

How do mainstream teachers think which is a suitable education setting for children with special educational needs in mainstream classroom or individualized setting?

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Background

Sanagi(2017) pointed out that teachers have a tendency to evaluate the decision of providing reasonable accommodations for pupils with special needs in their classroom by condition of academic skills of the pupils, though the Convention on the Rights of Persons with Disabilities had not assumed a condition of pupils' academic skills, whether high or low. However, as teachers are familiar with treating special needs as to recover academic behinds of pupil with special needs in schools, they seem to do not provide a reasonable accommodation in the case of pupils with both high academic skills and special educational needs. Unfortunately, many teachers in Japan regarded the concept of inclusive education as integration (Sanagi,2016). This misunderstanding of inclusion cause inadequate decision making for pupils with special educational needs (SEN) in mainstream schools. In this study, the author examine teachers' attitudes towards inclusive education as continuation.

Method

Participants

• 239 mainstream and special school teachers who have joined a seminar to have a special teacher license in Japan.

Data collection

• Data collection conducted using two kinds of questionnaires in August 2018.

QUESTIONNAIRE α

- 1) "Questionnaire α" consisted of 11 items for a conjoint analysis of the teaches' attitudes towards the conceptual image of inclusive education.
- 2) Each item showed as a combination of four pictures. Each picture symbolized a piece of factor level.

Factor 1: Inclusion Image

→ pupil with SEN putted in mass/ an environment expand for including pupils with SEN;

Factor 2 : Target Subject Image

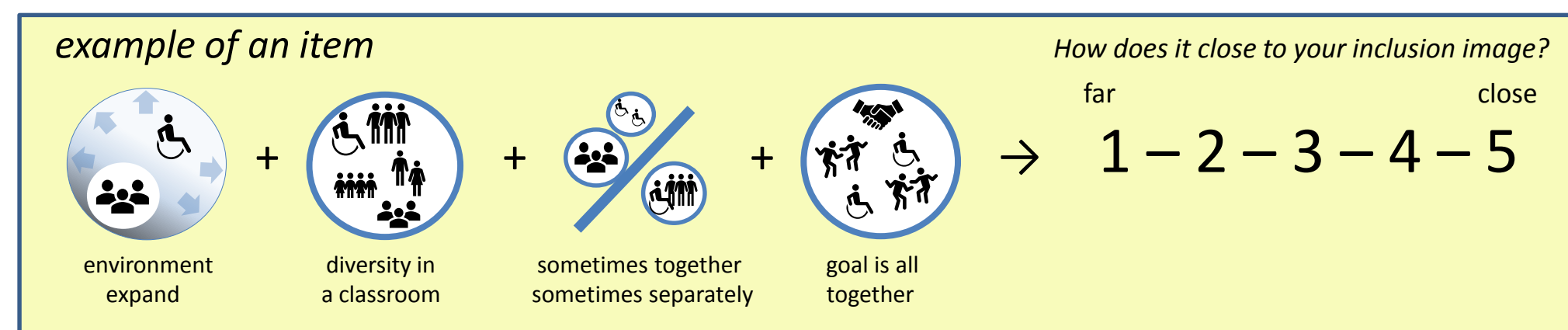
→ the target is just pupil with SEN/ there is diversity in pupils' attribute

Factor 3 : Locational Image of Inclusion

→ to what extent pupils with SEN are integrated in mainstream classroom

Factor 4 : Image of the goal of inclusion

→ all pupils together in a mainstream classroom/ pupils with SEN certainly have provisions for individual educational needs



QUESTIONNAIRE β

- 1) Questionnaire β consisted of 11 items for a conjoint analysis of the teachers' attitudes towards the suitable learning place of pupils with SEN and the reason for it.
- 2) Each item consisted of combined four elements.

Procedure

Conjoint analysis give us ARI(average relative importance) and Utility Scores. A cluster analysis has applied for classification. Participants were divided into three groups for questionnaire α (Group A,B,C; see Fig.1), and two groups for questionnaire β (Group X,Y; see Fig 2). The combination of those two group made six types of teachers' attitudes (Table 1). An example of a type (Type 3:BX) is shown as Fig.3.

Result & Discussion

Classification

• Group A, B, and C were obtained by a classification using cluster analysis for the utility scores of questionnaire α.

Group A(Fig.4-1): a group of teachers who has an image of inclusion as sustainable diversity in a classroom as long as possible, however, do not put so much importance on professional provision.

Group B(Fig.4-2): focus on to keep balance between integrated settings and professional special provision.

Group C(Fig.4-3): emphasize a significance on professional provision. This group of Teacher regarded locational integration as not always suitable for pupils with SEN.

• Group X and Y were obtained by a classification using cluster analysis for the utility scores of questionnaire β.

Group X(Fig.5-1): allow to join pupils with SEN into mainstream classroom as long as if they do not disturb other pupils. However, in case pupils with SEN cause to confuse the progress of teaching in mainstream class, teachers who are classified as group Y consider strongly pupils with SEN should be educated at segregated settings.

Group Y(Fig.5-2): strongly pay attention to learning difficulties of pupils with SEN. Teachers in this group tend to consider pupils with SEN can join if their learning difficulties are not so severe. On the other hand, they judge those who has severe difficulty should segregate to separate place.

Combination of two kinds of classification

There are six types by combination of (Group A,B,C) x (Group X,Y).

Type 1(A-X): Diversity Coexistence – How far Mainstream Interfering (Fig.4-1 & 5-1; N=49)

Type 1 teachers are well understanding the significance of diversity in a classroom but they pay attention whether pupils with SEN do not disturb the mainstream standards.

Type 2(A-Y): Diversity Coexistence – Extent of Learning Difficulty (Fig.4-1 & 5-2; N=52)

Type 2 teachers are well understanding the significance of diversity in a classroom but if their pupils with SEN are underachieving then they tend to think those pupils should join at outside of mainstream.

Type 3(B-X): Balanced Integration – How far Mainstream Interfering (Fig.4-2 & 5-1; N=31)

Type 3 teachers seek a balance between integrated setting and professional special provision. However, they pay attention whether pupils with SEN do not disturb the mainstream standards.

Type 4(B-Y): Balanced Integration – Extent of Learning Difficulty (Fig.4-2 & 5-2; N=20)

Type 4 teachers seek a balance between integrated setting and professional special provision. However, if their pupils with SEN are underachieving then they tend to think those pupils should join at outside of mainstream.

Type 5(C-X): Significance of Special Provision – How far Mainstream Interfering (Fig.4-3 & 5-1; N=31)

Type 5 teachers strongly realize the significance of professional special provision but they pay attention whether pupils with SEN do not disturb the mainstream standards.

Type 6(C-Y): Significance of Special Provision – Extent of Learning Difficulty (Fig.4-3 & 5-2; N=56)

Type 6 teachers strongly realize the significance of professional special provision. However, if their pupils with SEN are underachieving then they tend to think those pupils should join at outside of mainstream.

Many teachers recognize the exact component about concept of inclusion than before. It can be confirmed as two factors (inclusivity image and target subject image) in Fig.4-1 to 4-3. However, there are relatively small number of teachers seek a good balance between integrated setting and segregated special provision (Type 3 & 4 in Table 1). The awareness of diversity coexistence is also recognized much better than before. The findings from Fig.5-1 and 5-2 indicated that there is "a rigid standard" in school culture in Japan, that is, pupils are always required to behave "normally"- never disturb the mainstream and should follow academic standards. This kind of mindset make a serious barrier to develop a good improvement of schools for including diversity of special needs.

We should seek to prompt teachers to understand much more precise definition of inclusive education or develop a new conceptual model for including special educational needs and developing an effective school system improvement.

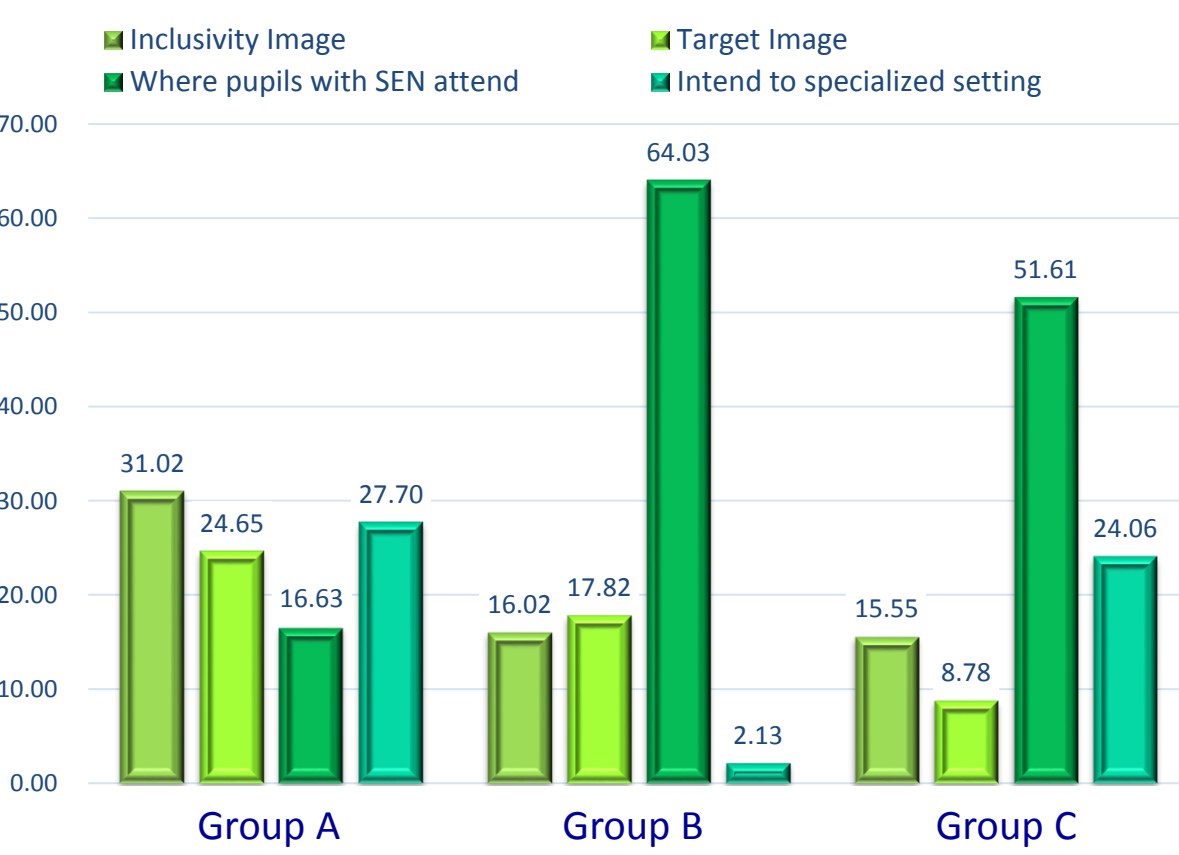


Fig.1 Three types of Image of Inclusive Education (conjoint analysis : Questionnaire α)

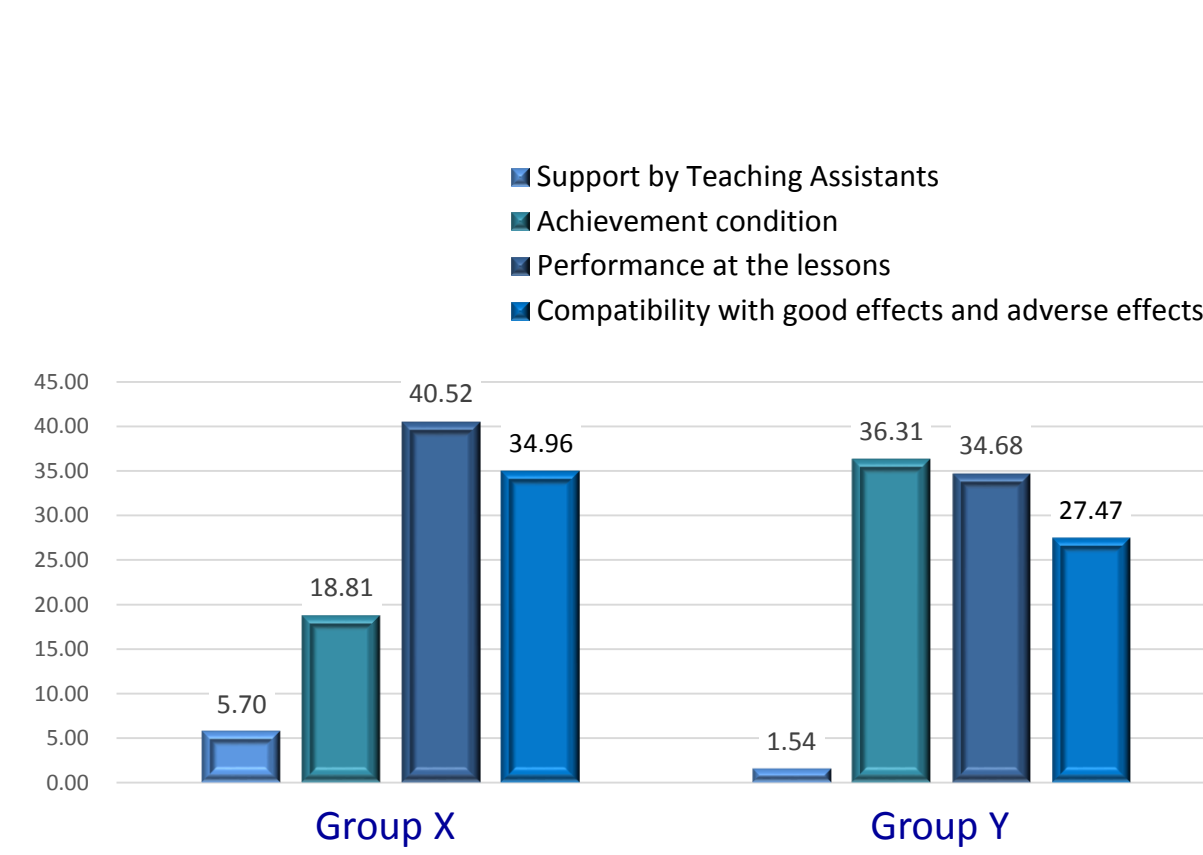


Fig.2 Two type of teachers' attitudes towards learning settings (conjoint analysis : Questionnaire β)

Table 1 Combination Types of Teachers' Attitudes

	Clustered by α	Clustered by β	N
Type 1	A	X	49
Type 2	A	Y	52
Type 3	B	X	31
Type 4	B	Y	20
Type 5	C	X	31
Type 6	C	Y	56

Example : Type 3 is defined as combination of Group A and Group B.

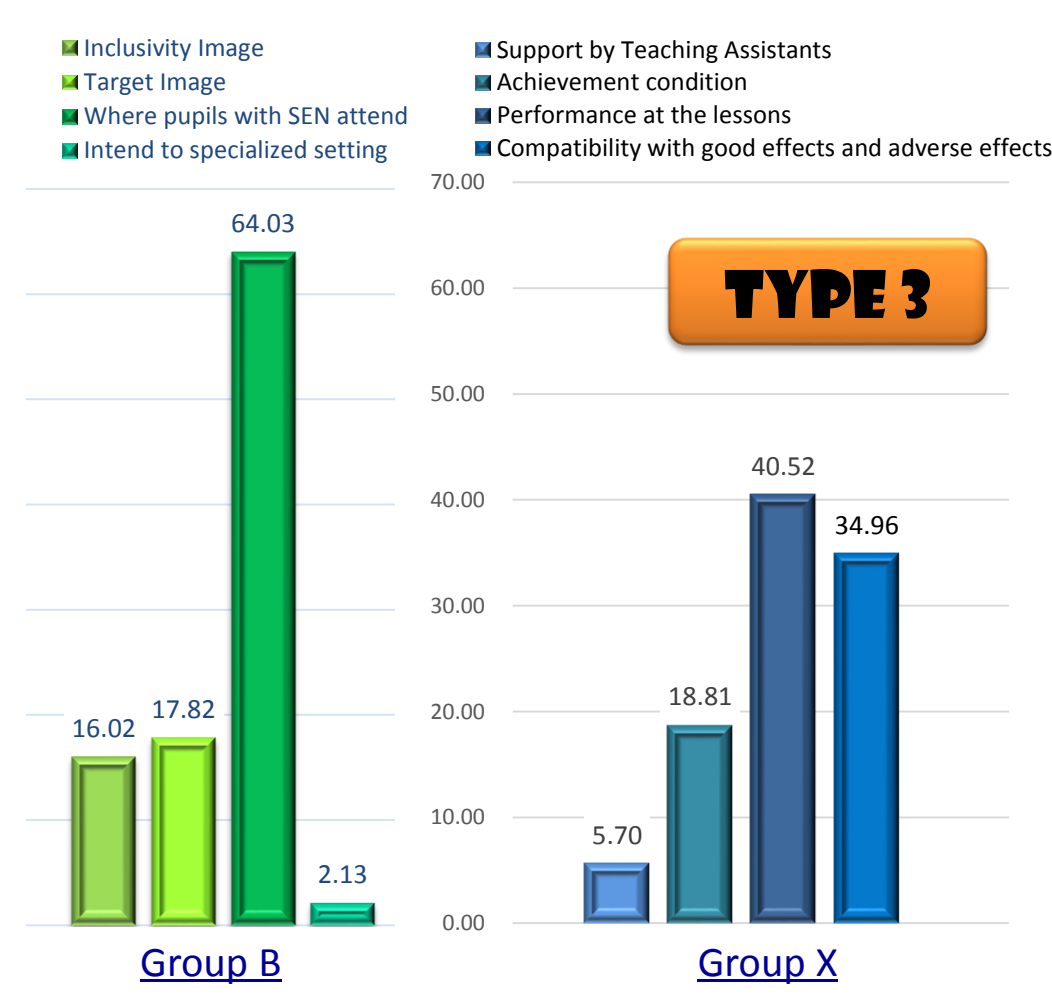


Fig. 3 Example of a type by combination of clustered group

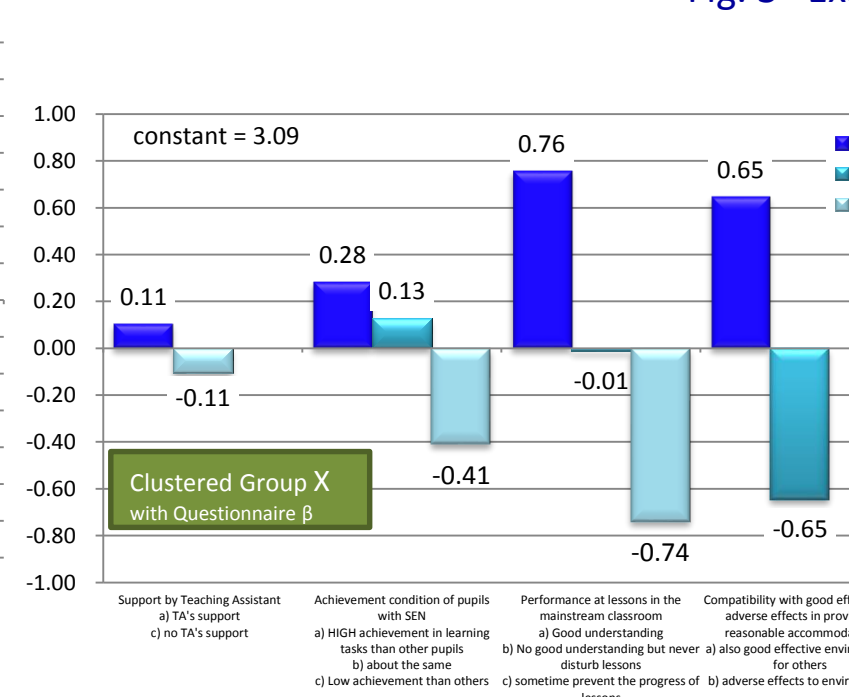
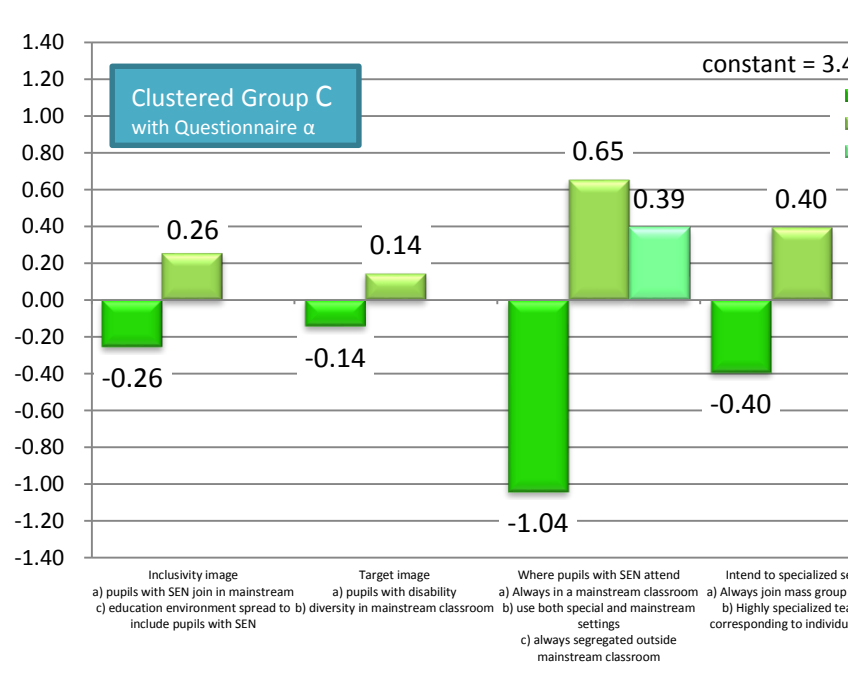
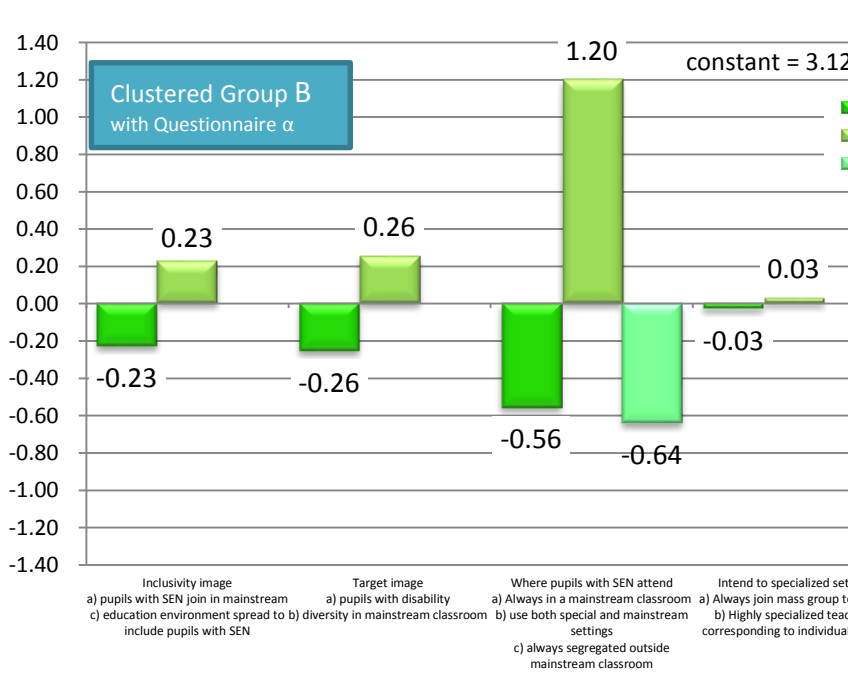
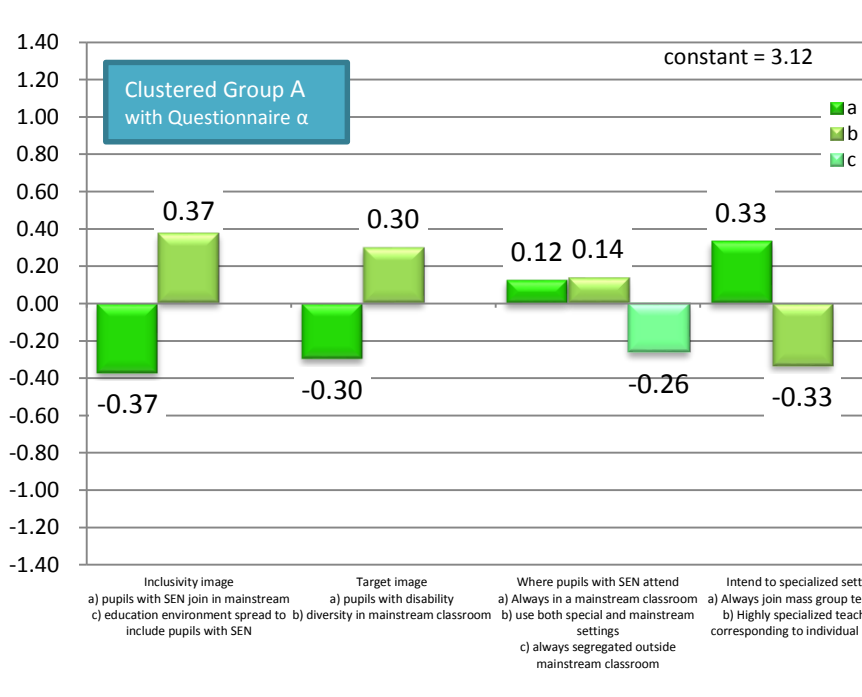


Fig. 5-1 Utility Scores for close image of "Inclusive Education"

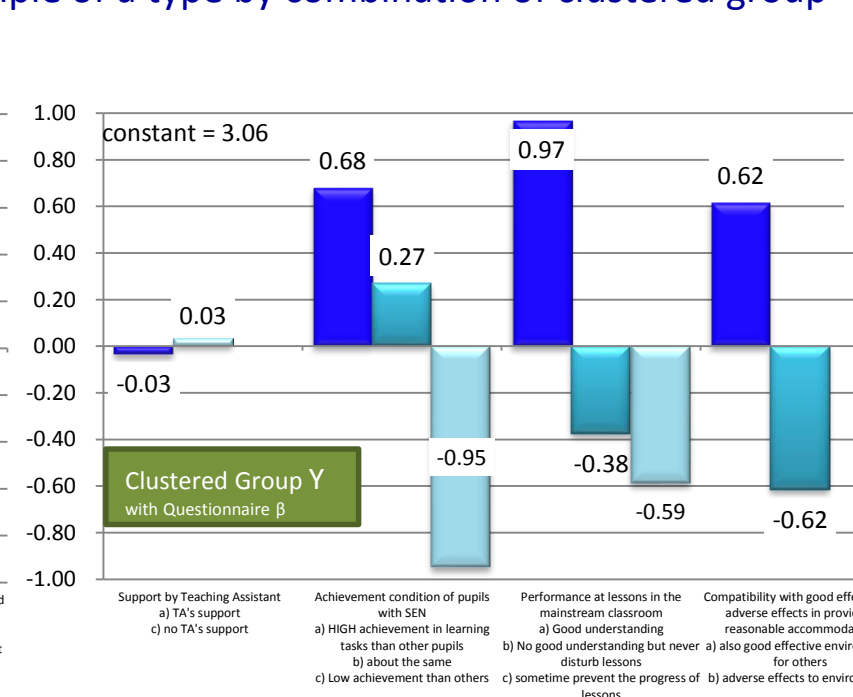


Fig. 5-2 Utility Scores for close image of "Inclusive Education"