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STRICTLY CONFIDENTIAL

Lisa Roan

AN EXPLORATION OF THE ATTITUDES AND PRACTICES OF TEACHERS IN RELATION TO THE INCLUSION OF CHILDREN WITH SPECIFIC ADDITIONAL SUPPORT NEEDS.

Dissertation submitted in part fulfilment of the requirements for the degree of Master of Inclusive Education: Research, Policy and Practice

Dr Margaret McCulloch

UNIVERSITY OF GLASGOW

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Summary

This study explored the attitudes of teachers in the mainstream classroom towards inclusion policy and its implementation. The study then investigated the attitudes and practices of teachers in relation to the inclusion of specific additional support needs (ASN).

The research was conducted in two phases; the first phase consisted of a questionnaire then semi-structured interviews were carried out in the second phase. Both research methods followed a framework of head (cognitive knowledge and theoretical education), heart (moral and ethical perspective) and hands (practical and technical skills) (Loremen et al, 2013) to examine specifically which of the three elements were present in relation to teachers' attitudes.

The overall findings of the questionnaire demonstrated a positive teacher attitude towards the concept of inclusion and a commitment and sense of responsibility from teachers regarding their role in inclusive education. It also highlighted that within most ASN the teachers feel head, heart and hands are present. However, when investigating specific ASN there was often one or two elements absent and social, emotional and behavioural difficulties (SEBD) was identified as the ASN that teachers find most difficult to include in the mainstream classroom.

The interviews highlighted similar issues to the questionnaires. However, they also drew attention to the detrimental effects of inclusion on the rest of the class with findings from both very much in line with current literature.

Both phases of the study highlighted a concern in the area of the effective inclusion of children with SEBD. The preparation and continued professional development of teachers in this area is a vital element of implementing inclusion for all.

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1 INTRODUCTION AND RATIONALE

1.1 INTRODUCTION

Research indicates that most teachers have positive attitudes towards inclusion (Avramidis et al 2000; Forlin et al 2008; Leatherman & Niemeyer, 2005; Monsen et al, 2013). However, it also highlights a possible discord between policy and practice, suggesting that this general positive attitude towards inclusion is not consistent across all additional support needs (ASN) (Avramidis et al, 2000; MacFarlane & Woolfson 2013). As inclusion is a new and ever-changing concept that both policy makers and classroom teachers struggle to comprehend, it is understandable that there are questions surrounding the implementation of inclusion policy.

Inclusion is a major part of international and national education policies throughout the world (UNESCO, 1994, 2009) and, in many countries including Scotland, it is the foundation of legislation and policy (Scottish Executive, 2009, 2014, 2016). Scottish education is immersed in inclusive legislation and policy, including: Education (Standards in Scotland's Schools) (Scotland) Act 2000, which introduced the notion that education would normally be provided in mainstream schools for all pupils; Education (Additional Support for Learning) (Scotland) Act 2004 where the term 'additional support needs' replaced 'special educational needs'; Education (Additional Support for Learning) (Scotland) Act 2009 included amendments such as the inclusion of children who are looked after and accommodated; Getting it right for Children and Families: A guide to getting it right for every child (GIRFEC) (Scottish Government, 2008); Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming (Scottish Government, 2017); Every Child is Included and Supported: Getting it Right in Glasgow (Scottish Government, 2016). In addition, each school has an individual policy reflecting Scottish policy applied in that school's context.

Despite the abundance of laws, policies and guidelines there is growing discontent amongst educators as to how these policies are translated into daily practice (Goodman & Burton, 2010). The positive attitude of the mainstream teacher is paramount to the successful implementation of inclusive education (Avramidis et al, 2000; De Boer, Pijl & Minnaert, 2010). While most teachers have a positive attitude towards inclusion, some teachers find it challenging to include children with certain ASNs (Avramidis et al, 2000; Bowman, 1986; MacFarlane & Woolfson, 2013). Teachers find inclusion challenging for many reasons: inadequate resources and support; lack of experience or professional development; lack of parental involvement; class size; increased workload; and pressure to achieve targets and raise attainment (Monsen, 2014; Suc et al, 2016). Teachers in mainstream schools come from a wide demographic with varying educational background, age, experience, beliefs and professional development so it should not be assumed that all teachers are able and willing to respond positively to all ASN.

There is evidence suggesting that children with social, emotional and behavioural difficulties (SEBD) are often identified as the most challenging [ASN] group for teachers to include within the mainstream classroom (Cook & Cameron, 2010; Grieve, 2009; MacFarlane & Woolfson, 2013; Monsen et al, 2013; Suc et al, 2016). The term SEBD can often be misinterpreted and used to describe any child who displays challenging behaviour while sometimes a child with SEBD is described as simply displaying challenging behaviour without their needs being taken into account. SEBD is an umbrella term to describe a range of identified social, emotional and behavioural difficulties such as eating disorders, attention deficit disorder, depression and anxiety. It should not be used as an overarching term for any difficult behaviours.

It was not until The Education of Pupils with Learning Difficulties in Primary and Secondary Schools in Scotland: A Progress Report by HMI (Scottish Education Department, 1978) that 'challenging behaviour' was finally included in the 'SEN' continuum. Previously 'challenging behaviour' was described as 'maladjustment' and seen as a deficit in the child and not the responsibility of the school. If a child was assessed as having SEBD, they were taken out of school and placed in other provisions

such as secure accommodation and segregated units. The fact that this is no longer the case is one example of a huge shift in thinking by policy makers over the past forty years. However, it must be asked if this change in policy and attitude is fully shared by those who turn the policy into practice? Further, even if this attitude is shared by teachers it does not mean that they have the knowledge and the tools to implement inclusive practice.

Only through more extensive and contextual research can we begin to understand and support teachers' inclusive attitudes and practice. This study is a small-scale investigation of some of these complex issues in a single mainstream context.

The definition of inclusion used for this study is Barton's (1997:2),

"Maximising the participation of all children in mainstream schools and removing environmental, structural and attitudinal barriers to their participation."

This encompasses the wider aim of inclusion as it focusses on the participation of all and not some. Other definitions of inclusion focus only on children with ASN or remain rooted in the model of integration. While other countries continue to use the terminology of SEN, Scotland has updated its terminology through the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) to use the term ASN. Similarly, the term SEBD is referred to as EBD or BESD in other countries.

1.2 Rationale

The aim of this study is to explore the attitudes and practices of teachers relating to the inclusion of children with specific ASNs. There are two research questions to be addressed:

- Is there a conflict between the attitudes of mainstream teachers and inclusion policy?
- Are teachers more inclusive in their attitudes and/or practice towards children with certain ASNs than others?

This study will gather data regarding teachers' general attitudes towards inclusion and its related policies. It will also gather data regarding teachers' attitudes towards the inclusion of children with SEBD, autism spectrum disorder (ASD) and dyslexia. The study hopes to learn from teachers how they interpret and implement policy into practice.

2   LITERATURE REVIEW

2.1   INTRODUCTION

This literature review will explore teachers' attitudes relating to the inclusion of children with ASN and, more specifically, children with SEBD.

Inclusion is an issue at the forefront of international and national education policies. However, as familiar as many are with related policies, I wish to explore more fully the beliefs and practices of those who implement these policies. Initially the review will examine general teacher attitudes towards the idea of inclusion. Next, the literature surrounding the hierarchy of ASN will be reviewed which will raise the issue of inclusion of children with SEBD. Finally, I will examine these themes in the context of Scottish policies and practice.

2.2   TEACHER ATTITUDES TO INCLUSION POLICY

Many researchers have argued that the successful implementation of inclusion policy is dependent on the positive and inclusive attitude of teachers (Forlin & Lain, 2008; Grieve, 2009). Teachers are paramount to enacting policy and, for that reason, I will explore the research into teachers' attitudes to current policies on inclusion.

Most researchers have found that teachers hold positive attitudes to the general concept of inclusion (Abbott, 2006; Avramadis et al, 2000: Avramadis & Norwich, 2002: Forlin & Chambers, 2011). Leatherman & Niemeyer (2005:32) carried out a study to examine pre-service and in-service teachers' attitudes toward inclusive practices and found the teachers held very positive attitudes to inclusion. All participants felt it was "an optimal environment for children with and without disabilities". A study in Australia by Ward et al (2004) found that up to 80% of the respondents would agree or strongly agree with the integration of children with disabilities (researchers used the term integration as opposed to inclusion). As far back as 1995, Janney et al (1995) (cited in Monsen & Frederickson 2003:120) found that teachers "expressed very positive attitudes towards their experience of inclusion".

However, analysed further, many ifs and buts are revealed as underpinning these positive attitudes. Teacher attitudes are not easily divided into positive or negative as the concept of inclusion is not clear cut with definitive answers. This ambiguity is evident in Avramidis et al's (2000:206) study which concluded,

"Generally, the participants appeared to be positive with the overall concept of inclusion…..however the finding was coloured by the participant's responses to the open ended questions where they appeared to ask for more support, resources, training and time."

The use of terms such as 'generally', 'appeared' and 'overall concept' are not definitive. They do not give a clear or true insight into how teachers feel about the realities of inclusion.

Horne & Timmons (2009) concluded that teachers held positive attitudes but the interview data showed that teachers did not feel adequately prepared to meet the needs of students with ASN. This leads to us ask whether teachers are positive about the 'idea' of inclusion but do not feel they can apply these attitudes in their practice.

Of the studies which concluded that teachers have a positive attitude to the concept of inclusion (Abbott, 2006; Avramidis et al, 2000: Avramidis & Norwich, 2002: Forlin & Chambers, 2011), each included barriers to its implementation. It does not seem to matter when a study was carried out (Bowman, 1986; Monje, 2017) or where (UK – Florian, 2012; Slovenia – Suc et al, 2016; Australia - Forlin & Chambers, 2011), the same barriers are continually cited in research. Often environmental factors (such as resources, staffing and finances) are given as reasons (Avramidis et al 2000; Boyle, 2012: Slee, 2012). Teacher related variables (such as age, gender and experience) are also important factors to consider as they provide background and insight into certain attitudes held (Forlin et al, 2008; Forlin & Chambers, 2011). However, overwhelmingly it appears that child related factors, for example type and severity of ASN, had the most significant impact on teachers' attitudes (Bowman, 1986; Forlin, 1995; Soodak, 1998; Vaz, 2015).

Monje's (2017:88) US study concluded that most participants held positive attitudes towards inclusion… "but with some exceptions such as those students with severe behaviour issues." This is common in research surrounding teachers' attitudes; there is often a conclusion of positive attitudes then an exception given.

2.3   TEACHER ATTITUDE AND HIERARCHY OF ASN

Research has shown differences in a teacher's attitude towards children with ASN depending on the type and severity of ASN. Bowman (1986) found that there was a general hierarchy of conditions that were more or less regarded as possible for inclusion. Soodak et al (1998:332) also believes that teachers' attitudes differ according to the types of disability, "Teachers seem to endorse inclusive education in general but do not like to be involved when it comes to their own practice and vary their opinion according to the type of disability."

More recently, Vaz et al (2015:3) concluded that "the severity of the disability that teachers are required to accommodate within their classroom is inversely associated with their attitude towards inclusion." It seems that the more severe the child's needs, the less positive the teacher's attitude to inclusion.

This ranking of needs from most difficult to most manageable does not seem to fit with international policy that 'all' children are to be treated 'equitably'. Forlin (1995) found that acceptance by educators for the inclusion of children with ASN declined rapidly as the severity of the needs increased. It would seem that teachers' attitudes cannot be judged as either positive or negative as there are too many factors to consider. It seems unfair to expect teachers to give such a narrow response, positive or negative, to such a wide and variable issue.

The ASN that researchers found most difficult to include and affected teachers' attitudes to inclusion the greatest was SEBD (Alghazo & Gaad, 2004; Avramidis et al, 2000; Chazan, 1994; Clough & Lindsay, 1991; Connor & Ferri, 2007; Cook & Cameron, 2010; Forlin, 2001; Glaubman & Lifshitz, 2001; Goodman & Burton, 2010; Grieve, 2009; Monje, 2017; Monsen et al, 2013; Soodak, 1998).

This is not a new problem. Reports in England show that SEBD was difficult for teachers to include and manage long ago (The Elton Report, DFES, 1989; Curricular Emotional and Behavioural Difficulties, DfE, 1994; White Paper Excellence in Schools, DfEE, 1997). Even though policy has changed over the years, it is the interpretation and implementation of policy which is paramount to successful inclusion of children with SEBD. With SEBD being placed under the umbrella term of ASN, it is often treated the same as other ASN and research repeatedly shows that teachers do not view all ASN the same. Pirrie, Head & Brna (2006) describe this approach as 'one size fits all'. This seems to be the case for both the child and the teacher.

Suc et al (2016) recently investigated why teachers find children with SEBD most difficult to include. Reasons included that children with SEBD exhaust and overpower teachers, teachers feel unsuccessful if no improvements in the child are visible and teachers believe that children with SEBD diminish the experiences and education of others in the class. Monje (2017) found similar reasons with participants commenting that children with SEBD are a hindrance and disrupt the learning environment of others. Avramidis et al (1999) found that children with SEBD caused more stress and concern than any other type of ASN. Clough and Lindsay (1991) ranked SEBD as the most difficult ASN to include, followed by learning difficulties, visual impairments and hearing impairments. Contrary to this, Bowman (1986) found that children with SEBD were more favoured for inclusion than children with sensory needs (such as visual and hearing impairments). It must be noted here that Bowman's study was carried out over 14 countries and international and national differences may account for the different rankings.

2.4   INCLUSION, SEBD AND CHANGING TEACHER ATTITUDES IN SCOTLAND

Scotland has expressed concern over its understanding of SEBD and teachers' ability to manage this effectively. A National Association of Schoolmasters Union of Women Teachers (2008) survey on inclusion learned that teachers were finding SEBD an area of concern:

"There is a continued tension between the needs of the one and the needs of the many within debates on inclusion; this debate is probably nowhere more sharply focused that in the area of the inclusion of children with SEBD."

(Ellis et al, 2008:2.2)

These findings were further compounded by MacBeath et al (2006:63) who concluded that "When teachers express concern about inclusion these are mainly in terms of behaviour."

Scottish inclusion policy does not directly address issues surrounding SEBD as SEBD is included under the term ASN. However, there are general policies relating to behaviour. The philosophy of Scottish policy has changed enormously since the publication of Better Learning, Better Behaviour (Head, 2007) which shifted the focus of previous publications such as Better Behaviour, Better Learning (Scottish Executive, 2001) from the behaviour to the development of positive relationships to facilitate effective learning to take place. More recent publications reflect this change in thinking: Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018); Behaviour in Scottish School Research (2017); and Included, Engaged and Involved part 2: Preventing and Managing School Exclusions (2017).

The Scottish Government (2006, 2009, 2012, 2016) also carried out four surveys over the course of ten years exploring general behaviour in mainstream classrooms. Behaviour in Scottish Schools Research (2006:4.11) highlighted a correlation between behavioural difficulties and ASN,

"Indeed, analysis revealed an association between the number of lessons in which teachers found pupils badly behaved and the proportion of pupils with additional support needs."

and

"Reasons given by school staff in the focus groups for poor behaviour focused mainly on the influence of the inclusion agenda. Staff felt they were having to cope with increasing numbers of pupils in mainstream schools with more serious behavioural difficulties."

It must be noted here that 'serious behavioural difficulties' does not necessarily mean behaviours that are a result of SEBD as the four reports focus on the behaviour of all and not specifically ASN or SEBD.

The more recent survey, Behaviour in Scottish Schools Research (2016:5.2), found the most frequently displayed behaviours were low level such as "hindering or distracting others". In various studies this 'low level' behaviour was cited by many teachers as the reason they found it difficult to include children with SEBD (Suc et al, 2016; Monje, 2017; Avramidis et al, 2000). Teachers attributed this rise in low level behaviour to "a reduction in the number of support staff and an increase in the number of children with ASN (as a result of inclusion policies", (Behaviour in Scottish Schools Research, 2016).

However, each individual teacher will have their own opinion of what constitutes low level behaviour and often those who participate in surveys such as this are not representative of all teachers. The 2016 report also saw a considerable drop in participation numbers from teachers, from 69% in 2102 to 48% in 2016. Reasons for this included the switch to online surveys and increased workload.

Most ASN are generally not related to behaviour problems however the inclusion of children with ASN is repeatedly cited as one of the reasons for an increase in behavioural problems (Behaviour in Scottish Schools, 2006, 2016). There appears to be a lack of understanding and acceptance of SEBD as part of inclusion policy and its related practice. Teachers in Scotland require support and training in order for the inclusion of children with both challenging behaviour and SEBD to be effective.

2.5 CONCLUSION

The literature has highlighted critical issues when considering whether or not teachers have a positive attitude towards inclusion. Although on the surface it may appear that teachers hold positive attitudes, the literature shows that environmental, teacher and child related variables are creating barriers to positive attitudes and successful implementation of inclusive education for all. Another contentious issue highlighted is the negative attitudes when considering children with SEBD. This ASN seems to be the 'but' or 'if' when it comes to positive teacher attitude. More specific research needs to be carried out in this area as SEBD was often misinterpreted, with some researchers discussing general behaviour and others analysing attitudes specific to diagnosed SEBD. There needs to be clarity as to whether or not teachers have a negative attitude to all difficult behaviour or specifically to children with SEBD. There is also limited literature discussing teacher attitudes to SEBD in Scotland as much of the existing literature examines general behaviour.

3 METHODOLOGY

This study's aim was to explore the attitudes and practices of teachers relating to the inclusion of children with specific ASNs. The research was conducted in two phases; the first consisted of a questionnaire and the second of interviews.

The study draws from the interpretive paradigm. This paradigm is focused on action and sets out to understand individuals' understanding and reality of the world. Describing this paradigm, Cohen et al (2011:22) stated: "situations are fluid and changing rather than fixed and static, events and behaviour evolve over time and are richly affected by context – they are situated activities." The interpretive paradigm is context bound meaning the context in which I carry out the research will determine how it is carried out, analysed and understood. The interpretive paradigm applied to this study is in accordance with Merriam & Tisdell (2016) who describe the process as "getting inside the person to understand from within". The interviews will allow me to delve deeper into the issues that arise from the questionnaires and understand them from each teacher's perspective; what inclusion means for them, their beliefs and values and their experiences. It will allow me to further explore the individual context, their setting and the reality of their classroom and their school.

This study applied an inductive approach within the interpretivist paradigm as the research was an open ended and exploratory process. I set out to identify and understand the attitudes of teachers towards inclusion as a general education policy and related to the inclusion of various ASN in the mainstream classroom and to identify patterns arising from the views expressed.

There are many theories surrounding the attitudes of teachers towards inclusion and, more specifically, the challenges and conflicts between policy and practice. My aim was not to develop an already existing theory from the findings but to make links between theory and practice and develop explanations for the patterns observed. The inductive nature of my study meant constructing theories alongside the participants rather than starting with a theory and using data to prove or disprove it.

3.1 Sample

The study took place is a mainstream primary school with a roll of 265 children aged 4-12 years old. It is an inner-city school with more than 70% of children living in the 20% most deprived areas in Scotland (McKenna, 2015). I invited all class teachers in the school to complete the questionnaire and thirteen out of fourteen completed and returned the questionnaire. This is a high response rate and, more importantly, meant the respondents were from a wide demographic range and did not represent an extreme of the teaching staff. The five interviewees were selected randomly from the participants who completed the questionnaires and were willing to participate in the interview phase.

3.2 Questionnaires

The questionnaire (Appendix 1) was semi-structured containing both closed and open questions. Open questions can lead to a greater level of discovery and provide a more in-depth view than a closed question. It also gives the respondent an opportunity to use their own words rather than be constrained by the options of a closed question.

I designed a quality questionnaire which created a large amount of good quality data. Creating the questionnaire was a time intensive process. I created the first draft of a questionnaire and carried out a readability test with two non-participating teachers to ensure questions were not confusing or misleading and to clarify a natural order of questions. Feedback was given and as a result the questionnaire was amended taking into account comments regarding misleading questions and questions' wording which may have limited responses. The questionnaires remained anonymous in order to promote honest and accurate answers.

3.3 INTERVIEWS

The second phase of the research consisted of semi-structured interviews with five teachers who had already completed the questionnaires. These teachers were selected at random and not based on their questionnaire results as this could lead to only the strongest and most extreme views being explored rather than a cross section of the teachers.

The interviews were intended to validate results from the questionnaires. However, this is not always the case so the semi-structured interview format was chosen (Appendix 2) in order to focus the interview on themes made apparent from the questionnaire while, at the same time, not limit the interviewee's answers.

When describing a semi-structured interview, Mentor et al (2011: 127) stated, "The agenda is shaped by the research objectives but it is open to negotiation with the interviewee." I asked predetermined open questions to elicit the interviewee's answers and allowed these answers to guide me from question to question. There was no rigidity to the order of questions; the interview had a natural flow from one question to another. If, towards the end of the interview, I had not included any questions or themes then I revisited these and sought clarification on any answers I did not fully understand.

My awareness of the challenges presented by the interview method ensured I designed the interview effectively and structured it around the research objectives and themes gathered from the questionnaire data. I did not transcribe the recorded interviews but instead made detailed summary notes and drew on recordings for quotes.

3.4 VALIDITY AND RELIABILITY

The three main issues of validity and reliability surrounding this research are familiarity bias, power dynamics and sample size. Often in qualitative research the researcher is too familiar with the context and finds it difficult to remove him/herself and be objective. This was a potential issue for me as the research was carried out in my place of work. Mercer (2007:7) cites disadvantages of familiarity as, "opportunities when the obvious question might not be asked, the sensitive topic might not be raised, shared prior experiences might not be explained and assumptions might not be challenged".

Problems of familiarity may present themselves in the interview phase of my research. For example, a teacher fearing they may be judged for their lack of knowledge regarding a particular ASN. To combat this, I ensured that all staff participating in the interviews were fully aware of the purpose of the research and of the importance of a variety of voices being heard on this issue. They were also reminded of their anonymity and their ability to withdraw should they feel uncomfortable.

The sample size was small (14 questionnaires and 5 interviews). However, it is representative of a mainstream primary school within a local authority. The sample included male and female teachers, teachers of varying ages and years of experience and teachers with a variety of educational backgrounds and qualifications.

The issue of power dynamics may have arisen when I carried out the interviews, as it was with teachers from my own establishment, in which I am a member of the school management team. Staff may have felt that they could not be honest about their own attitude, practice or school policy and practices. My skills as a researcher and my experience and knowledge within this subject were able to offset this challenge. In addition, carefully planned questions and the informal manner in which the interview was conducted helped the interviewee relax. As an interviewer, I was also very careful not to influence the interviewee through the wording of my questions, tone of voice or reactions to responses. This may have influenced the interviewee's responses if they felt I was advocating a certain answer or attitude. As already mentioned, a readability test was also carried out.

3.5 ETHICS

Staff involved in the interviews and questionnaires were invited to take part and provided with a plain language statement (Appendix 3) outlining details of the study, confidentiality and results. The voluntary nature of this process, their right to decline any invitation and their right to withdraw at any time was explained. The questionnaires were anonymous and I will use pseudonyms to maintain the anonymity of the interviewees.

3.6 ANALYTICAL FRAMEWORK

Rouse (2006) coined the terms knowing, believing and doing relating to developing a teacher's inclusive practice. This was later described by Loremen et al (2013) as a triad of head, heart and hands (Figure 1). The head represents cognitive knowledge and theoretical education, the heart being the moral and ethical perspective and the hands are the practical and technical skills needed to implement inclusive education. The triad of head, heart and hands provides a framework for the analysis of data from both the questionnaires and interviews. In order to analyse the data collected and explore any patterns and tentative observations from my qualitative data, I will draw from these three concepts.
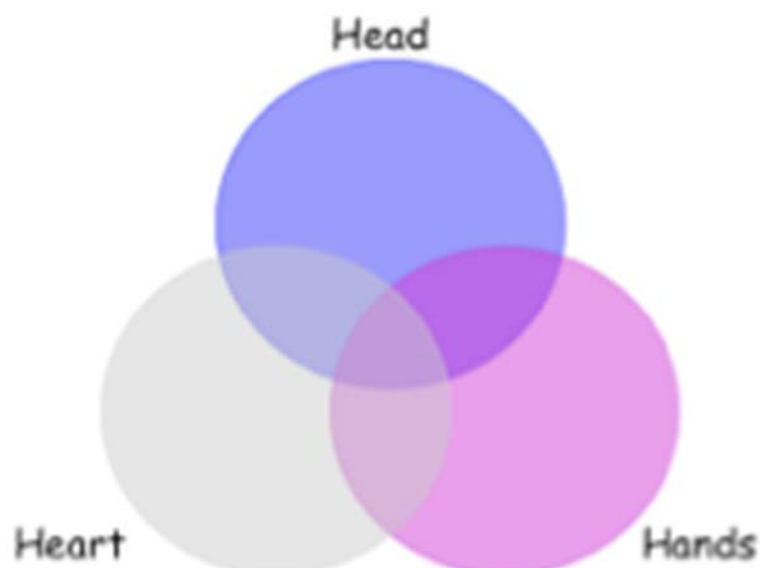
Figure 1: Loremen et al (2013) triad of head, heart and hands

4 FINDINGS

4.1 QUESTIONNAIRE

The questionnaires generated a substantial amount of data therefore I will discuss only the key findings that emerged and present them using the three concepts of head, heart and hands (Appendix 5).

4.1.1 HEAD

The 'head' section of the questionnaire intended to gather data from the teachers regarding their knowledge of inclusion and theoretical education. This part of the questionnaire found that all respondents considered themselves familiar with government policy and legislation. Further, the majority, 11 out of 13, agreed with the Scottish vision for inclusion as outlined in the Consultation on Excellence and Equity for All (2017).

When asked specifically if they had sufficient knowledge and understanding of ASD, SEBD and dyslexia to implement effective teaching strategies and approaches, 11 of 13 teachers responded 'yes' to each ASN with only two feeling they did not have sufficient knowledge.

4.1.2 HEART

The 'heart' section aimed to gather data on teachers' moral and ethical perspective of inclusion. Less than half the teachers, 6 of 13, strongly agreed or agreed that all children should have the right to be educated in mainstream schools. Three were undecided, three disagreed and one strongly disagreed. Reasons for these responses included 'only if properly funded' and 'they have the right but can they fill their potential?'

Teachers were asked if they agreed with the notion that there is a correlation between teacher attitudes and the level and type of ASN. Ten of 13 either strongly agreed or agreed, two were undecided and one disagreed. One of the teachers who was undecided commented that it was 'sometimes fear of the unknown'.

When asked to choose from an extensive list of ASN which need(s) that they feel least prepared and/or able to include within a mainstream classroom, SEBD was chosen by more than half (7 of 13). Other needs highlighted included ASD (4), selective mutism (4) and ADHD (3). Many teachers provided comments in addition to their responses. A few made the point that the individual child and the severity of the need and not the label was relevant. Others commented that it was dependent on availability of support and resources.

The next two questions focused on what the teachers felt were the effects of inclusion. Firstly, when considering effects on the child with ASN, 12 of the 13 respondents considered it having 'both positive and negative'. The remaining respondent considered the effects to be positive. An extensive list of comments and examples were also given. In general, the positive effects seemed to relate to socialisation and a sense of belonging and acceptance of the child with ASN. The negative effects were predominantly about the lack of support, being left out, not being accepted and feeling different, aggressive behaviours causing stress and inability to access the curriculum.

Results were similar when asked about the effects of inclusion on the rest of the class with 11 of 13 teachers considering the effect 'both positive and negative' and the remaining two considering it 'negative'. Teachers observed the development of qualities such as tolerance, understanding, empathy and helping others as positive effects. The negative effects mainly surrounded behaviour and disruption to learning time, class ethos, staff morale, unpredictable environment, children becoming annoyed and frustrated and children being exposed to aggression.

The final question was specific to children with ASD, SEBD and dyslexia. Teachers were asked if they believed that children with ASD/SEBD/dyslexia can be effectively supported in a mainstream classroom. ASD and SEBD yielded the same results; 6 responded 'yes' and 7 'sometimes'. Dyslexia had very different results with 12 responding 'yes' and one responding 'sometimes'. No participants responded 'no' to any of the three ASN.

4.1.3 HANDS

The final section of the questionnaire focused on 'hands'; the practical and technical skills required to implement inclusion. Teachers were asked to choose from an extensive, but not exhaustive, list of strategies they employ in their inclusive practice. The results show that teachers use a wide variety of strategies and approaches. Each example listed had been ticked at least once with some strategies more commonly used than others. Staff also listed additional strategies that they use or have used in the past.

The next question continued to look at teachers' day to day practice asking if they had adapted or improved their teaching methods as a result of training. 12 of 13 responded positively giving examples of courses, links they have made with other agencies, professional reading and in-house training.

The final question asked teachers whether 'on an everyday basis do you feel able to include children with ASD/SEBD/Dyslexia with the rest of the class?' ASD and SEBD again had similar findings with 9 of 13 teachers responding 'yes' to ASD and 8 responding 'yes' to SEBD. Dyslexia yielded a more positive response, with 12 respondents stating they felt able to do this.

4.2 INTERVIEW

The interviews were carried out with five teachers and generated a great volume of qualitative data. See Appendix 7 containing the overall interview findings with Appendix 6 containing the individual findings. The data were content analysed and the key points that emerged are presented below, again using the framework of head, heart and hands.

4.2.1 Head

Interviewees were asked about their knowledge and view of Scottish policy and legislation. All interviewees agree with Scottish policy and thought they are good policies and frameworks. However, all mentioned that a lack of funding prevented it becoming a reality in practice. Comments included: "It has the potential to be great but underfunded", "I can understand the why but not the how" and "It's all good in theory but not backed up by support."

4.2.2 Heart

The next section of the interview focused on each teacher's beliefs and ethical perspective regarding inclusion. Each was asked if he/she believed that some ASN can be included in mainstream while others require an alternative setting. The responses indicated that, overwhelmingly, teachers do not distinguish between each ASN but think the question of whether or not a child should be included is dependent on that child and not the label. Comments include: "It's not about the need it's about the individual child" and "It's not whether certain ASN can or cannot be included, it's dependent on the child. A case by case basis." In addition, one teacher stated children with SEBD cannot be included in the mainstream but explained this was due to lack of support and resources and that this lack of support was not fair on the child.

The next question elicited the most negative response from the participants; they were asked their opinions regarding the implementation of inclusion and whether its effects on children who do not have ASN were beneficial or detrimental. Results indicated that four of five believe inclusion is detrimental to those who do not have ASN. Of the teachers who responded 'detrimental', two of them justified their response by saying it was not the concept of inclusion but the lack of support and funding that was currently causing detrimental effects. Comments include: "There are opportunities for it to be beneficial for everyone in the class but they are few and far between" and "Detrimental for sure, there are benefits but they are way lower than the negatives."

4.2.3 HANDS

The final section of the interview focused on teachers' practice; the 'hands'. When asked if there were any ASN that they found more challenging to include than others, all responded with SEBD, one with ASD, one with visual impairment and one stated that it depends on the severity of the need. Comments include: "I find ASD, SEBD and visual impairment most challenging. The last one because I've never experienced but imagine it would be difficult", "Behavioural needs are the most challenging to deal with. Many of them need 1:1 that we can't give" and "It really depends on the degree of need."

Teachers were asked if they felt that they were providing enough support to children with ASD, SEBD and dyslexia. Even though the question specifically named three ASN, the teachers did not distinguish between the needs when answering. They tended to discuss what support they could/could not give and more general responses were given. Comments include: "Individually I do my best but sometimes it is not enough", "It's hard to know if you are doing enough" and "It depends on the level of need and your awareness."

5 DISCUSSION

Although this study highlighted many interesting themes I will focus on the main points that arose relating to my research questions on teacher attitudes to inclusion and, more specifically, teacher attitudes towards certain ASN.

5.1 TEACHERS HAVE POSITIVE ATTITUDES TOWARDS INCLUSION AND ITS RELATED POLICIES

Overall, participants displayed a positive attitude towards inclusion. This is evident from responses to questions related to policy and legislation. They demonstrated knowledge of inclusion policy and frameworks and, in the interviews particularly, discussed the benefits and the potential of inclusion policy. However, the barriers they feel are impeding its success were also mentioned. Interview participant 4 stated "The idea for inclusion is excellent but the resources don't match the ideal." Participant 2 said "It has the potential to be great but (is) underfunded." Similar to earlier studies that sought to focus on teacher attitude (Abbott, 2006; Avramidis et al, 2000: Avramidis & Norwich, 2002: Forlin & Chambers, 2011), a lack of funding and support were the barriers repeatedly cited by respondents throughout this study.

When asked if all children have the right to be educated in a mainstream school, less than half of the teachers agreed or strongly agreed. While this may seem statistically significant caution needs to be taken when interpreting the findings as many teachers gave additional comments to justify their view. These predominantly spoke of the lack of funding and support available to both teacher and child and the injustice of a child being placed in mainstream without the support they require. Interview participant 4 stated "I often think that children with SEBD need an alternative pathway. We are not meeting their needs in the mainstream and it is not fair on them, they need so much more and deserve so much more than we've got to offer." Therefore, the teachers did not seem to be negative towards inclusion but rather trying to support children with ASN and reinforce their right to be both educated and supported.

The confidence of teachers was evident with 11 of 13 stating they had sufficient knowledge and understanding of ASD, SEBD and dyslexia to implement effective teaching strategies. They also demonstrated knowledge of a wide range of effective strategies and approaches when discussing their implementation of inclusion. When asked if they had adapted or improved their teaching methods, 12 of 13 respondents said 'yes'. There appears to be a relationship between knowledge and experience and positive teacher attitude. Most of the participants exhibited good knowledge of policy and a wealth of experience of inclusive strategies whilst displaying a positive attitude. It may also be the case, as discussed by Avramidis et al (2000), that the more experience and knowledge you have, the more likely you are to be positive about inclusion. Similarly, Rouse (2006:12), who coined the terms knowing (head), doing (hands) and believing (heart), stated "Over time, "just doing it" will lead to changes in attitudes and the development of new knowledge." He also believed that if two of the three elements are present then the third is likely to follow. It would appear from my findings that knowing and doing is impacting on the teachers believing.

Similarly, a lack of knowledge or experience seemed to underlie negative approaches to an ASN with participants commenting; "It's the fear of the unknown", "I've never encountered selective mutism before" and "I feel least prepared for this". The impact of knowledge and experience is evident in the participants' confidence levels and, in turn, their attitude towards inclusive education.

The return rate for this study, 93% for questionnaires and 100% for interviews, further indicates a positive attitude towards inclusion. The majority took the opportunity to voice their opinion and used it effectively. Respondents added detail to most answers even when not prompted and were willing to write in detail about their experiences, training, practice, beliefs and opinions. The responses to several questions also indicated that participants take responsibility for their own professional development which may demonstrate motivation and commitment by staff.

In conclusion, the teachers demonstrated a positive attitude towards inclusion and its related policies. It was also evident from both research methods that there is an inexplicable link between head, heart and hands. The teachers described the many strategies and approaches that they implement on a daily basis (hands), they listed training and professional development opportunities, as well as displaying knowledge of policy (head) and finally their belief that all children deserve to be supported and included (heart) was evident from their detailed answers.

5.2 TEACHERS ARE LEAST PREPARED TO INCLUDE CHILDREN WITH SEBD IN THE MAINSTREAM CLASSROOM

A further finding is that teachers' attitudes were affected by the type and level of ASN. The majority of teachers agreed that there is a correlation between teachers' attitudes and the level and type of ASN. This study confirms previous research undertaken (Avramidis et al, 2000; Chazan, 1994; Clough & Lindsay, 1991; Cook & Cameron, 2010; Forlin, 2001; Goodman & Burton, 2010; Grieve, 2009; Monje, 2017; Monsen et al, 2013; Soodak, 1998) who all concluded that SEBD was the ASN that teachers most often said they felt least prepared or willing to include in the mainstream classroom.

However, interestingly, respondents felt the need to justify choosing one ASN over another with many of them providing additional comments. The majority of comments focused on lack of support, training, understanding and links with other agencies. Many of the teachers also discussed the importance of treating children with SEBD as individuals and not making decisions regarding their inclusion based on the label of SEBD. Comments from the questionnaires included: "Each child needs to be individually assessed" and "I think it depends on the individual child, support in school and other agencies." The interviews produced similar comments: "I have worked with children with a whole range of needs and some of them I have felt successful in including them and others I didn't feel equipped but that was not always because it was a particular need."

What has emerged from this study is that teachers believe that inclusion of children in the mainstream classroom should not be decided by a label but on an individual basis. The interview, as opposed to the questionnaire, did not give teachers any examples or choices and participants were asked openly and in a more general sense if some ASN could not be included. The teachers did not name any specific ASN but instead stated that inclusion is fully dependent on the individual child and that a label or diagnosis should not be a deciding factor.

However, this finding differed from responses to the questionnaire, which show that when given specific choices (fourteen ASN options) teachers will most often choose SEBD over the others. These findings are in accordance with Monje (2017) and Soodak et al (1998) who found that most teachers held positive attitudes towards inclusion but when faced with more specific and difficult choices there were exceptions to that positive attitude. Most often these exceptions are children with SEBD (Alghazo & Gaad, 2004; Avramidis et al, 2000; Chazan, 1994; Clough & Lindsay, 1991; Connor & Ferri, 2007; Cook & Cameron, 2010; Forlin, 2001; Glaubman & Lifshitz, 2001; Goodman & Burton, 2010; Grieve, 2009; Monje, 2017; Monsen et al, 2013; Soodak, 1998). It would seem teachers generally think inclusion in the mainstream classroom should be considered on an individual basis and general statements cannot be made about specific ASN.

In the second part of the questionnaire, teachers were asked to consider only three ASN; ASD, SEBD and dyslexia, These are the three most common ASN within the establishment that the study took place. Teachers were asked if they believed that the three ASN could be effectively supported in a mainstream classroom. Contrary to previous results both ASD and SEBD were chosen as the ASN teachers found least able to include. However, the attitudes towards dyslexia yielded very different results throughout the second part of the questionnaire. The majority of teachers feel they have the knowledge required (head), they believe children with dyslexia should be included (heart) and that they can effectively include them in the mainstream classroom (hands). This may also be due to the fact that dyslexia is not generally related to behaviour issues and therefore teachers do not expect to deal with any

disruptive or challenging behaviour as a result of dyslexia. Also, due to its prominence within the establishment, the teachers have experience of working with children with dyslexia. It should be noted that recent dyslexia training at the establishment may have had an effect on the responses. This reinforces my findings that there is a relationship between knowledge and experience and a more positive attitude.

It should therefore be considered why this is not the case with teacher attitudes towards SEBD and which of the three elements are missing? Are there not enough training and professional development opportunities in order to develop the teacher's knowledge and confidence (head)? Do teachers not have experience of including children with SEBD in the mainstream classroom (hands)? Aside from not feeling prepared, are some teachers not willing to include children with SEBD in the mainstream classroom (heart)?

Local authorities, schools and individuals teachers have a responsibility to address any missing or weak elements and there should not be a distinction between children with SEBD and children with dyslexia. Lack of training or experience is not an acceptable reason to continuously exclude a group of children from the mainstream classroom. The government also have a role to play in addressing the issue of SEBD as they have decreased physical and financial support available to schools (SSTA, 2016). This has had a negative effect on teacher's attitudes as teachers feel unable to provide support to those who require it most.

5.3   TEACHERS BELIEVE INCLUSION IS DETRIMENTAL TO THE REST OF THE CLASS

The study also highlighted a relationship between teacher attitudes towards inclusion and their perception of the impact of inclusion on children who do not have identified ASN (i.e. the rest of the class). Although there was evidence of an overall positive attitude to inclusion, teachers displayed a more negative attitude when discussing its impact on the rest of the class. Here we need to reflect on the definition of inclusion used throughout the study,

"Maximising the participation of all children in mainstream schools and removing environmental, structural and attitudinal barriers to their participation."

(Barton, 1997:2)

This definition, similar to that of Scottish policy, uses the term 'all' meaning inclusion is not only for children with ASN but it is for everyone. The findings indicate that the implementation of inclusion was seen to be beneficial to children with ASN but detrimental to the others. That the inclusion of some is to the detriment of others is not the model of inclusion intended by policy (Education (Additional Support for Learning) (Scotland) Act 2009; UNESCO, 2013).

We need to look at why the majority of teachers are finding the inclusion of some detrimental to others. Overwhelmingly participants focused on behaviour and the disruption caused by the inclusion of children with ASN. This finding is hardly surprising considering behaviour has been an issue at the forefront of Scottish education for a long time (Scottish Executive, 2001; 2006; 2009; 2012).

It seems that inclusion and behaviour are inextricably linked. This should not be the case as there is a wide range of ASN and only a very limited number of them are behaviour related. However, when the participants have been answering questions on the effects of inclusion they seem to have focused on the extreme and most negative cases. Comments include, "The reactions of children with SEBD are unexpected, you can't learn the triggers, it takes a long time to get to know them. It is detrimental to all of the children. It is especially tough on their peers" and "Behavioural needs are the most challenging to deal with. Many of them need 1:1 that we can't give."

It may be that teachers think children with ASN are disruptive and challenging; however, the rest of the findings would dispute this claim. It is most likely that teachers tend to think of only the most extreme behaviours and the most disruptive children rather than thinking of all of the children with ASN in their class. The theme of behaviour seemed to run throughout the findings, whether it was the selection of SEBD as the most difficult ASN to include or the negative effects of inclusion. In this study the impact of behaviour is evidently causing the most stress to the teachers and the biggest hurdle to inclusion.

6 REFLECTIONS ON THE RESEARCH PROCESS

6.1 LIMITATIONS

The main limitation of this study was sample size. The thirteen respondents were drawn from only one school in one local authority of Scotland therefore the findings may not be representative of teachers throughout the local authority. It would be useful to expand the sample to other schools within the local authority to capture different attitudes and for the findings to be more conclusive.

Another limitation related to the questionnaire that was used. As this questionnaire was designed specifically for one school, part of the questionnaire focused on three ASN that were most prevalent in that school (ASD, SEBD and dyslexia). Therefore the findings from part of the questionnaire are very specific to certain ASN and also specific to the school. Another school in the same area may not have the same high numbers of children with these particular ASN and therefore those specific findings would not be applicable. The questionnaire would need to be adapted and generalised in order to make it more relevant to other schools and their demographics.

6.2 IMPLICATIONS FOR PRACTICE

The results of this study have implications on an individual and school level. At the individual level, the results may inform teachers of current issues and trends and prompt them to reflect personally within the framework of head, heart and hands. They may be able to identify areas of strength and weakness and also identify as a collegiate team where strengths and weaknesses lie. It may encourage professional reading and reflection on not only their knowledge but also their beliefs in and confidence of school, local authority and government policy. This in turn may create change in an individual's practice or at least an openness to change.

At a school level, the results of this study have implications for management as they often create the inclusion policy and organise and prioritise in-house training opportunities reflecting school improvement plans or staff interests. In light of this study, schools can consider their inclusion or ASN policy and identify any gaps or misconceptions regarding SEBD. They may also want to evaluate the knowledge and understanding of the whole staff team on the issue of SEBD in order to provide specific in-house training or to highlight opportunities for staff to develop their knowledge, understanding and practice. As the findings indicated, in relation to dyslexia, when staff have been given professional development opportunities they develop in the three areas of head, heart and hands.

A small scale study such as this is unlikely to have implications beyond individual or school level. Nevertheless, it can begin with the individuals who implement inclusion on a daily basis and effect change from this starting point.

6.3   OPPORTUNITIES FOR FURTHER RESEARCH

Two opportunities for further research have been highlighted by the study. Firstly, the study could be extended to various schools within the local authority in order to have a wider range of data and a more conclusive view of teacher attitudes within a local authority. This may present the opportunity to make comparisons between schools and identify good practice (e.g. in-house training programmes, school inclusion policy, etc). Findings of such an extensive study have potential to identify areas of development on a local authority, school and teacher level.

Another area of further research would be to explore teacher demographics in relation to attitudes to inclusion. It would have the potential to provide specific data surrounding teacher related variables such as age, gender and years of experience. These details could be incorporated into the current questionnaire and would not involve a change in research methods. Both opportunities for further research could be combined in one study although a large volume of data would be produced.

7 CONCLUSION

The intention of this study was to explore the general attitude of mainstream teachers towards inclusion policy and its implementation and, to develop a greater insight in this area, examine teacher attitudes towards specific ASN.

In order to do this, I examined the existing research and literature and found that much of the research concludes that teachers have a positive attitude to the 'idea' of inclusion but when investigated further, are less positive towards its implementation. This positive attitude also appears not to extend to 'all' children as it was highlighted in both the existing research and the findings that there is a hierarchy of ASN that impacts on teacher attitudes. The data gathered from the questionnaires and interviews was in-line with findings from research and literature.

When embarking on the research and literature review, I was confident that there would be certain ASN that teachers would find more difficult to include than others. However, I was surprised by teachers' honest and realistic attitudes to SEBD. Many of the teachers highlighted SEBD as the need they are least prepared or willing to include yet many of them justified their responses with statements that showed inclusive head, heart and hands.

One of the main issues that arose from the study was that teachers want inclusion to be successful but do not feel supported in implementing it. In particular, in the area of SEBD, teachers believe that children with SEBD have a right, as do all children, to be educated with their peers in the mainstream classroom and that they have a duty to provide inclusive education. However, decreasing support and a lack of understanding of SEBD are impacting on the attitudes of teachers towards children with SEBD. This issue needs to be addressed on an individual, school and local authority level so that all children with ASN, and particularly those with SEBD, can be fully included in the mainstream classroom.

Another issue that was prominent from both questionnaires and interviews was the detrimental effect of inclusion on those in the class who do not have ASN. While, superficially, this may seem a negative attitude to inclusion, when the qualitative data was further analysed it suggested that this is not a reflection of a negative attitude but a reality for many teachers and children. Teachers demonstrated through their comments that they believe children with SEBD deserve the best education possible and that they are doing their best but they also stated that mainstream is not always the best option and that sometimes a teacher's best is not enough.

On reflection, and to my surprise, the participants were more positive and committed to inclusion than I originally thought would be the case. In terms of the triad of head, heart and hands, the teachers showed great knowledge and understanding of inclusion and of several ASN, they were committed and took responsibility for their practice and demonstrated a wide variety of strategies and teaching methods that they adopt on a daily basis in order to include all.

This enthusiasm and dedication to inclusion policy and to all children must be nurtured and built upon within schools and the local authority. Teachers are asking for support in order to implement a government policy that they believe in. This support can come in many forms including training, professional reading, peer observations, moderation opportunities and support from management. It is an opportunity for inclusion to reach its potential with all stakeholders on board.

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9 APPENDICES

9.1 APPENDIX 1 – QUESTIONNAIRE

Questionnaire Exploring Teacher Attitudes towards Inclusion

Aim: The aim of the questionnaire is to explore the attitudes of teachers in a mainstream primary school towards inclusion and to investigate any areas where there may be tension between policy and practice.

Inclusion: With multiple definitions of inclusion (Gallagher 2004; Florian 2014; Corbett 2003) and varying degrees of understanding it can be difficult to define, largely due to its dependency on, and relationship with, national and international policies, national histories and educational developments. For the purpose of this study I will use Burton's (2007) definition of inclusion,

"Maximising the participation of all children in mainstream schools and removing environmental, structural and attitudinal barriers to their participation."

Background: Rouse (2006) coined the terms knowing, believing and doing in relation to developing a teacher's inclusive practice. This was later described by Loremen et al (2013) as a triad of head, heart and hands. The head being the cognitive knowledge and theoretical education, the heart represents the moral and ethical perspective while the hands are the practical and technical skills needed to implement inclusive education. Rouse (2008) believes that if two of the three elements are present then the third is likely to follow.

Participant Details: This questionnaire will remain anonymous. Please provide only the details below.

Gender _____   Years of teaching experience _____

*There are a total of 21 questions in this questionnaire.

PART ONE (12 questions)

Part One of this questionnaire has been designed using the three distinct elements of head, heart and hands and will analyse what element/s of inclusion, if any, is proving most challenging for teachers.

Head – knowing

Q1) Are you familiar with current Scottish legislation and policy regarding inclusion?

Yes   No   Don't Know

Q2a) The most recent vision set out by the Scottish Government (2017) states;

"Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach, with an appreciation of diversity and an ambition for all to achieve to their full potential, is essential to getting it right for every child and raising attainment for all. "

Consultation on Excellence and Equity for All:

Guidance on the Presumption of Mainstreaming 2017

Scottish Government

Do you agree with this vision for inclusion?

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Q2b) What is it that you agree/disagree with in the vision?

_____

_____

_____

Q3) There is research (Ellins & Porter, 2005; Forlin, 2001; Rouse, 2008) that suggests some teachers agree with the concept of inclusion philosophically however do not have the correct knowledge and skills to implement inclusion.

Have you received necessary and continued professional development and/or educational opportunities to help prepare and support you to implement inclusive education?

Strongly Agree　　　　**Agree**　　　　**Undecided**　　　　**Disagree**　　　　**Strongly Disagree**

If so please give examples

_____

_____

_____

Q4) In your opinion whose responsibility is it to train/prepare teachers to implement inclusive education? *(Please circle, can be more than one)*

Initial Teacher Education

Local Authority

School

Teacher

Other *(please detail below)*

_____

_____

Heart - Believing

Q1) Scottish legislation defines additional support needs as;

"A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person."

Education (Additional Support for Learning) (Scotland) Act 2004

To what extent do you agree that <u>all</u> children who require additional support for learning have the right to be educated in mainstream schools?

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Q2a) Some researchers (Mukhopadhyay, 2014: Lambe and Bones, 2006: Avramadis et al, 2000) suggest that there is a correlation between teacher attitudes and the level and type of additional support need; meaning that teachers feel more prepared and able to include children with certain ASN than others. Would you agree with this?

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Q2b) Please indicate below the additional support need(s), if any, that you feel least prepared and/or able to include within a mainstream classroom.

Attention Deficit Hyperactivity Disorder (ADHD)

Autism Spectrum Disorder (ASD)   *Dyslexia*

Social, Emotional and Behavioural Difficulties (SEBD)

Visual Impairment   *Physical Disability*

English as an Additional Language (EAL)

Speech and Language Difficulties

Dyscalculia   *Young Carer*

Hearing Difficulties   *Selective Mutism*

Highly Able Pupils

Looked After and Accommodated (LAAC)

If any specific concerns or challenges please detail below

_____

_____

_____

Q3a) Some studies have found positive effects of the inclusion of children who require additional support for learning, both for the child and their peers (Cole et al, 2004; Demeris et al, 2007), while others have found negative effects (Dyson et al, 2004; Warnock, 2005) and others find no effects (Huber et al, 2001).

In your experience what effects do you think a <u>child who requires additional support for learning</u> experiences in the mainstream classroom?

Positive effects   Negative effects   Both Positive and Negative   No effect   Undecided

Please give examples of these effects observed in your classroom

_____

_____

_____

Q3b) In your experience which of these would you most likely agree with in terms of the <u>children who do not require additional support for learning</u> i.e. the rest of the class?

Positive effects   Negative effects   Both Positive and Negative   No effect   Undecided

Please give examples of these effects observed in your classroom

_____

_____

_____

Q4) Would you consider yourself to be an inclusive teacher?

Please circle   Yes   No   Sometimes

Hands - Doing

Q1) Has inclusion affected your workload?

(Please circle)   **Yes**   **No**

If yes, in what way?   **Increased workload**   **Decreased workload**

Q2) Please indicate from the list below any strategies/approaches that you use in your inclusive practice.

establish classroom routines	use humour to create a positive classroom atmosphere	provide sensory resources e.g. ear defenders, sensory area	minimise distractions – noise, disturbances, smells etc.
peer tutoring	home school link book	time out area	work buddy system
specific targets	responsibilities within the classroom	clear, precise instructions	time limits on tasks
visual supports and prompts	Minimise the effect of making mistakes	Present limited choices	Self-correcting assessment
individual timetables and task organisation	concrete learning materials	Social stories	Self-explanatory worksheets
calm working environment	Designated place for leaving personal belongings	break down complex instructions to smaller components	Sequence instructions in the order in which they need to be carried out
reward systems e.g. sticker chart	Use the child's interests to motivate and engage them	Deployment of a pupil support assistant	Withdrawal from the classroom
variety of communication systems e.g. Makaton, PECS, apps	Keep facial expressions and gestures simple and clear	Support during times of transition e.g. lunchtimes	Engagement in school Health and Wellbeing programme (circle time etc)

Please list any other strategies/approaches that you have found to be effective.

_____

_____

_____

Q3) Have you improved or adapted your inclusive teaching methods as a result of a course, CLPL opportunity or similar?

Please circle   **Yes**   **No**   **No opportunity**

If so please give detail

_____

_____

_____

Q4) Please indicate on the list below any additional support needs that you have had experience of teaching in a mainstream classroom.

Attention Deficit Hyperactivity Disorder (ADHD)

Autism Spectrum Disorder (ASD)   *Dyslexia*

Social, Emotional and Behavioural Difficulties (SEBD)

Visual Impairment   *Physical Disability*

English as an Additional Language (EAL)

Speech and Language Difficulties

Dyscalculia   *Young Carer*

Hearing Difficulties   *Selective Mutism*

Highly Able Pupils

Looked After and Accommodated (LAAC)

If others please detail

_____

_____

_____

PART TWO (9 questions)

Part Two of this questionnaire is also structured using the head, heart and hands approach. It will investigate the three elements of inclusive practice while focusing on specific ASN. The most familiar ASN in our establishment are Autism Spectrum Disorder, Social Emotional and Behavioural Difficulties and Dyslexia.

Autism Spectrum Disorder

Do you feel that you have sufficient knowledge and understanding of Autism Spectrum Disorder to allow you to implement effective teaching strategies and approaches?

Please circle   Yes   No

Do you believe that children with Autism Spectrum Disorder can be effectively supported in a mainstream classroom?

Please circle   Yes   No   Sometimes

Please give details

_____

_____

_____

On an everyday basis do you feel able to include children with Autism Spectrum Disorder with the rest of the class?

Please circle   Yes   No

Please give details

_____

_____

_____

Social, Emotional and Behavioural Difficulties

Do you feel that you have sufficient knowledge and understanding of Social, Emotional and Behavioural Difficulties to implement effective teaching strategies and approaches?

Please circle   **Yes**   **No**

Do you believe that children with Social, Emotional and Behavioural Difficulties can be effectively supported in a mainstream classroom?

Please circle   **Yes**   **No**   **Sometimes**

Please give details

_____

_____

_____

On an everyday basis are you able to include children with Social, Emotional and Behavioural Difficulties with the rest of the class?

Please circle   **Yes**   **No**

Please give details

_____

_____

_____

<u>Dyslexia</u>

Do you feel that you have sufficient knowledge and understanding of Dyslexia to implement effective teaching strategies and approaches?

Please circle   **Yes**   **No**

Do you believe that children with Dyslexia can be effectively supported in a mainstream classroom?

Please circle   **Yes**   **No**   **Sometimes**

Please give details

_____

_____

_____

On an everyday basis are you able to include children with Dyslexia with the rest of the class?

Please circle   **Yes**   **No**

Please give details

_____

_____

_____

Thank you for taking the time to complete this questionnaire.

Staff Interview Themes and Questions

- What is your view of current Scottish Government legislation and policy regarding inclusion? (*For example, Getting It Right For Every Child, Additional Support for Learning (Scotland) Act 2009, Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming*, 2017).

- In what way has your educational background prepared/not prepared you to implement inclusive pedagogy?

- Do you believe that <u>some</u> ASN can be included in mainstream schools while others require an alternative setting? What ASN do you think require an alternative setting?

- In your opinion is the implementation of national/local/school inclusion policy detrimental or beneficial to the education of children who have no ASN? Why?

- Would you consider yourself to be an inclusive teacher? What evidence do you have?

- Are there any ASN that you find more challenging than others to include in the mainstream classroom? Why is this?

- As a teacher do you feel that you are providing enough support for children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties?

- In your experience are there barriers to fully including children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties in a mainstream primary classroom? If so what are the barriers?

- Rate head, heart and hands in the order in which you think you are strongest.

Participant Information Sheet - Staff

Title: …Teacher Attitudes towards Inclusion…………

Researcher: Miss L Roan ………………………………….

Supervisor: …Dr M McCulloch ……………………………

Course: ……Master of Education………………

You are being invited to take part in a research project exploring the attitudes of teachers in a mainstream primary school towards inclusion and investigating any areas where there may be tension between policy and practice.

Before you decide if you want to take part, it is important for you to understand why the research is being carried out and what it will involve. Please take time to read the information on this page carefully and discuss it with others if you wish. If there is anything that is not clear or if you would like more information, please do not hesitate to ask me and please take time to decide whether or not you wish to take part.

What the project will involve

The purpose of this study is to explore the attitudes of mainstream teachers towards inclusion and to investigate how prepared/unprepared they are to include children with particular Additional Support Needs (ASN).

You are being asked to take part because you work within this school and work with various children who have additional support needs. Your views, thoughts and experiences on the subject of inclusion are very important. The information you provide will be helpful for me to understand primary mainstream teachers' attitudes toward inclusive education, to identify practical challenges in the implementation of inclusive education, and, I hope, beneficial for providing more effective inclusive education for all children.

If you decide to take part, you would be invited to complete a questionnaire which will focus on your views and opinions around the general concept of inclusion and then more specifically your thoughts and experiences working with children with particular additional support needs.

A small number of teachers taking part in the questionnaire will also be selected at random and invited to take part in a follow up interview. The short semi-structured interview will focus on similar themes to the questionnaire. The interview will concentrate on individual experiences and views towards inclusion and additional support needs.

Taking part in this project is entirely voluntary. Should you decide to participate, you are still free to withdraw at any time, without giving a reason.

Keeping information confidential

All data will be stored in a locked cabinet or in a password-protected file on my computer and will be dealt with confidentially*. It will only be seen by myself and my supervisor. Neither you nor your place of work will be identified by name in any assignment arising from the project. Questionnaires will remain anonymous and participants from the interviews will be referred to by a pseudonym. All electronic or paper copies of data will be destroyed when the project is complete.

The results of this study

I will present my findings in the dissertation I am writing for the degree of Master of Education.

Reviewed of the study

This study has been reviewed and agreed by the School of Education Ethics Forum, University of Glasgow

Contact for further Information

If you have any questions about this study, you can ask me, Miss Roan (0306085r@glasgow.ac.uk) or my supervisor Dr M. McCulloch or the Ethics officer for the School of Education:

Dr Kara Makara-Fuller, Kara.makarafuller@glasgow.ac.uk

Thank you for reading this.

Miss L. Roan

*Confidentiality will be respected unless there are compelling and legitimate reasons for this to be breached. If this was the case we would inform you of any decisions that might limit confidentiality.

University | School of
of Glasgow | Education

Consent Form

Title of Project: Exploring Teacher Attitudes towards Inclusion

Name of Researcher: Miss L Roan

1. I confirm that I have read and understand the Plain Language Statement for the above study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

3. I understand that I will be given a pseudonym in any publications that arise from this research and that all data will be destroyed at the end of the project.

4. I agree / do not agree (delete as applicable) to take part in the above study.

_____   _____   _____

Name of Participant   *Date*   *Signature*

_____   _____   _____

Researcher   *Date*   *Signature*

Findings

PART ONE (12 questions)

Part One of this questionnaire has been designed using the three distinct elements of head, heart and hands and will analyse what element/s of inclusion, if any, is proving most challenging for teachers.

 Head – knowing

Q1) Are you familiar with current Scottish legislation and policy regarding inclusion?

Yes **13**	**No** **0**	**Don't Know** **0**

Q2a) The most recent vision set out by the Scottish Government (2017) states;

"Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach, with an appreciation of diversity and an ambition for all to achieve to their full potential, is essential to getting it right for every child and raising attainment for all. "

Consultation on Excellence and Equity for All:

Guidance on the Presumption of Mainstreaming 2017

Scottish Government

Do you agree with this vision for inclusion?

Strongly Agree 4   Agree 7   Undecided 2   Disagree 0   Strongly Disagree 0

Q2b) What is it that you agree/disagree with in the vision?

- *I agree that education is a human right and appreciates diversity and ambition.*

- *Education should be a key part of supporting a child to reach their full potential.*

- *Believing education is a human right and everyone has the right to the opportunity to learn.*

- *I agree with the vision but it needs to be supported properly, i.e. funding support for learning workers.*

- *I agree that education is a human right and everybody is entitled to reach their full potential. I don't think though that we can provide the best environment for <u>all</u> children to reach their <u>full</u> potential by inclusive education. (undecided)*

- *I agree with this vision for inclusion but there has to be an adequate support plan and resources to ensure full potential is met in mainstream.*

- *I don't believe an inclusive approach does allow each child to reach their full potential. (undecided).*

- *I agree with the vision statement, however, support depending on the individual needs of the child must be considered of they are to reach their potential.*

- *Agree with the general principles of the vision.*

- *I believe in a diverse society so education should model this.*

- *In a society where we celebrate fairness and equality it is only right that this is applicable from as young an age.*

- *Every child, regardless of need, and in line with UNESCO goals deserves the opportunities to progress. However, the best setting for this to take place is/can be contentious.*

Q3) There is research (Ellins & Porter, 2005; Forlin, 2001; Rouse, 2008) that suggests some teachers agree with the concept of inclusion philosophically however do not have the correct knowledge and skills to implement inclusion.

Have you received necessary and continued professional development and/or educational opportunities to help prepare and support you to implement inclusive education?

Strongly Agree   0   Agree 7   Undecided 3   Disagree 3   Strongly Disagree   0

If so please give examples

- *University degree, further study, Continuing Professional Development (CPD) courses (self sought), in-house school training, meetings with educational psychologist, Speech and Language Therapy, visits to other establishments.*

- *During the earlier years of my career there was little provision to support inclusive education however there has been some improvements in recent years, but most of my knowledge and skills has been actioned by myself and my interest in supporting all learners.*

- *I believe I have been given training on the principles but lack the support in the classroom.*

- *Various CPD*

- *Training in Nurturing Principles, Social Stories, Restorative Approach*

- *I have never received Autism training*

- *Training on attachment, dyslexia, ASD, dyspraxia*

- *Dyslexia Scotland training, ASD professional reading, dyscalculia training*

- *Constant CLPL updates required as all children's needs are different*

- *Nurture training however no training for meeting the needs of children with ASD*

- *It has given me the correct mindset to foster inclusion. But there is a range of emotional/behavioural/psychological contexts that I am not trained or onfident of supporting/*

- *During PGDE training and probation training but would benefit form more training. (1 year qualified)*

Q4) In your opinion whose responsibility is it to train/prepare teachers to implement inclusive education? *(Please circle, can be more than one)*

Initial Teacher Education   **10**

Local Authority **12**

School **9**

Teacher **12**

Other *(please detail below)*

- *Combination of all*
- *All have a part to play in particular during ITE. However, we all have a responsibility in improving our own practice and knowledge.*

Heart - Believing

Q1) Scottish legislation defines additional support needs as;

"A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person."

Education (Additional Support for Learning) (Scotland) Act 2004

To what extent do you agree that <u>all</u> children who require additional support for learning have the right to be educated in mainstream schools?

Strongly Agree 1 **Agree 5** **Undecided 3** **Disagree 3** **Strongly Disagree 1**

Comments;

- *Only if properly funded (undecided)*
- *They have the right but can they fulfil their potential? Is it right for the child? (agree)*

Q2a) Some researchers (Mukhopadhyay, 2014: Lambe and Bones, 2006: Avramadis et al, 2000) suggest that there is a correlation between teacher attitudes and the level and type of additional support need; meaning that teachers feel more prepared and able to include children with certain ASN than others. Would you agree with this?

Strongly Agree 2 Agree 8 Undecided 2 Disagree 1 Strongly Disagree 0

Comments

- *Sometimes fear of the unknown (undecided)*

Q2b) Please indicate below the additional support need(s), if any, that you feel least prepared and/or able to include within a mainstream classroom.

Attention Deficit Hyperactivity Disorder (ADHD) 3   Autism Spectrum Disorder (ASD) 4

Social, Emotional and Behavioural Difficulties (SEBD) 7

Dyslexia 0

Visual Impairment 2   *Physical Disability 0*

English as an Additional Language (EAL) 2   *Speech and Language Difficulties 0*

Dyscalculia 3   *Young Carer 2*

Hearing Difficulties 0   *Selective Mutism 4*

Highly Able Pupils 0

Looked After and Accommodated (LAAC) 0

If any specific concerns or challenges please detail below

- *Severe medical conditions that require specialist training*
- *ASD – for children who require one to one support. Aware of a small number of strategies but could/should spend additional time on training*
- *I have never encountered Selective mutism before in schools*
- *Some (extreme) cases of SEBD – feel least prepared for this*
- *ASD is manageable but only with appropriate support and environment*
- *SEBD- but dependent on the SEBD*
- *I have had experience in supporting inclusively all of the above, however this is dependent on level of severity and available resources including staffing to determine whether I had supported children successfully.*

Q3a) Some studies have found positive effects of the inclusion of children who require additional support for learning, both for the child and their peers (Cole et al, 2004; Demeris et al, 2007), while others have found negative effects (Dyson et al, 2004; Warnock, 2005) and others find no effects (Huber et al, 2001).

In your experience what effects do you think a <u>child who requires additional support for learning</u> experiences in the mainstream classroom?

Positive effects   1   Negative effects   0   Both Positive and Negative   12   No effect   0   Undecided   0

Please give examples of these effects observed in your classroom

- *I have successfully supported and implemented strategies for ASD where the hcidl has been happy and attained accordingly and have experienced same strategies even after modification which have not supported ASD child in mainstream environment.*

- *SEBD – negative effect, very disruptive to others. ASD – positive for child and peers*

- *Positive – socialization. Negative – pace of learning can be lower due to teacher time taken up (especially as we lack appropariate support).*

- *The environment can sometimes exacerbate issues and cause the child and others to experience high levels of stress and anxiety and the risks can outweigh the benefits.*

- *Positive – role models, feel included, feel part of school in own community, can become involved in significant community events etc. Negative – require more 1:1 or small group support than can be given.*

- *Doesn't always get support they require or needs met as support for learning worker (SfLW) numbers have been reduced and work load increased.*

- *Positive – great peer support and understanding, sense of achievement. Negative feeling of being different, left out.*

- *Positive – social experiences. Negative – comparing and worrying about their differences.*

- *Child becomes accepted as a person and in the community.*

- *In early stages 'being different' is not as noticeable as in upper stages. Children make sarcastic comments to each other.*

- *Positive – making friendships, taking active role in school life. Negative – Not being able to fully access curriculum. Not being fully accepted by peers.*

- *Positive - When engaged in lesson ASN children can show great knowledge in topics and can articulate facts clearly to their peers. Negative – experience difficulties when become overwhelmed by emotion.*

- *Negative – aggressive behaviours and disruption to class lessons. Positive – sense of community, taking care of each other, experiences in outdoor education.*

Q3b) In your experience which of these would you most likely agree with in terms of the <u>children who do not require additional support for learning</u> i.e. the rest of the class?

Positive effects 0   Negative effects 2   Both Positive and Negative   11   No effect 0   Undecided 0

Please give examples of these effects observed in your classroom

- *Children are clever; they can easily spot of something is 'not right'. Children with ASN who needs a lot of attention can 'tire' the class, children can be annoyed or frustrated.*

- *Sensitive to the needs of others – supportive. Interruption to their learning when dealing with outbursts (distressing behaviour).*

- *Positive – can be supportive to those with needs. Negative - lose out on teacher time.*

- *If no SfLW provided class teacher needs to deal with ASN child as priority thereby neglecting others.*

- *Positive - Children are aware that we are all unique and can recognise they have different needs. Accepting of differences. Negative – Children exposed to random aggression which creates an unpredictable environment.*

- *Positive – understanding of others/empathy. Negative – younger children feeling support is unfair.*

- *Children helping children and learning that people have different needs and how to communicate with them. Negative- aggressive behaviours frightening children.*

- *Positive – children willing to help peers, are around people with ASN they do not feel 'different' to them. Children gain better understanding of ASN and our society, how to help others with ASN. Negative – distraction can take up valuable learning and teaching time.*

- *Increases empathy, tolerance and awareness of needs of others but the risks can outweigh the benefits.*

- *Negative - Children displaying extreme challenging behavior can have a negative effect on class ethos and staff morale. Positive - Children can gain an understanding of other children's needs and how we can support.*

Q4) Would you consider yourself to be an inclusive teacher?

Please circle   Yes   **12**   **No**   **Sometimes 1**

- *I think each child deserves the best education according to their abilities and needs to reach their full potential. Many times it cannot be facilitated in a mainstream school, as 'other' children cannot reach their full potential. (sometimes)*

Hands - Doing

Q1) Has inclusion affected your workload?

(Please circle) **Yes 12** **No 0**

1 – unsure as just finished probation year so have no comparative.

If yes, in what way? **Increased workload 12** **Decreased workload 0**

- *Behaviour charts, devise social stories*

- *Individual timetables*

- *Child's Wellbeing and Assessment Plan (WAP), Boxall assessments*

- *Staged intervention paperwork, differentiated resources*

- *Children with ASN require greater prep and planning*

Q2) Please indicate from the list below any strategies/approaches that you use in your inclusive practice.

establish classroom routines	use humour to create a positive classroom atmosphere	provide sensory resources e.g. ear defenders, sensory area	minimise distractions – noise, disturbances, smells etc.
peer tutoring	home school link book • *info on targets*	time out area	work buddy system
specific targets	responsibilities within the classroom	clear, precise instructions	time limits on tasks
visual supports and prompts	Minimise the effect of making mistakes	Present limited choices	Self-correcting assessment
individual timetables and task organisation	concrete learning materials	Social stories	Self-explanatory worksheets
calm working environment	Designated place for leaving personal belongings	break down complex instructions to smaller components	Sequence instructions in the order in which they need to be carried out
reward systems e.g. sticker chart	Use the child's interests to motivate and engage them	Deployment of a pupil support assistant • *when available* • *no PSA to use often*	Withdrawal from the classroom • *extreme cases* • *during distress* • *only if health and safety is compromised*
variety of communication systems e.g. Makaton, PECS, apps	Keep facial expressions and gestures simple and clear	Support during times of transition e.g. lunchtimes	Engagement in school Health and Wellbeing programme (circle time etc)

Please list any other strategies/approaches that you have found to be effective.

Staff indicated on the table a wide variety of strategies they used. Additional comments include:

- *Language and communication friendly approaches, nurture approach, technology, work stations.*

- *PATHS, creative therapies, modelling language, bubble box, time out, calm down card, individual reward chart for own interests, choosing time, play box, now and then charts, sensory toys, private table/area, own peg away from busy cloakroom.*

- *Specialists in class liaising with specialist provision, pupil led learning, working with parents, educating other pupils re needs generally, use of sensory area, use of IT equipment, home link service.*

Q3) Have you improved or adapted your inclusive teaching methods as a result of a course, CLPL opportunity or similar?

Please circle   **Yes**   **12**   **No**   **1** *(NQT still learning)*   **No opportunity 0**

If so please give detail

- *Visit to Autism unit*

- *Meetings with educational psychologist, Speech and Language therapy*

- *CPD on dyslexia*

- *Professional reading*

- *Nurture training*

- *GIRFEC training*

- *Links with agencies*

- *ASD training*

- *Teacher observations*

- *Attachment training*

- *Colleagues support*

- *De-escalation training*

- *Renfrewshire Literacy Project*

Q4) Please indicate on the list below any additional support needs that you have had experience of teaching in a mainstream classroom.

Attention Deficit Hyperactivity Disorder (ADHD)   *Autism Spectrum Disorder (ASD)*

Social, Emotional and Behavioural Difficulties (SEBD)   *Dyslexia*

Visual Impairment   *Physical Disability*

English as an Additional Language (EAL)   *Speech and Language Difficulties*

Dyscalculia   *Young Carer*

Hearing Difficulties   *Selective Mutism*

Highly Able Pupils   *Looked After and Accommodated (LAAC)*

Responses showed that teachers had a wide range of experience. Collectively as a staff team they had experienced all ASN listed above. Some ASN were more common than others, few staff had experience of visual impairment, dyscalculia, physical disability, young carer and selective mutism.

If others please detail

- *Social work involvement – not necessarily ASN*
- *Family bereavement*
- *Drug/alcohol abuse in family*
- *Homelessness*
- *Social deprivation*

PART TWO (9 questions)

Autism Spectrum Disorder

Do you feel that you have sufficient knowledge and understanding of Autism Spectrum Disorder to allow you to implement effective teaching strategies and approaches?

Please circle   **Yes**   **11**   **No**   **2**

Do you believe that children with Autism Spectrum Disorder can be effectively supported in a mainstream classroom?

Please circle   **Yes**   **6**   **No**   **0**   **Sometimes**   **7**

Please give details

- *Currently have a child who is supported and has attained well this session. I have implemented particular strategies e.g. routine, visual timetable, time-out, brain buddy*

- *Correct environment and regular support*

- *Depends upon the child*

- *Majority of time needs can become increasingly difficult as the child matures*

- *All levels of ASD vary and higher levels require more support, maybe even a SfLW*

- *Dependent on the individual. Also, in my experience as the child gets older may find mainstream classroom too challenging- emotional difficulties which require areas of expertise and small grouping to enable effective support.*

- *Consistent routines, clear instructions and guidance broken down, preparation for changes in routine, calm box.*

- *It depends on where the child is on the spectrum as for some children a busy classroom environment can be distressing*

- *Depends on the needs of the child some children cope very well and benefit from mainstream others would, I feel, benefit from more targeted support*

- *Mainstream schools can be loud and unpredictable; change of routines can cause distress. Full classrooms can prevent a teacher from giving a child one to one support and lack of support for learning assistant.*

- *It is up to the child whether mainstream is their choice of place to learn, not just parents and professionals.*

On an everyday basis do you feel able to include children with Autism Spectrum Disorder with the rest of the class?

Please circle   **Yes** **9**   **No** **2**   *Sometimes (third option entered by teachers)*   *2*

Please give details

- *Visual timetable, clear instructions*
- *Direct instructions to child. Providing them with learning breaks. Being aware of methods which have worked for other children and include them into every day practice.*
- *Mostly, though sometimes this requires SfLW support –without which It would be difficult to meet the needs of the child*
- *At times, however may require additional support in areas of the curriculum*
- *Many children in past 3 classes have been included daily in teaching. One child in P1 required an alternative pathway.*
- *Depends on severity of diagnosis (no)*
- *Requires dedicated support (no)*
- *If the child with ASD is high functioning for the most part then they can integrate well with peers /the school and benefit from the support offered.*

Social, Emotional and Behavioural Difficulties

Do you feel that you have sufficient knowledge and understanding of Social, Emotional and Behavioural Difficulties to implement effective teaching strategies and approaches?

Please circle   **Yes**   **11**   **No 2**

Do you believe that children with Social, Emotional and Behavioural Difficulties can be effectively supported in a mainstream classroom?

Please circle   **Yes**   **6**   **No**   **0**   **Sometimes 7**

Please give details

- *With parent, peer, teacher and management support children will have a better chance of belonging and participating in learning.*

- *Ensuring staff have an understanding of their needs and accept academic learning might not be the main priority for the child at a given time.*

- *Each child needs to be individually assessed*

- *I think it depends on the individual child, support in school and other agencies*

- *At times when supported (sometimes)*

- *Difficulties occur when too many children with SEBD difficulties are in the same class*

- *Require more adult 1:1 support to be more effective, time to give child is imperative*

- *Dependent upon the SEBD*

- *Creation of clear boundaries and regular guidance enables an environment that supports and encourages learners*

- *Depends on support from (a) other agencies (b) available resources*

On an everyday basis are you able to include children with Social, Emotional and Behavioural Difficulties with the rest of the class?

Please circle   Yes   8   No   1   *Sometimes (third option entered by teachers)   4*

Please give details

- *Sometimes depends on extent of their difficulties- this will determine true success in supporting them to the bet of their ability. Also resources available.*

- *Usually (yes)*

- *Emotional difficulties – self regulation CPD has helped this. Provision of calm corner, positive praise, restorative practice*

- *At times, different factors*

- *Sometimes. There are times a child may require support out-with the classroom.*

- *Yes, but with support*

- *Children may find learning challenging and remove themselves form the classroom setting.*

- *Time passes, job roles, praise supports children to participate in learning.*

<u>Dyslexia</u>

Do you feel that you have sufficient knowledge and understanding of Dyslexia to implement effective teaching strategies and approaches?

Please circle **Yes** **11** **No** **2**

Do you believe that children with Dyslexia can be effectively supported in a mainstream classroom?

Please circle **Yes** **12** **No** **0** **Sometimes** **1**

Please give details

- *Sometimes activities may not be inclusive every time for dyslexic children due to resources or content and I'm unsure how to address this.*
- *Glasgow Dyslexic Support Service (GDSS) and school strategies to support children*
- *Sometimes additional support needed e.g. with a SfLW*
- *I think dyslexia is supported well in schools. We are getting better at identifying it and using resources and strategies to help children*
- *Coloured overlays, homework photocopied on pale colours, expectations reduced in written tasks, visual aids to support spelling difficulties*
- *Awareness must be given to monitor the child's self esteem*
- *Always*
- *Depending on availability of training for staff and available resources (sometimes)*

On an everyday basis are you able to include children with Dyslexia with the rest of the class?

Please circle   **Yes**   **12**   **No**   **1**

Please give details

- *However, this has only been possible with support and engagement with GDSS (yes)*
- *Instruction provided to suit learner. Use of technology can help support at times*
- *Use of dyslexia friendly classroom guide, supportive transitions, being aware of individual needs related to their diagnosis*
- *Differentiated work. Writing templates, word banks, visual aids to support spelling and writing challenges*
- *Dyslexia screening for online assessments, Toe by Toe, Getting Started resources*
- *Varying teaching methods and differentiating tasks*
- *Copying writing is supported, spelling rules are reinforced visually, tactilely. Discussions of nerves, comfort with learning discussed.*

9.6 APPENDIX 6 – INTERVIEW FINDINGS

9.6.1 MW

<u>Staff Interview Themes and Questions</u>

1. What is your view of current Scottish Government legislation and policy regarding inclusion? (*For example, Getting It Right For Every Child, Additional Support for Learning (Scotland) Act 2009, Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming*, 2017).

   I agree with government but with policies they must provide support.

   I agree with GIRFC but the answer to getting it right is not always mainstream.

   They prioritise council budgets rather than children's needs. It can take years to get a child correct setting, once in mainstream it's too late to get it right. It's already impacted negatively on their peers and teachers.

   National policy now is all about raising attainment and the improvement challenge but it's never about highly able learners.

2. In what way has your educational background prepared/not prepared you to implement inclusive pedagogy?

   I do not feel prepared, uni did not prepare me, one year post grad is not enough.

   You have to learn all the pedagogy and curriculum plus behaviour management, there's not enough time to teach us about inclusion and ASN.

3. Do you believe that <u>some</u> ASN can be included in mainstream schools while others require an alternative setting? What ASN do you think require an alternative setting?

   It's not about the need it's about the individual child.

   Autism and visual impairment are those I think are most likely to need an alternative pathway but it really depends on the child and the support that's in the school.

4. In your opinion is the implementation of national/local/school inclusion policy detrimental or beneficial to the education of children who have no ASN? Why?

   Detrimental definitely outweighs the benefits.

   The other children easily pick up behaviours from children with ASN.

   Right now in my class they all want slime because the children, three of them, with ASD have sensory toys and have been given slime by management and outside agencies.

   Children don't always understand why others get to go to the SHANNARI Shed, play with lego in class, go outside for a walk with 1:1 etc. For them it is about fairness.

5. Would you consider yourself to be an inclusive teacher? What evidence do you have?

   Yes I am an inclusive teacher. There are times I feel unequipped as it is a completely different set of skills you need for children with ASN. The whole approach is different.

6. Are there any ASN that you find more challenging than others to include in the mainstream classroom? Why is this?

   I find ASD, SEBD and visual impairment most challenging. The last one because I've never experienced so but imagine it would be difficult.

   The reactions of children with SEBD are unexpected, you can't learn the triggers, it takes a long time to get to know them. It is detrimental to all of the children. It is especially tough on their peers.

   The lack of SfLW workers and resources make it even tougher for everyone.

7. As a teacher do you feel that you are providing enough support for children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties?

   Individually I do my best but sometimes it is not enough.

   It is not all about the physical resources or the human resources.

8. In your experience are there barriers to fully including children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties in a mainstream primary classroom? If so what are the barriers?

   One of the barriers to including SEBD is a physical barrier, sometimes you need to remove them from the room e.g. if they are crying.

   Schools can't facilitate 1:1 physically, we don't have the people or areas within the school.

9. Rate head, heart and hands in the order in which you think you are strongest.

   1. Head
   2. Hands
   3. Heart

   It's tough to put them in an order but it makes you think, I know for sure head would be first   the other two was harder to order.

Staff Interview Themes and Questions

1. What is your view of current Scottish Government legislation and policy regarding inclusion? (*For example, Getting It Right For Every Child, Additional Support for Learning (Scotland) Act 2009, Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming*, 2017).

   Policy is extremely important but not properly funded. It creates huge educational issues for other children.

   It has the potential to be great but underfunded.

   It causes poor academic results as teacher time is spent with the most needy children.

2. In what way has your educational background prepared/not prepared you to implement inclusive pedagogy?

   My educational background did not prepare me at all. We only had one block about SEN in the whole 4 years.

   I have a personal interest and commitment to ASN, that's why I'm prepared to teach inclusively.

3. Do you believe that <u>some</u> ASN can be included in mainstream schools while others require an alternative setting? What ASN do you think require an alternative setting?

   Absolutely! But there is nothing that cannot be included if the support and resources are there.

4. In your opinion is the implementation of national/local/school inclusion policy detrimental or beneficial to the education of children who have no ASN? Why?

   Detrimental because of the lack of funding and resources, particularly teacher shortage.

5. Would you consider yourself to be an inclusive teacher? What evidence do you have?

   Absolutely! I have a personal interest in ASN, a nurturing personality, family dedication   and experience in ASN schools. I also have an ethos that comes from my Catholic faith and this helps me develop personal empathy.

6. Are there any ASN that you find more challenging than others to include in the mainstream classroom? Why is this?

   Behavioural needs are the most challenging to deal with. Many of them need 1:1 that we can't give.

7. As a teacher do you feel that you are providing enough support for children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties?

   Yes to all of them.

   I have an awareness of what helps and does not help, it is personal commitment to these children that helps me support them.

   Dyslexia – technology support is great

8. In your experience are there barriers to fully including children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties in a mainstream primary classroom? If so what are the barriers?

   The number of children per class with needs and only 1 teacher is the main barrier.

   We can't meet all needs all of the time.

9. Rate head, heart and hands in the order in which you think you are strongest.
   1. *Heart*
   2. *Hands*
   3. *Head*

   That's tough, I think number 2 and 3 are interchangeable.

Staff Interview Themes and Questions

1. What is your view of current Scottish Government legislation and policy regarding inclusion? (*For example, Getting It Right For Every Child, Additional Support for Learning (Scotland) Act 2009, Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming*, 2017).

   The idea behind it is good but the implementation is not good.

   I can understand the why but not the how.

2. In what way has your educational background prepared/not prepared you to implement inclusive pedagogy?

   No it did not prepare me at all.

3. Do you believe that <u>some</u> ASN can be included in mainstream schools while others require an alternative setting? What ASN do you think require an alternative setting?

   It is not the need but the individual child you need to look at.

   It is also the degree of the need.

4. In your opinion is the implementation of national/local/school inclusion policy detrimental or beneficial to the education of children who have no ASN? Why?

   In the current climate of cuts and staff shortages I'd say it is detrimental.

   There are opportunities for it to be beneficial for everyone in the class but they are few and far between.

5. Would you consider yourself to be an inclusive teacher? What evidence do you have?

   Yes, I am open to including any child and putting any strategy in place but it is difficult.

6. Are there any ASN that you find more challenging than others to include in the mainstream classroom? Why is this?

   It really depends on the degree of need.

   I have worked with children with a whole range of needs and some of them I have felt successful in including them and others I didn't feel equipped but that was not always because it was a particular need.

   SEBD is hard to include because you really need extra staff, especially if it's quite extreme. It can affect the other children more than some other ASN.

7. As a teacher do you feel that you are providing enough support for children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties?

   There's not enough hours in the day to support and include them and the rest of the class. I have 2 children with quite severe ASD and 2 children with ADHD in my class, I can't possibly meet all of their individual needs as well as the needs of the rest in my class every lesson in every day.

   So I don't feel like I'm providing enough but it's not through choice.

   With SEBD it depends on the level of need, some children can thrive in the class just with a nurturing approach. It depends on the level of need and your awareness.

8. In your experience are there barriers to fully including children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties in a mainstream primary classroom? If so what are the barriers?

   Lack of support from other agencies

   SfLW and SfL teachers

   Class sizes

9. Rate head, heart and hands in the order in which you think you are strongest.
   1. *Hands*
   2. *Heart*
   3. *Head*

   I can do it in the class and I always believe it's my job to include but I'm not always sure if what I'm doing is right or enough.

9.6.4   MS

Staff Interview Themes and Questions

1. What is your view of current Scottish Government legislation and policy regarding inclusion? (*For example, Getting It Right For Every Child, Additional Support for Learning (Scotland) Act 2009, Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming*, 2017).

   The policy is good and clear. GIRFEC has a good multi-agency approach but it is the same jargon you hear all the time.

   SHANNARI is a good framework, it covers all of HWB.

   The idea for inclusion is excellent but the resources don't match the ideal.

   Each child should be treated as an individual and not immediately put in mainstream. I feel it is more integration than inclusion currently.

2. In what way has your educational background prepared/not prepared you to implement inclusive pedagogy?

   The PGDE did not prepare me, mostly focused on behaviour management.

   ASN is a huge part of the job but I felt they only touched on it.

   I was a PSA previously so I have experience in attachment, dyslexia and dyspraxia. I'd say that experience prepared me more than anything.

3. Do you believe that <u>some</u> ASN can be included in mainstream schools while others require an alternative setting? What ASN do you think require an alternative setting?

   I often think that children with SEBD need an alternative pathway. We are not meeting their needs in the mainstream and it is not fair on them, They need so much more and deserve so much more than we've got to offer. Even when you try your best you don't always get it right.

4. In your opinion is the implementation of national/local/school inclusion policy detrimental or beneficial to the education of children who have no ASN? Why?

   Beneficial in that the children can learn tolerance and understanding of others. They can learn patience and strategies for being with different people.

   Detrimental in that the time the teacher spends with ASN and on behaviour management doesn't leave enough time to teach.

5. Would you consider yourself to be an inclusive teacher? What evidence do you have?

Yes I'd say I'm an inclusive teacher, I'm trained to think inclusively and I try to meet the needs of all children. I treat them as individuals. Though at times I feel ill equipped for certain situations.

6. Are there any ASN that you find more challenging than others to include in the mainstream classroom? Why is this?

Children with attachment issues and SEBD are most challenging. It takes a long time to get to know them and their needs, sometimes it takes the whole year to settle in. But this unsettles everyone else in the class.

7. As a teacher do you feel that you are providing enough support for children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties?

I feel like I can never do enough for children with ASD, I'm doing my best and improving all the time.

Dyslexia – I have use Toe by Toe and bene on a course for Getting Started so again I'm trying.

SEBD – I can help and give support but I'm not able to give enough support every time they need it. They need more time for conversations.

8. In your experience are there barriers to fully including children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties in a mainstream primary classroom? If so what are the barriers?

Just lack of support I'd say. There are so many teachers working really hard but they can only do so much on their own.

9. Rate head, heart and hands in the order in which you think you are strongest.
   1. *Heart*
   2. *Hands*
   3. *Head*

In time the head part will develop, I need to just keep working at that and taking all the opportunities to learn that I can. The hands will come with experience.

9.6.5   ML

<h2 style="text-align:center"><u>Staff Interview Themes and Questions</u></h2>

1. What is your view of current Scottish Government legislation and policy regarding inclusion? (*For example, Getting It Right For Every Child, Additional Support for Learning (Scotland) Act 2009, Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming*, 2017).

   It's all good in theory but not backed up by support.

   Children and teachers are left trying to action a policy with no substance.

2. In what way has your educational background prepared/not prepared you to implement inclusive pedagogy?

   The BEd did not prepare me but I've been on a lot of CPD throughout the years and the in-house training we've had has been really good.

3. Do you believe that some ASN can be included in mainstream schools while others require an alternative setting? What ASN do you think require an alternative setting?

   It's not whether certain ASN can or cannot be included, it's dependent on the child. A case by case basis. One child with SEBD may be included very well while another child with SEBD requires a full time nurture class.

   All ASN have potential, at a certain level, to require an alternative pathway.

4. In your opinion is the implementation of national/local/school inclusion policy detrimental or beneficial to the education of children who have no ASN? Why?

   Detrimental for sure. There are benefits but they are way lower than the negatives.

   Children learn life skills and qualities such as tolerance, empath but at the expense of other subjects or other skills.

   It is frustrating because inclusion has the potential to be great for everyone but only if it was supported properly.

   The children in my class last year repeatedly missed huge parts of PE and outdoor learning lessons because 2 children in my class were not able to handle those lessons without support and I didn't have support. For health and safety I had to keep cutting lessons short or adapting them to suit the needs of 2. How is that beneficial for the health and well-being of the rest?

5. Would you consider yourself to be an inclusive teacher? What evidence do you have?

   Yes because I give it my all and that's all that can be expected of me. I love all of the children equally and care for all of them regardless of need.

   I work hard to keep my CPD up to date and keep up to date with policy. I always go to my colleagues for advice when I need it.

6. Are there any ASN that you find more challenging than others to include in the mainstream classroom? Why is this?

   I find children with SEBD so unpredictable, I don't feel management or other agencies quite know what to do with these children and it seems trial and error at times.

   They require support that I'm not trained to give and even when I do feel knowledgeable and that I have the skills to deal with a situation there is no opportunity for me to action it because I'm responsible for another 25 children and don't have the luxury of time spent with an individual.

7. As a teacher do you feel that you are providing enough support for children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties?

   I have lots of strategies for ASD and dyslexia. I'm confident with both of these ASN.

   I'm never sure what support they truly need, their mood can change, triggers can change. It's hard to know if you are doing enough.

8. In your experience are there barriers to fully including children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties in a mainstream primary classroom? If so what are the barriers?

   Lack of support, shortage of SfLW and sometimes they've not had any training, other agencies take months to respond to a referral, educational psychologists are too busy and it can take so long between referrals/observations/meetings. They are stretched between too many schools as are Speech and Language Therapy.

   Parents can sometimes be a barrier too. Lack of acceptance, pressure on school to 'fix' the child. Often the child has needs met in school but not at home and parents want the school to deal with this too. Lack of good parenting skills can be a barrier too.

9. Rate head, heart and hands in the order in which you think you are strongest.
   1. *Hands*
   2. *Head*
   3. *Heart*

Findings - Staff Interview

1. What is your view of current Scottish Government legislation and policy regarding inclusion? (*For example, Getting It Right For Every Child, Additional Support for Learning (Scotland) Act 2009, Consultation on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming*, 2017).

   All very similar answers, all interviewees agree with government policy and think they are good policies and frameworks but all mention that there is a lack of funding for it to be a reality.

2. In what way has your educational background prepared/not prepared you to implement inclusive pedagogy?

   All interviewees said they were not prepared by educational background (BEd, PGDE)

   Some mentioned how they have tried to prepare themselves through CPD or in school training.

3. Do you believe that <u>some</u> ASN can be included in mainstream schools while others require an alternative setting? What ASN do you think require an alternative setting?

   Dependent on child not about diagnosis x 3

   SEBD x 1

   All can be included if support is in place x 1

   Autism and visual impairment x 1

4. In your opinion is the implementation of national/local/school inclusion policy detrimental or beneficial to the education of children who have no ASN? Why?

   Detrimental x 4

   2 said detrimental but blame lack of funding and support

   3 said detrimental but acknowledge there are benefits

   Mixed feelings x 1

5. Would you consider yourself to be an inclusive teacher? What evidence do you have?

   All 5 say yes and give reasons such as their CPD, personal commitment, hard work, treat children as individuals, personal interest, catholic ethos, personality,

6. Are there any ASN that you find more challenging than others to include in the mainstream classroom? Why is this?

   SEBD x 5

   ASD x 1

   Visual impairment x 1

   Depends on the severity of the need x 1

7. As a teacher do you feel that you are providing enough support for children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties?

   ASD - can never do enough, confident, bank of strategies, yes I'm doing enough, not enough hours in the day, I try my best.

   SEBD - not sure if I'm doing enough, I try my best x 2, depends on level of need, yes I'm doing enough.

   Dyslexia - confident, bank of strategies, got a range of strategies and resources, I try my best, depends on level of need.

8. In your experience are there barriers to fully including children with Autism Spectrum Disorder/Dyslexia/Social Emotional and Behavioural Difficulties in a mainstream primary classroom? If so what are the barriers?

   Lack of support – x 5

   Parents x 1

   Outside agency delays or lack of support x 2

   Number of children with ASN per class x 1

   Class sizes x 1

   Space restrictions in school x 1

9. Rate head, heart and hands in the order in which you think you are strongest.

Head ranked - 2nd, 3rd, 3rd, 3rd, 1st

Heart ranked - 3rd, 1st, 1st, 2nd, 3rd

Hands ranked - 1st, 2nd, 2nd, 1st, 2nd

No one ranked hands 3rd

Overall:

1. *Hands*
2. *Heart*
3. *Head*

All commented that it was quite a difficult but reflective exercise.