated that they encountered various problems such as class participation, adaptation, socialization during the ERT and that they undertook various tasks such as taking on the role of a teacher at home, adapting activities, behaviour management, providing reinforcement, and school-family cooperation. During the ERT, families' needs related to childcare, remote teaching and resources emerged. Problems related to the ERT were discussed. Suggestions for implementation and future research on the remote teaching are presented.

Keywords: emergency remote teaching, developmental disabilities, families, phenomenological design

INTRODUCTION

Throughout history, extraordinary events in the world have profoundly affected areas such as health, education, daily life, science and technology and caused great changes. Education has been one of the most fundamental areas where these changes are reflected and direct human life. When it comes to disasters that affect masses such as earthquakes, floods, fires and pandemics, education is the area that is affected the fastest and most deeply, and perhaps it is the first area to be discarded. In times of natural disasters, education processes are often suddenly interrupted, so much so that an urgent solution is needed. Due to the COVID-19 pandemic, which has affected the whole world in recent years, education system all over the world has come to a halt and urgently had to switch to remote teaching.

In ERT, there is a shift in the way education is delivered to a different form of delivery as an alternative in crisis situations..In other words, remote teaching solutions are temporarily used to return to education that was previously offered face-to-face,blended or hybrid when the crisis or emergency is over (Hodges et al., 2020). During the COVID-19 pandemic, traditional education was interrupted and was switched to online teaching and countries developed various emergency solutions to prevent interruption of education (Ferri et al., 2020). In this context, the Ministry of National Education (MoNE) in Türkiye has planned ERT, and these educational contents have been offered both as TV broadcasts on the government's TV channel and as online education on the Education Information Network (EIN) through web portals. In addition to general education, various content for special education was published on these platforms (e.g. teaching sessions for students with mild to severe intellectual disabilities, video samples and modules for parents to teach skills to their children with disabilities, books, activities and support materials for parents and teachers, daily activities for students with disabilities, sign language books) (Tekin-Iftar et al., 2021).

The World Health Organization has stated that children with DD may be disproportionately affected by the pandemic due to the interruption of the services they rely on (World Health Organization, 2020). It is known that children with DD cannot access remote teaching due to reasons such as not having the necessary resources to be online and accessing educational content, having the necessary resources but family members working, or not getting the help they need due to lack of knowledge about technology (Kim & Fienup, 2022).

Children with DD experience limitations in academic, work, personal and social skills due to neurological problems, and these characteristics usually emerge before entering school age. Individuals with DD can be seen in different ways depending on the type of disability they have. These include individuals with intellectual disability (ID) and autism spectrum disorder (ASD), which we frequently encounter in school settings (APA, 2013).

Acceptance of children with DD by families requires a process. Families face various difficulties after learning that their child has a disability. Families use various coping strategies to deal with these problems (Yassıbaş et al., 2019). It is stated that families with children with DD may be under more stress than families with typically developing children (Hsiao, 2018; Woodman et al., 2015). Increased care burden and economic problems may increase the stress factor of families with children with DD (Scherer et al., 2019). In addition, it is stated that different behavioral problems may occur in different life stages in family-child interaction as life stages change (Woodman et al., 2015). Therefore, there may be changes in the expectations of families of children with DD.

During the COVID-19 pandemic, the daily routines of children with DD and their families were disrupted, their support networks were dispersed, and families were expected to perform the job of teaching, which requires expertise, even though they did not receive any training in this field. During this time, families were expected to plan their children's education, make changes and adaptations, provide effective reinforcement, and prepare a realistic and sustainable schedule (Baweja et al., 2021). This sudden change has been reported to cause loss, anxiety, mood and behavioral changes in children with special needs and their families (Asbury et al.,

2021). Averett (2021) examined the views of families of children with disabilities on remote teaching offered during the COVID-19 period and found that families had difficulty due to lack of real-time interaction and feedback, distractions in the home environment, navigating Apps, lack of one-to-one support and adaptations that children receive at school, and that remote teaching was unsuccessful. On the other hand, some families reported positive effects in terms of school-family cooperation. Dickinson et al. (2023) stated in their study that families with children with special needs were left behind regarding their educational experiences during the COVID-19, they had difficulty accessing remote teaching, their mental health and wellbeing were significantly affected, and social interaction was important in education. In the study conducted by Sonnenschein et al. (2022), families stated that the duration of support services they received during the pandemic decreased, their children needed adult support to participate in education, and they could not offer help to their children for reasons such as work and childcare. In today's world, where natural disasters such as pandemics, earthquakes, fires, and floods are experienced, it has become important to develop and implement effective remote teaching services to continue the education of children with DD and to provide the support their families need. Preparing a remote teaching system designed based on the needs and experiences of families is necessary to ensure the continuity of education in possible future school closures, so that children with DD are not deprived of education and do not cause more psychological burden for their families.

Limited studies were found in the national and international literature on the ERT received by children with DD and their families during the pandemic. The studies examined the psychological status of individuals with DD and their families during the pandemic (Asbury et al., 2021; Wang et al., 2021), the experiences of families (Averett, 2021), the experiences of families of adolescents with autism (Çetin & Ercan, 2021), the social supports provided to individuals with disabilities and their families (Dickinson et al., 2023), and the status of special education services from the perspective of families (Sonnenschein et al., 2022; Steed et al., 2022). In conclusion, although there are studies in the literature on individuals with disabilities and their families during the pandemic, there is no study that examines the experiences of families of individuals with DD in Türkiye regarding ERT. It is believed that the research conducted in this context will contribute to the literature.

Individuals with DD, who are one of the disadvantaged groups in society, have the right to benefit from education in the same way as typically developing individuals. However, the transition to the ERT during the pandemic has brought some possible problems in Türkiye as well as in the whole of the world. In this sense, the ERT in Türkiye was first provided through EBA, where teacher-student interaction was less, and then an online learning environment was created through this platform, where teachers and students were connected simultaneously. One of the groups most affected by the ERT is children with DD. Since children with DD may face various difficulties even in face-to-face education, teachers include more adaptation and individualization for these individuals, and even for individuals with DD who have learning difficulties, teachers can provide instruction with physical prompts. However, in the ERT, it can be said that it is difficult for the teacher to make the student with DD sit in front of the screen, to keep him/her in front of the screen for a certain period of time, to attract his/her attention, to provide instruction without using concrete teaching materials and to provide physical prompts when necessary. It is at this point that co-operation between teachers and families has become an even more important agenda. Therefore, it is thought that the experiences of families supporting children with DD at home in the ERT are also important. The needs of families in the ERT are as important as the needs of children with DD. In this sense, it was necessary to examine the experiences of the families of children with DD in order to reveal the positive situations experienced during the ERT of children with DD, possible problems, and suggestions for solutions to these problems. So, this study aims to determine the opinions and experiences of families of children with DD regarding ERT offered during the pandemic. For this purpose, the following research question was sought:

1. What are the views and experiences of families of children with DD regarding ERT offered during the pandemic?

METHOD

Participants

The participants of this study were parents of children with DD. Qualitative research, unlike quantitative research, focuses on relatively small groups and purposefully selected samples in order to understand a phenomenon in depth (Patton, 2002). Criterion sampling, one of the purposive sampling methods, was used in the study. The criteria of the sample are as follows; (1) having children with DD, (2) having children with DD who have participated in ERT, and (3) volunteering to participate in the study. Participants were identified with code names as P01, P02,P09.

Table 1

Descriptive Data of the Participants

Code	Parent	Graduate	Job	Age of child	Number of children with ID/ASD	Diagnosis of children	Interview time (Min.)
P01	Mother	High Sch.	Housewife	13	2	ID+ASD	56:31 min
P02	Mother	High Sch.	Housewife	8	1	ID+Com.	30:29 min.
P03	Mother	High Sch.	Service hostess	11	1	ID	01 h.:04min.
P04	Mother	Primary Sch.	Housewife	11	1	ID	42:18 min.
P05	Mother	Middle Sch.	Housewife	9	1	ID+CP	22:25 min
P06	Mother	Faculty	Housewife	15	1	ID	39:11 min.
P07	Mother	Primary Sch.	Housewife	13	1	ID	32:28 min
P08	Mother	High Sch.	Housewife	13	1	ID+CP	40:21 min.
P09	Mother	Middle Sch.	Housewife	12	1	ID+ADHD	46:39 min.

Note. Sch = School, ID = Intellectual Disability; ASD = Autism Spectrum Disorder; Com=Communication Disorder; CP = Cerebral Palsy; ADHD = Attention Deficit and Hyperactivity Disorder.

As can be seen from the demographic data in Table 1, the study was conducted with mothers among the parent participants. A total of nine mothers participated in the study. The ages of the mothers ranged between 31-45 years. Two of the participant mothers were primary school graduates, two were middle school graduates, four were high school graduates and one was a university graduate. Eight of the mother participants were housewives and one was a service hostess. The ages of children with DD ranged between 8-15 years. One of the participant mothers had two children with disabilities and eight mothers had one child with disability. The predominant disability type for children with DD was ID, and one child had ASD. However, there are CP, ADHD and communication disorder as secondary disabilities. Interview durations varied between 22 minutes and 1 hour and 4 minutes.

Research Design

Qualitative research methods are defined as research in which the most important tool is the researcher himself/herself in the natural environment of the subject to be examined, multiple methods can be used, and complex reasoning is explained holistically with participant interpretations (Creswell, 2007). In this study, phenomenological design, one of the qualitative research methods, was used. Phenomenological research focuses on describing how people experience the events. The main purpose of phenomenological research is to determine the thoughts of the individual, that is, the essence of the perception of lived experiences (Creswell, 2007; Patton, 2002).

Based on the interpretive paradigm, the phenomenon of this research, which was designed as a phenomenological study in order to examine the data in depth, is the experiences of families with children with DD in the ERT offered during the pandemic. In the study, semi-structured interview technique was used to examine the ERT experiences of families during the pandemic.

Data collection & procedure

Semi-structured interviews were conducted face-to-face with nine parents. Semi-structured interview questions were developed by the researchers. Five experts with doctoral degrees in special education and two experts with doctoral degrees in distance education were consulted and the corrections specified in the expert opinions were made. A pilot interview was conducted with a parent of a child with DD to test the draft interview questions. No changes were made to the questions as a result of the pilot interview.

After the pilot interview was conducted, time planning was made with each participant. Parent interviews were conducted in March and April in 2022 and recorded with a voice recorder. The interviews included a total of 12 open-ended questions about parents' views on ERT, their experiences, problems experienced during the ERT, issues requiring support, and the impact of ERT on the lives of the child with DD and the family.

Credibility & conformability

In qualitative research, credibility and confirmability studies are frequently conducted within the scope of validity and reliability studies (Creswell & Miller, 2000). Credibility and conformability were examined in this study. Within the scope of the credibility study, expert opinion was taken in the development of the data collection tool, data transcription and analysis. In addition, after the findings were generated after data analysis, a member check was carried out by reaching out to the participants to confirm the findings. Prior to the pandemic and quarantine, the second author had been working in long-term interactions with the participants. The participants were a group with whom the researchers interacted.

Within the scope of confirmability, coding reliability was calculated. Coding reliability was realized by re-coding six randomly selected interviews by an independent expert and was calculated using Miles et al. (2014) formula ($\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}}$). In this process, the reliability rate of the coding was found 92%. The codes where the researcher and the evaluator disagreed were discussed and a consensus was reached. Within the scope of transferability studies, reporting was done for a transparent, detailed and rich description, and a purposive and adequate sample was formed. Within the scope of consistency studies, the researchers completed the reporting with the same language and narrative and displayed a consistent attitude in all stages of the research. Then, the opinion of the expert who performed the coding reliability of the research was taken that the stages were carried out in a similar way.

Fair sharing

One of the basic ethical principles of all research methods is the cost-benefit principle. This principle includes actions such as meeting the support needs of the participants during the research, answering their non-research questions in detail and patiently, and informing the participants about the subject after the research. In this study, within the scope of the principle of fair sharing, the questions asked by the participants about their children and education were answered one by one in detail.

Data Analysis

Data analysis in qualitative research involves preparing, organizing and coding the data, bringing the coded data together to form themes, and finally presenting the findings obtained from the data in the form of tables or discussion (Creswell, 2007). In this study, the data were analyzed by content analysis. Content analysis is a research technique used to make replicable

and valid inferences from texts or other meaningful materials (Krippendorff, 2004). The researchers created codes, categories and themes with their own efforts and interpretations. Each interview recording was transcribed, the interview transcripts were read three times separately and from the meaningful wholes, codes were formed, and from the codes, categories were formed. Each category was then grouped under themes.

Researchers

The first author is an academic who completed her doctoral education in the field of special education, conducted applied studies with children with DD and their families, conducted e-coaching studies in special education and took part in studies designed with qualitative research methods. For 11 years, she has been working as an academican in this field. Throughout her professional life, she has had field experience with many children with DD and their families. In addition, the first author's teaching background contributed to the clarity of the research.

The second author is also an academic with a PhD degree in special education. He is an expert in the education of children with DD and their families and conducts studies on family education. In addition, he has the competence to design, conduct and report research with qualitative research methods and has experience in conducting semi-structured interviews with families. With the professional experience gained in this way, the author did not have difficulty in conducting the interviews and interpreted the participants by understanding them.

Research Ethics

All the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed in the entire process from the planning, implementation and data collection to the analysis of the data. None of the actions specified under the second section of the Directive, "Scientific Research and Publication Ethics Actions" have been carried out. During the writing process of this study, scientific, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic media for evaluation.

For this study, ethics committee permission was obtained from Eskişehir Osmangazi University Social Sciences Scientific Research and Publication Ethics Committee, dated 11.11.2020 and numbered 2020-21 protocol. In addition, the participants signed a consent form stating that participation in the study was completely voluntary and that they could withdraw from any part of the study without stating a reason.

Research ethics committee approval information

Name of the ethics committee: Eskişehir Osmangazi University Social Sciences Scientific Research and Publication Ethics Committee

Date of the decision: 11.11.2020

Document issue number: 2020-21

FINDINGS

As a result of the analysis of the responses to the semi-structured interview questions, 8 themes, 30 categories and 22 codes were obtained. Figure 1 shows the themes. Under each theme heading, categories and codes belonging to the theme are given.

Figure 1*Themes*

Problems during the ERT
The Impact of the ERT on Children's Educational Life
Opinions on the ERT
The Role of Family during the ERT
Psychological Effects of the ERT on the Family
Family Needs during the ERT
Activities Offered during the ERT
Access to the ERT

Problems during the ERT

In the research examining the ERT experiences of families with children with DD during the pandemic, the prominent issue was problems. As can be seen in Table 2, the "Problems during the ERT" theme of the research was divided into 10 categories: problems related to family members, problems related to the learning environment, adaptation problems, class participation problems, lack of systematic presentation of courses, low quality of education, socialization problems, technical problems, resource problems and system-related problems.

Table 2*Categories Related to the Theme of Problems during the ERT*

Problems during the ERT	f
Problems with family members	8
Class participation problems	8
Problems with the learning environment	8
Adaptation problem	8
Technical issues	8
Socialization problems	6
Low quality of education	2
Resource issues	2
System-related problems	2

In the category of problems related to family members, P01 drew attention to the problems arising from siblings with the statement *"I mean, speaking for myself, I have two children, of course, I had a lot of difficulty when I was in home"*. In the category of problems related to participation in the lesson, P01 stated *"for example, we were fine for 5-10 minutes, it was fine, I mean, after that, he gets distracted, he looks around, he goes to another room, he says he is going to go to the toilet"*, P02 stated *"we had trouble sitting during the class"* and P05 stated *"he has both hearing loss and glasses in his eyes, we had a lot of trouble"*, indicating the child's focus and motivation problems.

In the category of problems related to the learning environment, P01 emphasized the unsuitability of the home environment with the statement *"you know, creating that order, preparing that environment really does not benefit the child in any way when there is no classroom environment"*. In the category of adaptation problem, P02 stated *"We had a lot of difficulty at first. When we switched to remote teaching, most of the children could not enter for a long time, we had difficulty with remote teaching, no link was sent we had difficulties"*. In the category of socialization problems, P08 stated that *"the school environment motivated him more, at least when he went to school, seeing his friends and doing something with them gave him joy, he came*

home happier, but he could not feel this at all in remote teaching” and P01 stated “when he was going to school, he would feel more self-confident, I would ask him what he did at school that day, he would always talk about his friends. In remote teaching, for example, he missed his friends a lot” emphasized the lack of peer interaction as in the school in remote teaching.

In the category of technical problems, P04 emphasized the internet connection problem by expressing her opinion as “we had a lot of problems with the internet, there were problems in connecting, the internet was always on and off” and P05 emphasized the internet connection problem by expressing her opinion as “the sound quality, image quality was bad, we had a lot of problems with the internet connection, our computer had problems, I wish these were solved”. Regarding the category of low quality of education, P01 said:

You know, this pandemic was a problem for me in itself, but frankly speaking, I was not satisfied with the remote teaching. Because it seemed to me that it was a bit like this, it is a compulsory process, our teacher has to fill that time somehow, it is wasted, I mean, I don't think it contributes in any way, frankly.

P01 drew attention to the fact that time is wasted in remote teaching. In the category of resource problems, P02 expressed the inadequacy of internet and electronic devices experienced by families as “I mean, when the internet is compulsory, those who do not have the opportunity, everyone had to buy internet and tablet with debt.” In addition, P02 also mentioned the lack of supervision in the category of problems arising from the system by saying “children were not obliged much in terms of education, some entered, and some did not, so there was no control.”

The Impact of the ERT on Children's Educational Life

Another prominent issue in the study was the impact on children's educational life. As can be seen in Table 3, the theme of the study “The Impact of the ERT on Children's Educational Life” was divided into 3 categories: the negative impact of remote teaching on learning, the negative impact of remote teaching on development, and the positive impact of technology on education.

Table 3

Categories Related to the Theme of the Impact of the ERT on Children's Educational Life

The Impact of the ERT on Children's Educational Life	f
Negative impact of remote teaching on learning	9
Negative impact of remote teaching on development	9
The positive impact of technology on education	3

In the category of the negative impact of the ERT on learning, P08 said, “He could not learn, it did not affect his learning in a good way. It affected him negatively, he regressed. P08 stated that remote teaching caused regressions in the child's learning. In the category of the negative impact of remote teaching on development, P02 stated, “When it was forbidden. Children were very distant from each other. Yes, psychologically, it affected them a lot, that is, they became distant, they did not want to go out. It is still the same.” P02 expressed the negative impact on social and psychological development. In the category of the positive impact of technology on education, P01 said:

For example, before, when the child asked something, for example, we didn't know or we said I don't know, I really have no idea about it, but now we don't have such a thing. I mean, everything is at our fingertips with a click of a button and we can access all the information very easily, I mean, both the child and the parent are the same way.

P01 mentioned the positive effects of technology on both the child and their own education.

Opinions on the ERT

Another prominent theme in the study was “Opinions on the ERT”. As can be seen in Table 4, the theme of “Opinions on the ERT” includes two categories as positive and negative opinions, and

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the category of negative opinions includes 6 codes: inability to benefit from remote teaching, dissatisfaction with school closure, psychological effects of the closure, conflict between siblings, inadequacy of the EBA content, and abuse of remote teaching. In the category of negative opinions, P02 stated that they could not benefit from remote teaching with the statement *"Remote teaching is not like in the classroom, so there was no benefit."*, P04 expressed her dissatisfaction with the school closure with the statement *"We want the schools not to close anymore."* P03 expressed the effect of the school closure on the child with the statement *"For example, when the schools were open for a month, he went with joy, and then suddenly they were closed and he came home, it had a great psychological effect on them"*, P01 stated the problems between siblings with the expression *"I mean, it was really troublesome for me when two children with special needs were in the same house. Because, you know, they started to hug each other, after an hour, they cannot share things, so something happens."* P03 stated the inadequacy of the EBA by saying *"For example, the EBA was not enough for us"*. P01 stated that remote teaching was abused with the expression *"how should I say it, there are times when it is not used in a good way, for example, there are times when it is abused, I should say that both in terms of students and teachers"*.

The category of positive opinions includes 8 codes: turning home into a school environment, teacher influence, development of digital skills, advantages of mobile technology, adjustability of class hours and days, non-interruption of education, socialization on the internet, and the opportunity for the family to monitor the teaching. In the positive opinion category, P01 expressed turning home into a school environment by saying:

I mean, he goes to school, okay, he listens to the teacher in class, it is already a ready-made environment in the classroom, but at home, he took that responsibility a little more. I mean, how can I put it, it's like that obligation, that responsibility.

P07 stated the teachers' influence: *"our teachers did their best, I can't say anything about our teachers"*, P03 stated the development of digital skills: *"For example, he even learned to turn the computer on and off by himself."*, P02 stated the advantages of mobile technologies *"Since the phone was portable, for example, when we went to my mother-in-law or something, we could attend the lessons there, otherwise we would not have been able to carry it."*, P03 stated the adjustability class hours and days *"Even one of the students was better in reading and writing, for example, they switched his day and time. Our teachers made a program in that way"*, P09 stated the non-interruption of education: *"And the children were not deprived of education. It was very good for them. Maybe it would have been worse if there was no computer and internet."*, P06 stated socializing online *"in terms of being able to communicate with the other person by seeing them"*, P08 stated that it provided the opportunity for the parents to watch the teaching *"at least we were able to see what teachers can do. It was advantageous in that respect, it was nice."*

Table 4*Categories Related to the Theme of Opinions on the ERT*

Opinions on the ERT	f
Negative opinions	
Inability to benefit from remote teaching	9
Dissatisfaction with school closure	4
Psychological effects of the closure	2
Conflict between siblings	2
Inadequacy of the EBA content	2
Abuse of remote teaching	1
Positive opinions	
Turning the home into a school environment	2
Teacher influence	2
Development of digital skills	2
Advantages of mobile technology	1
Adjustable class hours and days	1
Non-interruption of education	1
Socializing online	1
Opportunity for parents to watch teaching	1

The Role of Family during the ERT

As can be seen in Table 5, the theme “The Role of the Family during the ERT” is divided into three categories. These categories are mother’s responsibility, mother’s behavior management skills, and school-family cooperation. In the category of mother’s responsibility, P01 stated following the class schedule: *“You know, I was constantly following the class schedule, the class hours, the way it was run, etc.”* and P05 explained the accompanying classes: *“I mean, our special children, we had to stand next to them, we had to repeat what the teacher could not explain, whether it was due to the internet or the sound kept cutting in and out”* and P08 stated organizing the learning environment at home: *“Since all the children were at home, there was a time when we could not provide that order at home like a school.”*, P03 stated taking on the role of teacher at home, *“We tried to be our own child’s teacher during this period”*, and P05 mentioned making adaptations to the activities: *“When we could not do, we found a way that we could do more easily and adapted the activities”*.

In the category of the mother’s behavior management skills, P05 stated the difficulties experienced by the mother in the role of teacher with the statement *“because the child with the parents is very different from the child with the teacher, more disciplined, more rule-oriented, more obedient”*, P03 stated that she offered reinforcement with the statement *“seeing the character he liked and participating in the lesson was better”*, P05 mentioned dealing with problem behaviors: *“an hour of that day was spent convincing the child, that’s how it was”*. P02 stated that the teacher and the family worked in cooperation during the remote teaching by saying *“Our teacher sent a link. We were choosing from there, that is, the things he could do, our teacher directed the activities more”*.

Table 5*Categories Related to the Theme of the Role of the Family during the ERT*

The Role of Family during the ERT	f
Mother's responsibility	
Following the class schedule	8
Accompanying classes in remote teaching	8
Organizing the learning environment at home	5
Taking on the role of teacher at home	4
Making adaptations to the activities	2
Mother's behavior management skills	
Difficulties in the mother's teaching role	3
Providing reinforcement	2
Dealing with problem behaviors	2
School-family cooperation	
Cooperating with the teachers	6

Psychological Effects of the ERT on the Family

As can be seen in Table 6, the theme "Psychological Effects of the ERT on the Family" includes two categories: mother's anxiety and burn-out and family members' anxiety. Regarding the anxiety and burn-out of the mother, P01 stated that *"it was really too much, I was very upset because I could not be enough at the end of the day, I was feeling sorry for myself, I really thought that I was very inadequate during this period"*, and P02 expressed the anxiety and burn-out they experienced with the statement *"I was very worn out in that regard"*. In the category of family members' anxiety, P05 expressed: *"their psychology has deteriorated, our psychology has deteriorated, what can these children do?"*.

Table 6*Categories Related to the Theme of Psychological Effects of the ERT on the Family*

Psychological Effects of the ERT on the Family	f
Mother's anxiety and burn-out	4
Anxiety of family members	2

Family Needs in the ERT

As can be seen in Table 7, there are four categories in the theme of "Family Needs during the ERT": needs for remote teaching, needs related to information support, resource needs, childcare requirements. Regarding the needs for remote teaching, P06 stated that the content of remote teaching should be differentiated according to the students, *"I mean, it could be more specialized"*, and P08 stated that the duration of the lesson hours offered in remote teaching should be increased: *"Children who already have difficulty concentrating, the time to understand, the duration was probably an hour, it was difficult for them to understand"*. Regarding the needs related to information support, P06 expressed the need for technical information with the statement *"technologically, I mean, there could have been help, there could have been support"*, and P09 expressed *"Yes, of course, it would have been good if training was given at the beginning to the students and to the parents"*. Regarding the resource needs, P04 expressed the need for electronic devices with the statement *"Everyone has a phone or tablet, there are 2-3 children, we can't enter."* and P05 expressed the need for internet connection with the statement *"when we increased the megabyte, the price increased a lot, when the speed increased, the price increased"*.

Regarding the needs related to childcare, P05 said, *“Of course I need support, I am a mother, my husband works, and I have 4 children”*, and P08 said:

I need support for myself, during the remote teaching. I have a younger daughter. That’s why I couldn’t attend the classes with my daughter very much. My daughter was not capable of doing it on her own, so we had a lot of difficulty.

Table 7

Categories Related to the Theme of Family Needs During the ERT

Family Needs during the ERT	f
Needs for remote teaching	9
Needs related to information support	6
Resource needs	4
Childcare requirements	3

Activities Offered during the ERT

As can be seen in Table 8, there are two categories in the “Activities Offered during the ERT” as following; activities offered by parents and activities offered by teachers. Regarding the activities offered by the parents, P01 said, *“We have play-based activities.”*, P02 stated *“For example, we were writing numbers, we had a blackboard at home, we were studying there, activities related to reading and writing”*. Regarding the activities carried out by the teacher, P04 stated, *“A video was shown, reading was done, question and answer was done, and math was done”*, and P06 stated, *“It was in the form of lecturing in the form of question and answer”*.

Table 8

Categories Related to the Theme of Activities Offered during the ERT

Activities Offered during the ERT	f
Activities offered by the parent	7
Activities offered by the teacher	6

Access to the ERT

In Table 9, under the theme of “Access to the ERT”, there are 5 categories: preferred electronic devices, non-preferred electronic devices, the advantage of portable technology, the advantage of the diversity of technological devices, and receiving external support for connecting to the internet. Regarding the preferred technological devices, P01 stated that *“I think the laptop is more useful in terms of portability”*, P01 indicated non-preferred electronic devices that *“the phone has a smaller screen and I think hand-eye coordination is more difficult on the phone”*, and P09 stated that *“since the screen size is small on the phone, the child has difficulty”*. Regarding the advantage of portable technology, P07 stated that *“the fact that the phone is small and portable, made it easier for us to carry it to different rooms”*. Regarding the advantage of the diversity of technological devices, P03 stated that *“we did not depend on only one device, computer or phone. It was useful in that way because when the other one was disconnected, at least we could continue our work from the other connection”* and P04 stated the support she received during the access *“we do them with my eldest son. He was setting them up and we were logging in”*.

Table 9*Categories Related to the Theme of Access to the ERT*

Access to the ERT	f
Preferred electronic devices	7
Non-preferred electronic devices	4
The advantage of portable technology	4
The advantage of the diversity of technological devices	4
Receiving external support in the process of connecting to the Internet	2

DISCUSSION

In this study, the views and experiences of families of children with DD regarding the ERT were determined. In the study, eight themes were reached as a result of the analysis of family interviews. The first theme is the problems experienced during the ERT. The problems experienced in ERT are similar to the research findings of Ferri et al. (2020). According to Ferri et al. (2020), they experienced technological, pedagogical and social problems during remote teaching. Lack of internet access or lack of electronic devices supports the findings of technological, low quality of education, pedagogical and socialization problems. The effects of formal education on children's learning and socialization are undeniable. However, it is thought that it is usual to see device and connection problems due to the high number of families and children participating in remote teaching and the lack of previous remote teaching experience. In addition, when the teachers who provide remote teaching do not have remote teaching experience, their inexperience in connecting to remote teaching, internet, and providing education may have caused children with DD and their families to experience problems.

The second theme is the impact of ERT on children's educational life. Families stated that the distance education offered did not have a positive impact on their children's development and that caused a regression in their children's learning and development. This finding is similar to the study of Averett (2021). In support of this finding, special education teachers stated that there are not enough special education services for children with DD during remote teaching, Individualized Education Plan (IEP) is not implemented, and resources are insufficient (Ayda et al., 2020). However, when we think about students with DD, it is emphasized that turning every moment into an instructional opportunity has a significant impact on children's learning and development, and offering unnecessary, pseudoscientific and unproven practices are a waste and lost time for children (Travers, 2017). When special education teachers work with children with DD in the classroom, they make individualization and differentiation in teaching as much as possible and even intensively. It is thought that the connection problems experienced in the ERT may have prevented the effective and efficient use of the teaching process for students with DD. However, it is considered important for teachers to adjust to the students' IEPs to compensate for the gap.

The third theme is the opinions on remote teaching. For children with DD, school is an environment where important knowledge and skills are acquired, and education is provided in many developmental areas with individualized and evidence-based practices. With the IEP prepared in line with the needs of the students, intensive systematic education is provided to students, continuous data on student development is collected, and various environmental arrangements and instructional adaptations are made to support the acquisition of important life skills (Pennington et al., 2016). During the ERT, these face-to-face, school-based activities required applying online in a digital environment (Bozkurt & Sharma, 2020). The transition to this system without adequate preparation has brought many problems with it; families have developed various negative opinions towards remote teaching for reasons such as insufficient content, lack of resources in terms of the need to adapt and individualize for children with DD. In this theme, families expressed both positive and negative opinions regarding remote teaching.

Although they acknowledged certain benefits of ERT, they were dissatisfied with the fact that their children could not receive face-to-face instruction at school. While some advantages of remote teaching, particularly in terms of technology use, were highlighted, families generally viewed it not as a substitute for face-to-face education but rather as a temporary solution or a supplementary form of learning. This perspective arises because families are pleased when their children attend school. When children receive in-person education, they have the opportunity to interact directly with their teachers and peers. Meanwhile, parents can carry out their own tasks and dedicate time to themselves while their children are at school.

The fourth theme is the role of the family during the ERT. Families with children with DD have various responsibilities in their children's educational life (attending IEP meetings, supporting their children's learning at home, learning their legal rights, etc.) (Blackwell & Rossetti, 2014). Parents have many responsibilities when it comes to their children. In society, men are generally seen as responsible for the livelihood of the house by entering business life, while women are generally seen as responsible for housework and childcare (Alesina et al., 2013). However, it is stated that mothers of children with DD assume many responsibilities related to their children (Hassamancıoglu et al., 2020). During the ERT, it is seen that mothers assume various responsibilities such as following the curriculum, accompanying the lessons in remote teaching, organizing the learning environment at home, taking on the role of a teacher at home, and adapting activities to support their children's participation in education. This finding also coincides with the literature. In this context, it is believed that providing information and training to mothers of children with DD during the remote teaching process will enhance the quality of education these children receive. Supporting mothers with the necessary skills and knowledge is likely to contribute to their children's more comprehensive educational experience. Moreover, while family involvement in education is crucial, it can be suggested that implementing policies aimed at increasing fathers' involvement in the education of individuals with DD is essential.

The fifth theme is the psychological effects of the ERT on the family. There are many studies on the psychological effects of the pandemic on families of children with DD (Wang et al., 2021). However, it is seen that in this study, because of the inadequacy they felt to support their children's education during the ERT, they were psychologically negatively affected. Interviews with families reveal that the mothers are primarily responsible for childcare and education of their children. The transition to remote teaching is believed to have increased the educational and caregiving responsibilities of families, particularly mothers. Consequently, this situation appears to have heightened mothers' anxiety levels. Since children spend more time at home during the remote teaching due to the inability to attend school, the family's workload increases, which may lead to a decline in their psychological well-being. This, in turn, might contribute to families' dissatisfaction with remote teaching. Supporting this finding, Çetin and Ercan (2021) reported that the distance education process had negative effects on families of children with autism, including increased anxiety, stress, and burnout.

The sixth theme is the needs of the family during the ERT. It is known that families of children with DD have various needs such as childcare, resources and information (Cavkaytar et al., 2012). Families also had needs that emerged during the ERT to support their children's education. In fact, when we look at the family needs, it is seen that the content of the existing needs has changed in order to adapt to the new situation. In other words, it is known that families have resource needs, but in the new situation, internet and electronic device needs have emerged within the resource needs, and knowledge and skills needs have emerged in order to participate in remote teaching. Therefore, in future transitions to remote teaching, it is believed that meeting families' informational and educational needs will not only positively influence their perception of remote teaching but also increase its effectiveness. In addition to addressing these needs, supporting families in terms of technological infrastructure and equipment is considered crucial for enabling children with DD to benefit more significantly from remote teaching.

The seventh theme is the activities offered during the ERT. It is known that teachers and parents organize various activities during the ERT. It is seen that teachers present the traditional way of presenting education over the internet, they do not create new content, adapt and individualize the existing content. It is also seen that families use the existing resources at home in order to continue and support their children's education and mostly make efforts to support their children in daily household chores. However, in some studies, it is stated that experts provide coaching to families and partnerships are established between families and staff during the pandemic (Steed et al., 2022). In this respect, it is thought that the current study differs from the literature. It is considered essential for teachers to adapt to the remote teaching by enriching their instruction with technology-based practices. Rather than delivering traditional teaching through computers or other technological devices, teachers should make more individualized adaptations by taking into account the unique characteristics of each child. Instruction should emphasize greater individualization and differentiation, which requires closer collaboration between teachers and families. Similarly, families are expected to structure home activities to reinforce the skills taught by teachers, which further highlights the importance of strong teacher-family collaboration.

The eighth and final theme is the access to the ERT. It is seen that the devices preferred by families to participate in remote teaching differ. These preferences were influenced by their children's disability. For example, it was found that the mother of a child with visual impairment preferred a technological device with a larger screen. In the existing studies in the relevant literature, (Averett, 2021; Çetin & Ercan, 2021; Dickinson et al., 2023; Sonnenschein et al., 2022) there are no details about the technological devices used by children with DD during the ERT, which ones they prefer or which ones they demand. In this respect, it is thought that the research differs and contributes to the literature.

Different countries in different parts of the world have offered different remote teaching solutions, but it seems that the quality of the services offered and the ways in which children with DD and their families benefit from this process are similar. Only one mother who participated in this study is a university graduate. However, it is seen that the difference in the educational level of the families does not make a difference in terms of their experiences in remote teaching, and that the families have similar experiences. This finding is in line with the finding of Sonnenschein et al. (2022).

Since children with DD are affected by disabilities at different levels, more research is needed on which disability groups benefit from the ERT and how. For example, some of the children in this study had difficulty with both seeing and hearing, making it difficult for them to participate in remote teaching. It is necessary to consider the characteristics of each of these disability categories, prepare appropriate content, and choose appropriate technological devices in terms of image and sound quality.

In the literature, there are many studies on the experiences of families with children with DD during the pandemic. However, this study focused on the experiences of families regarding the "emergency remote teaching" offered to their children with DD. In addition, the majority of the studies were conducted for all disability categories and often included teachers' views. In this study, parents' views on the ERT for children diagnosed with ID and/or ASD were used. It can be said that the listed features are the strengths of the study.

Conclusion

Sustaining the education of children with DD is possible by supporting their access to effective educational practices. ERT has been implemented as a solution for the continuation of education for children with DD during the pandemic. However, it seems that the ERT did not provide progress in the education of children with DD and caused regressions at many points. Since Türkiye is an earthquake zone and is located in a region that is likely to be affected by climate change, it is thought that the possibility of natural disasters such as floods and fires is high.

Therefore, it is very important to plan and implement remote teaching for continuity of education and support services for children with DD. What the ERT is and how it differs from distance education should be taken into consideration by those who shape special education policies and the adaptations should be implemented specifically for children with DD and their families.

Recommendations

- Service providers should develop effective remote teaching for both children with DD and their families.
- In this study, mothers of children with DD were interviewed and their experiences were reported. The experiences and needs of children from different disability categories (e.g., physical disabilities, hearing impairment or visual impairment) during the ERT should be determined and appropriate remote teaching practices should be developed.
- Identify the needs of teachers working with children with DD in terms of improving their digital skills, preparing digital content, and making adaptations in the content they prepare, and then design and present professional development programs related to this.
- Training that improves the knowledge and skills of families of children with DD to support their education can be organized and research involving family education practices can be planned.
- Research studies on remote teaching involving children's families can be conducted using a variety of methodologies, including single-subject research, randomized controlled experimental designs, action research and mixed-method research approaches.
- Nine mothers participated in this study. It is recommended to plan research involving fathers and to examine the opinions and experiences of fathers in similar studies.
- It is recommended that policy makers plan adaptations for the ERT for children with DD and their families.

Limitations of the Study

This research is limited to the answers given by the participants.

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Statement of Contribution Rate

The authors of the study contributed equally to all processes of the research.

Declaration of Conflict of Interest

As the authors of the study, we declare that we have no declaration of interest/conflict.

Statement of Publication Ethics

Statement of Publication Ethics All the rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" were complied with in the whole process from planning, implementation, data collection to data analysis of this research. None of the actions specified under the second section of the Directive, "Actions Contrary to Scientific Research and Publication Ethics", have been carried out.

In the writing process of this study, scientific, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

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GENİŞLETİLMİŞ ÖZ

Giriş

Acil durumlarda uzaktan eğitim, kriz anlarında geleneksel eğitim modellerine geçici bir alternatif olarak uygulanmaktadır. Bu tür durumlarda, kriz sona erdiğinde yeniden yüz yüze, karma ya da hibrit modele dönülebilmesi hedeflenmektedir (Hodges vd., 2020). Covid-19 pandemisi sürecinde dünyada olduğu gibi Türkiye’de de yüz yüze eğitime ara verilmiş ve uzaktan eğitime geçilmiştir. Bu kapsamda Millî Eğitim Bakanlığı (MEB), eğitim içeriklerini hem televizyon yayınları aracılığıyla hem de Çevrimiçi Eğitim Bilgi Ağı (EBA) platformunda sunmuştur. Genel eğitim içeriklerinin yanı sıra özel gereksinimli öğrenciler için özelleştirilmiş materyaller de bu platformlarda yer almıştır (Tekin-Iftar vd., 2021).

Dünya Sağlık Örgütü (WHO), pandemide gelişimsel yetersizliği olan çocukların destek hizmetlerine erişimlerinin kesilmesi nedeniyle orantısız bir şekilde etkilenebileceğini bildirmiştir (WHO, 2020). Bu çocukların uzaktan eğitime erişiminde yetersiz kaynaklar, ebeveynlerin çalışma durumu ya da teknoloji bilgisi eksikliği gibi faktörler belirleyici olmuştur (Kim & Fienup, 2022). Nörolojik sorunlara bağlı olarak akademik, sosyal ve bireysel becerilerde sınırlılıklar yaşayan gelişimsel yetersizliği olan çocukların aileleri, çocuklarının eğitimi süresince yoğun stres altında kalmaktadır (Woodman vd., 2015). Bakım yükü ve ekonomik sorunlar, bu stresi artıran temel etkenlerdendir (Scherer vd., 2019).

Pandemi sürecinde ailelerin rutinleri bozulmuş, destek ağları kopmuş ve öğretmenlerin yürütmesi gereken eğitim faaliyetlerini ailelerin üretici bir rol üstlenerek gerçekleştirmesi beklenmiştir (Baweja vd., 2021). Bu durum, ailelerde kaygı ve ruh hali değişikliğine yol açmıştır (Asbury vd., 2020; Di Renzo vd., 2020). Ailelerin bu dönemde aldıkları uzaktan eğitim hizmetlerine ilişkin geri bildirimleri, eğitimdeki sosyal etkileşim eksikliği ve destek sürelerinin azalması gibi sorunları işaret etmiştir (Sonnenschein vd., 2022).

Bu çalışmanın amacı, gelişimsel yetersizliği olan çocukların ailelerinin pandemi sürecinde sunulan acil uzaktan eğitime ilişkin görüş ve deneyimlerini belirlemektir. Araştırma sorusu, “Gelişimsel yetersizliği olan çocuk ailelerinin pandemi döneminde sunulan acil uzaktan eğitime ilişkin görüş ve deneyimleri nelerdir?” olarak belirlenmiştir.

Yöntem

Araştırmanın deseni

Araştırmada, konunun doğal ortamında derinlemesine incelenmesini sağlayan nitel araştırma yöntemi benimsenmiştir. Bu yöntemde araştırmacı, temel araç olarak kabul edilir ve katılımcıların yorumlarıyla bütüncül bir yaklaşım sağlanır. Araştırmada, fenomenolojik desen kullanılmıştır. Fenomenoloji, bireylerin yaşadıkları olayları nasıl deneyimlediklerini ve bu olaylara dair algılarını anlamaya odaklanan bir yaklaşımdır. Bu yöntemle bireylerin deneyimlerinin özünü anlamak hedeflenmiştir.

Katılımcılar

Araştırmanın katılımcılarını, gelişimsel yetersizliği bulunan çocukların ebeveynleri oluşturmaktadır. Nitel araştırmada küçük gruplar üzerinde derinlemesine inceleme yapılır. Bu çalışmada amaçlı örnekleme yöntemlerinden biri olan ölçüt örnekleme tercih edilmiştir. Katılımcıların seçimi için belirlenen ölçütler şunlardır: gelişimsel yetersizlik sahibi çocuklara sahip olmak, bu çocukların uzaktan eğitime katılmış olması ve gönüllü katılım. Katılımcılar P01’den P09’a kadar kodlanmıştır.

Veri toplama süreci

Araştırmada 9 ebeveynle yarı yapılandırılmış görüşmeler yapılmıştır. Görüşme soruları uzmanların değerlendirmesiyle oluşturulmuş ve pilot uygulama sonrası sorularda değişiklik

yapılmamıştır. Uzman görüşleri özel eğitim ve uzaktan eğitim alanında doktora derecesine sahip kişilerden alınmıştır.

İnandırıcılık ve etik

Kodlama güvenilirliği, rastgele seçilen altı görüşmenin bağımsız bir uzman tarafından yeniden kodlanması yoluyla sağlanmıştır. Güvenirlilik oranı %92 olarak hesaplanmıştır. Görüş ayrılıkları, tartışmalar sonucunda uzlaşmayla çözülmüştür. Araştırma, etik kurul onayı alınarak gerçekleştirilmiştir. Katılımcılara gönüllü katılım koşulları açıklanmış ve onay formu imzalatılmıştır.

Veri analizi

Veri analizi içerik analizi yöntemiyle yapılmıştır. Bu yöntem, verilerden geçerli çıkarımlar yapmak amacıyla kullanılmıştır. Kodlanan veriler temalar oluşturularak sunulmuştur.

Bulgular

Bu çalışma, pandemi döneminde uzaktan eğitim sürecinin, gelişimsel yetersizliği olan çocuk sahibi aileler üzerindeki etkilerini incelemektedir. Verilen yanıtların analizi sonucunda 8 ana tema, 30 kategori ve 22 kod belirlenmiştir. “Uzaktan Eğitimde Yaşanan Sorunlar” temasında; ailenin yaşadığı teknik aksaklıklar, ders katılım sorunları, sosyalleşme eksikliği, adaptasyon güçlükleri ve kaynak yetersizliği gibi konular dikkat çekmiştir. Aile bireyleri arasında çatışma, çocukların odaklanma problemleri ve derslerin verimli olmaması önemli sorunlar olarak öne çıkmıştır. “Uzaktan Eğitimin Çocukların Eğitim Yaşantısına Etkisi” temasında, uzaktan eğitimin öğrenme ve sosyal gelişime olumsuz etkileri vurgulanmış, ancak teknolojinin bilgiye erişim kolaylığı gibi olumlu yönleri de belirtilmiştir. “Uzaktan Uzaktan Eğitime Yönelik Görüşler” teması, olumlu ve olumsuz yönleri kapsamaktadır. Olumsuz görüşlerde eğitimin yetersizliği, EBA içeriğinin eksikliği ve psikolojik etkiler öne çıkarken; olumlu görüşlerde dijital becerilerin gelişimi, eğitimin sürekliliği ve ailenin öğretimi izleme fırsatı yer almıştır.

“Uzaktan Eğitimde Ailenin Rolü” teması, annenin sorumlulukları, davranış yönetimi ve okul-aile iş birliği kategorilerini kapsamaktadır. Annelerin çocuklara derslerde eşlik etmesi, öğrenme ortamını düzenlemesi ve öğretmen rolü üstlenmesi önemsenmiştir. “Uzaktan Eğitimin Aile Üzerindeki Psikolojik Etkileri” teması, annenin ve aile üyelerinin kaygısı ile yıpranmasına odaklanmış, bu durumun aile içinde ciddi psikolojik baskılara yol açtığı belirtilmiştir. Son olarak, “Uzaktan Eğitim Sürecinde Ailenin Gereksinimleri” temasında; çocuk bakımı, kaynak yetersizliği, teknik destek ihtiyacı ve bilgi desteği gibi konular ele alınmıştır. Aileler, uzaktan eğitimde yaşadıkları sorunların çözülmesi için destek talep etmiştir.

Tartışma ve Sonuç

Bu çalışma, gelişimsel yetersizliği olan çocukların acil uzaktan eğitim sürecindeki aile deneyimlerini incelemekte ve sekiz ana tema belirlemektedir. İlk tema, Ferri ve diğerleri (2020) ve Petretto ve diğerleri (2020) ile uyumlu olarak, teknolojik sorunlar, uygun olmayan öğrenme ortamları ve bireyselleştirilmiş öğretim eksikliği gibi önemli zorlukları vurgulamaktadır. Öğretmenlerin uzaktan eğitim konusundaki sınırlı deneyimleri bu sorunları artırmıştır. İkinci tema, çocukların öğrenme ve gelişimi üzerindeki olumsuz etkilere odaklanmaktadır. Aileler, gerileme yaşandığını ve ilerlemenin yetersiz olduğunu bildirmiş, bu bulgular Averett (2021) ile örtüşmüştür. Bu çocuklar için etkili öğretim, çoğunlukla uzaktan uygulanması zor olan bireyselleştirilmiş yöntemler gerektirmektedir. Üçüncü tema, ailelerin uzaktan eğitime yönelik karışık algılarını ortaya koymaktadır. Birçok aile psikolojik stres, yetersiz içerik ve sosyal izolasyon nedeniyle memnuniyetsizlik ifade ederken, bazıları dijital beceri gelişimi ve ebeveyn katılımı gibi faydalar bildirmiştir. Bu gözlemler, Bozkurt ve Sharma (2020) ile tutarlıdır.

Dördüncü tema, özellikle anneler için artan sorumlulukları vurgulamaktadır. Anneler, ders desteği ve davranış yönetiminde önemli roller üstlenmiş, bu durum Blackwell ve Rossetti (2014) ile paralellik göstermektedir. Beşinci tema, ailelerin yaşadığı psikolojik stresi öne çıkarmaktadır.

Wang ve diğerleri (2021) de benzer bulgularla duygusal yükün altını çizmektedir. Altıncı ile sekizinci temalar, ailelerin daha iyi kaynaklara, etkinlik uyarlamalarına ve uygun cihazlara erişim ihtiyaçlarını kapsamaktadır. Özellikle duysal yetersizlikleri olan çocuklar için ailelerin farklı cihaz tercihleri olduğu gözlemlenmiştir. Çalışma, acil uzaktan eğitimin devamlılık sağladığını ancak birçok durumda gerilemeye yol açtığını belirtmektedir. Öneriler arasında özel uzaktan eğitim sistemlerinin geliştirilmesi, öğretmen eğitiminin iyileştirilmesi ve gelecekteki çalışmalara babaların da dahil edilmesi bulunmaktadır. Farklı yetersizlik grupları için uyarlanmış yaklaşımlar ve aile eğitim programları, kriz dönemlerinde eğitimin sürekliliğini sağlamak açısından önemlidir.