

How Far Have We Moved Toward Inclusion in Tainan City, Taiwan

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Abstract

This study is an investigation into the status of inclusive education for students with disabilities in elementary schools in Tainan City, Taiwan via a social survey methodology. The purposes of this study were: (1) investigate the attitudes of elementary administrators and general education teachers in Taiwan, in order to assess their willingness and ability to provide inclusive education for students with disabilities in inclusive settings; (2) investigate attitudes of parents of students with disabilities about their feelings regarding inclusion; and (3) investigate the attitudes of non-disabled students and their experiences working with students with disabilities included in their classrooms. The major findings of the survey are summarized as follows:

1. The majority of participants in each group supported the concept of inclusion and believed that both students with and without disability socially benefit from education within inclusive settings.
2. Most participants in this study tended to believe that students with disabilities could not make adequate academic progress in general education classrooms, and will fail to catch up with their non-disabled peers in academic learning if they are not given special, segregated services.
3. The demographic variables and roles of the participants (students, parents, teachers, or administrator) were insignificant factors on their attitudes towards inclusive education.
4. The majority of general education teachers felt like they used social integration strategies to help students with disabilities.

Overall, the results of this study seem to indicate that the majority of students, parents, teachers and administrators support inclusive education and strive to teach social skills to help students with disabilities interact with their non-disabled peers. Nevertheless, the lack of disability and inclusive education training and information continues to make it difficult to create a positive image of people with disabilities for the general public in Taiwan.

Keywords: inclusion, attitudes, SEN students, special education

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Lastly, I would like to extend my gratitude to the educators, parents of SEN students, and students in Taiwan. I thank them for participating in this research. Their participation made this dissertation a reality.

Dedication

I dedicate this to my beloved family.

I thank them for being supportive family. Thank them for understanding, sacrifices, love, consideration, and patience throughout my academic pursuits.

Without them, I would not have been able to complete this work.

獻給我親愛的家人

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Chapter 1: Introduction

1.1 Introduction

The concept of inclusion, the idea that students with special educational needs (SEN students¹) should be educated in general education classrooms with their typically developing peers, has progressively been accepted by the general public over the past two decades in the United States. Nevertheless, the concept of inclusion for SEN students has been accepted piecemeal throughout the rest of the world as traditional Western notions of human rights and educational opportunity come into conflict with longstanding cultural beliefs and traditions with regards to disability and special education. This is especially true in Asia, where cultural attitudes toward disability continue to create significant barriers to social acceptance and educational opportunity. Previous research on inclusion in Taiwan, a small island nation located between the Phillipines to the South and Japan to the north, indicates that the notion of providing SEN students with equal educational opportunities in general education classrooms with their peers is gradually gaining acceptance (洪, 2003).

The current practice of educating SEN students in Taiwan has grown from educational policies established in the United Nations and the United States during mid-20th century. The concept of inclusion in Taiwan was deeply influenced by P.L. 94-142, the first law to clearly define the educational rights of children with disabilities in the United States.

¹ The term “SEN students” or “students with disabilities” is unique to the international literature on special education and is the widely preferred term in that body of literature. I use this term occasionally to reflect the original language and intent of the authors cited, and to firmly ground my writing in the international discourse on special education.

This law was amended and renamed the *Individuals with Disabilities Education Act* (IDEA) in 1990, which requires that everyone regardless of ability level, has the right to “*a free and appropriate public education*” (FAPE), in the “*least restrictive environment*” (LRE) (U.S. Department of Education).

Previous research indicates that most educators generally understand the benefits of inclusion and hold positive attitudes toward inclusion (Avramidis, Bayliss & Burden, 2000; Avramidis & Kayla, 2007; Avramidis, & Norwich, 2002; Barnett, 1998; Chiner, & Cardona, 2013; Cook, 1999; De Boer, Pijl, Post, & Minnaert, 2012a; Ojok & Wormnæs, 2013). However, educators in Taiwan still remain reticent to include students with behavioral and emotional problems in general education classrooms (洪雪玲, 2003; 馮淑珍, 2005; 鄭佩玲, 2003; 蔡文龍, 2002). This study investigates the current status of educational opportunity in Taiwan for SEN students, and provides the background information of the development and legal foundations of inclusion in Taiwan, and highlights how different perspectives towards inclusion and various social and systemic barriers impact the implementation of inclusive practices in the elementary-level general education classrooms in Taiwan.

1.2 Theoretical Underpinnings of Inclusion

Based on the principles of universal human rights, global organizations such as the United Nations (UN), and United Nations Educational Scientific and Cultural Organization (UNESCO) began to advocate for the educational rights of SEN students in the mid-20th century. These international organizations affirmed the right that all children regardless of disabilities should be treated equally and provided with equally opportunities for education. These policies include The Convention on the Rights of the Child and the World Declaration

on Education for All (EFA), both issued in 1990, and the Standard Rules on the Equalization of Opportunities for Persons with Disabilities, issued in 1993.

Later, The Salamanca Statement (1994), issued by UNESCO during the World Congress on Special Needs Education, affirmed that “every child has unique characteristics, interests, abilities and learning needs” (UNESCO, 1994, p. 7). The concept of inclusive education is clearly asserted in the Salamanca Statement when it proclaims that “education systems should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs” (UNESCO, 1994, p. 7).

In 2000, the EFA Framework for Action announced by UNESCO built upon the inclusive preference outlined in the Salamanca statement. The EFA Framework for action very clearly stated that in the pursuit of “education for all” countries should “formulate inclusive education policies that define goals and priorities in accordance with different categories of excluded populations in each country, including establishing legal and institutional frameworks that will effectively make inclusion the responsibility of the entire society” (UNESCO, 2000a).

1.3 Chinese Culture and Attitudes towards People with Disabilities

Under the influence of Chinese culture and Confucian virtues, people in Taiwan hold complex attitudes toward disabilities which make inclusive education a challenge.

Traditional Chinese values emphasize family honor and sacrifice for others within a community; individuals with disabilities are perceived as a burden to their family and society (Hampton & Xiao, 2009). In Taiwan, the general public tends to stigmatize people with disabilities because they believe that people with disabilities are less valuable and productive

than people without disabilities. Thus, people have tended to “hide” their family members with disabilities in home or send them to some private institutions or religious organizations to avoid being judged by community members. This negative conception toward people with disabilities might also lead to the refusal of parents who have children with disabilities to have their child evaluated for placement in general education schools.

However, the core of Confucian virtues includes the concepts of “Ren” (benevolence), and “Yi” (righteousness), which encourages the general public to treat all individuals, including individuals with disabilities as equal members of society (Hampton & Xiao, 2009). This concept is analogous to the American notion of the “Golden Rule”: treat others as you would like to be treated. Additionally, Confucius stated that widows and widowers, orphans, the old without children, and the disabled and the diseased should all be cared for by the larger society; by doing so, Confucius felt that humans could establish a perfect world of equality, welfare, and social justice (Holroyd, 2003). These core conceptions of Confucianism might positively impact people on the acceptance of people with disabilities and on the implementation of inclusion in our society in Taiwan, although current attitudes in Taiwan do not seem to reflect these ancient cultural virtues.

1.4 The Practice on Inclusion in Taiwan

The Special Education Act of Taiwan, issued in 1984, was the first official law that proclaimed the educational rights of SEN students to receive an public education to achieve their full potential. The Special Education Act has since been reauthorized and amended a number of times in 1997, 2001, 2004, 2009, and most recently in January 2013. Each amendment has further reiterated and strengthened the preference for including SEN students

in the Taiwanese educational system. For example, several significant amendments have focused on: 1) requiring the least restrict environment (Ministry of Education, 2013a, Amendment of 2009, Article 48); 2) developing individualized education programs (IEP) to improve educational results (Ministry of Education, 2013a, Amendment of 2001, Article 28 & 30-1); 3) increasing the interaction between children with special needs and their typically developing peers (Ministry of Education, 2013a, Act of 1984, Article 7); 4) strengthening the role of parents and fostering partnerships between parents and schools (Ministry of Education, 2013a, Amendment of 2009, Article 46); (5) developing early intervention system (Ministry of Education, 2013a, Act of 1984, Article 23).

The 2012 census of the Placement of SEN students (Ministry of Education, 2013c & 2013d) showed that 98.24% of elementary SEN students were enrolled in general education schools, of which 12.06 % of SEN students were served in separate special education classes, 64.85 % were served in general education classes with itinerant service specialists; and 12.89 % were served in general education classes with pull-out programs in resource classrooms. Only 1.76 % of elementary school SEN students were served in separate/segregated special education schools.

The relatively high percentage of SEN students included in general classrooms for most of their school day has challenged educators who are not well prepared to meet the needs of SEN students, especial under such a highly competitive academic learning environment. In Taiwan, as well as the United States and other countries in Europe and Asia, the implementation of inclusion remains difficult. Barriers and challenges to inclusion are similar. Some researchers have revealed obstacles to the practice of inclusion including: 1) some schools are reluctant to embrace full inclusion; 2) general education teachers are ill-

prepared to meet the needs of SEN students; 3) parents of SEN students have inadequate opportunities to be involved in educational decision-making about their child's education including the assessment process, IEP team meetings, and service coordination; 4) limited capacity to coordinate resources and services for SEN students (Allan, 2010; Chiner & Cardona, 2013; Hyunsoo, 2005; Kim, 2013; Meijer et al., 2007; Rose et al., 2010; Shevlin et al., 2013).

Successful inclusion is partially based on positive attitudes toward disability. In Taiwan, research seems to indicate that general education teachers hold less positive attitudes towards inclusion (胡永崇、蔡進昌、陳正專, 2001; 汪惠玲、沈佳生, 2009; 呂淑芬、林慧芬、張楓明, 2010; 林文田, 2007). However, the majority of parents of children with disabilities in inclusive settings support inclusion and believe that inclusive education can offer children more opportunities for learning and social interaction (賴美雲, 2007). 陳維錡 (2005) pointed out that the majority of the students in general education classes in Taipei are willing to help and interact with their peers with learning disabilities. Additional research reveals that elementary general education teachers in Taiwan face a high degree of pressure to meet the needs of SEN students in their classes, but they feel unprepared to address individual student's abilities and/or behavioral challenges (顏美桂, 2008). Other research conducted in Taiwan indicates that general education teachers hold uncertain attitudes toward inclusion partly due to their lack of special education training. This training should include social integration strategies to facilitate SEN students to develop positive relationships with their peers and to promote their social interaction within groups (汪惠玲、沈佳生, 2009; 呂淑芬、林慧芬、張楓明, 2010).

1.5 Significance of the Study

In Taiwan, previous research has focused primarily on educators' attitudes toward inclusion. Further, the majority of the studies about inclusion in Taiwan were conducted during the early 90s, and it is hard to find a current investigation of attitudes toward inclusion in Taiwan within the past decade. In Taiwan, the issue is made more complex by the fact that "inclusion" policies may place a student with disabilities in a general education classroom without considering academic or social supports. Without a clear system for legal accountability, the success of inclusion in Taiwan relies upon the willingness of administrators, teachers, parents, and non-disabled students to work together to ensure that the social, developmental, and academic needs of SEN students are being met.

Thus, this study extends previous research on attitudes toward SEN students in Taiwan by: 1) including the perceptions of parents of SEN students and non-disabled students in the study sample where previous studies conducted in Taiwan focused primarily on the attitudes of educators; 2) identifying perceived barriers to inclusion; and 3) investigating specific social integration skills general education teachers use to help students with and without disabilities build positive relationships with their peers in order to more fully participate in lessons and classroom activities.

Finally, this research may allow us to reach more firm conclusions about the efficacy and future practice of inclusion in Taiwan and provides clear insights into how to overcome the obstacles encountered by schools when implementing inclusive practices.

1.6 Purpose of the Study

The purpose of this study is to (1) investigate attitudes of elementary administrators in Taiwan, in order to assess their willingness and ability to provide and promote inclusive education for SEN students in general education classroom settings; (2) investigate attitudes of general education teachers who have SEN students included in their classrooms; (3) investigate attitudes of parents of SEN students about their feelings regarding inclusion for their son/daughter; and (4) investigate the attitudes of non-disabled students and their experiences working with SEN students included in their classrooms.

1.7 Research Questions

1. What attitudes do general education teachers, administrators, parents of SEN students, and non-disabled students hold towards including SEN students in general education settings?
2. What factors (i.e. experience working with SEN students, years of teaching, family members with disabilities) are related to the attitudes of general education teachers, administrators, parents with and without children with disabilities and non-disabled students towards including SEN students in general education settings?
3. What are the perceived barriers to including SEN students in general education settings identified by general education teachers, administrators, and parents of SEN students?
4. What specific social integration skills do general education teachers use to help students with and without special needs build positive relationship with peers in order to more fully participate in lessons and class activities?

Questionnaires will be delivered to participants including general education teachers, administrators of regular schools, students in general education classrooms, and parents of SEN students included in general education classrooms. Interviews and classroom observations will be adopted in this study as well for better understanding a real practice of inclusion.

1.8 Terminology and Definitions

Some educational based terms are used in this study. In order to discuss the concept of inclusion, it is necessary to provide useful definitions of terms and to have an agreement among these terms.

SEN students. The term “SEN (Special Educational Needs) students” is used in this study because it is unique to the international literature on special education and inclusion. It is the widely preferred term in the international body of literature, although it stands in contrast to the preferred “person first” language in the U.S. literature. This term is used to reflect the original language and intent of the authors cited, and to firmly ground my writing in the international discourse on special education and inclusion.

In this study, the term SEN students is used to refer to all students covered under the Special Education Act of Taiwan. The Special Education Act of Taiwan identifies 12 specific categories of disabilities under which children may be eligible for special education and related services. The 12 specific categories of disabilities includes: 1) cognitive development delay; 2) visual impairments; 3) hearing impairments; 4) speech disorders; 5) physical impairments; 6) health impairments; 7) severe emotional disturbance; 8) learning disabilities;

9) multiple impairments; 10) autism; 11) development delay; and 12) other significant impairments.

Inclusion. Smith (2010) pointed out inclusion is based on a premise that it “is a right, not just a moral ideal, not a special privilege for a selected few” (p. 134). Ryndak, Jackson, and Billingsley (2000) defined the meaning of inclusion as all students are welcomed in general education class in the school where students with and without disabilities would attend; and in inclusive settings, appropriate supports are available regardless of disability type or severity. Further, Idol (2006) defined the meaning of inclusion more explicitly as inclusion is when SEN students receive their entire academic curriculum in the general education classrooms.

In this paper, inclusion assures SEN students the right and legal preference to be educated within the general education classrooms and participate in the general education curriculum with their non-disabled peers.

Social integration. Boutot and Bryant (2005) described the social integration in an inclusive setting as the ability to be accepted by a group, befriend with peers and participant activities actively. The term “social integration” used in this study, was adopted from the view point of Bossaert *et al.* (2013), which refers to “the presence of relationships with others; peer acceptance; social interactions; and the self-perception of the student with disabilities; and social skills” (Bossaert et al., 2013, p. 65). For example, a lack of peer acceptance might lead to social rejection of bullying; social interaction is an indicator of participation in group activities or free time together; self- perception of the students with disabilities reflects their feeling of belonging at school. These five themes indicate the various dimension of social integration.

Chapter 2: Literature Review

2.1 Introduction

The purpose of this study is to investigate the status of inclusive education in Tainan City, Taiwan, with the intent to draw conclusions regarding the state of inclusive education in Taiwan as a whole. The following sections of literature review cover: (a) conceptual framework including the idea of social justice and the essentiality of inclusion, and international inclusive education policy; (b) special education in Taiwan including brief history of special education, policy or special education in, census of SEN students, and identification and placement for SEN students; (c) the brief introduction of the practice of inclusion in other countries; (d) factors to successful inclusion; (e) different perspectives on the practice of inclusive education. The literature review provides the background information for this study, and highlights the importance of exploring how different perspectives towards inclusion impact the implementation of inclusive practices in the general education classroom.

2.2 Conceptual Framework

2.2.1 Human rights and social justice. The practice of inclusion partly stems from the idea of social justice. Gale (2001) described social justice as the remedying of both cultural and economic injustices in socially marginalized groups. Gale explains that efforts are necessary to understand unequal situations that are found in society, and eradicate them.

We can trace the concept of social justice back to basic concepts of human rights and the idea of socially constructed inequality. In *A Theory of Justice* published by John Rawls (1999) states that “each person possesses an inviolability founded on justice that even the

welfare of society as a whole cannot override” (p.3). Moreover, in *Justice and the Politics of Difference* published by Iris Marion, Young (1990) they “ argue that where social group differences exist and some groups are privileged while others are oppressed, social justice requires explicitly acknowledging and attending to those group differences in order to undermine oppression” (p.3). Based upon the human rights issues, the practice of inclusion, an equal access for everyone to education, is regarded as the implementation of social justice. The implementation of inclusion is progress in advancing social justice and human rights project. Thus, schools and the implementation of inclusive education is an important step in the fight for more equal rights and just treatment for all marginalized peoples

2.2.2 Socially constructed inequality: disabilities /ableism. The idea of socially constructed inequality has been a hallmark of contemporary sociological theory. For instance, Tawney (1965) pointed out that inequalities are created by a society rather than occurring due to individual differences. He said, “it is the mark of a civilized society to aim at eliminating such inequalities as have their source, not individual differences, but in its own organization.....” (p. 57). Social inequalities based on social and physical difference shape the nature of the disadvantages experienced by some groups, and lead to the oppression of people who are regarded as being inferior to “normal people” (Adams, 2010). In other words, it is our socially constructed stereotypes and prejudices that create the standard of “normal” and “abnormal.”

Two factors contribute to the socially constructed inequalities regarding to disability: 1) failure to economically contribute to a society and 2) an inability of some disabled persons to fully participate in all major aspects of life in the society (Smith, 2010; Luttrell, 2010; Adam, 2010). Thus, the concept of ableism is constructed by assuming that typical bodies, typical patterns of living, and economic productivity are superior, thereby leading to

discriminatory attitudes about those who deviate from this typical “norm.” In short, ableism is the result of attitudes in society that devalue and limit people with disabilities. Ableism leads to a view that people with disabilities are physically and mentally inferior, provides justification for harassment, exclusion by peers, schools, and society at large.

2.2.3 Inclusion: implementation of equal education. Once we recognize social inequality based upon individual differences/abilities, we should do our best to address it, and attempt to create more equal opportunities for people with disabilities. For example, the inequality of education with people with disabilities leads to fewer chances for these individuals to gain the resources that are required for success in increasingly competitive societies like the U.S. and Taiwan. To ensure equal opportunity and social justice, inclusive education is regarded as a key step in this process. Inclusion is based on a premise that educational opportunity “is a right, not just a moral ideal, not a special privilege for a select few” (Smith, 2010, p. 134). Inclusion not only eliminates segregation on the basis of ability, but it also promotes access to equal educational opportunity. Nevertheless, for inclusion to be successful, educational policy should be developed that addresses the individual needs of all students and ensures that teachers and administrators have the knowledge, resources, and adequate training to deliver differentiated instruction to all students in the general education classroom (Furney, Hasazi, Clark & Hartnett, 2003).

2.3 Elements of Successful Inclusion

Inclusive education has been implemented in many countries since the 1980s. From experience and research it has become clear that successful inclusion requires more than just placing SEN students in general education classrooms; it requires more professional support

and a general commitment to helping SEN students learn, grow and develop along with their peers. The U.S. National Center on Educational Restructuring and Inclusion (NCERI) summarizes the factors necessary for successful inclusion as follows: (1) collaboration: a collaborative model should be built for planning teams, including scheduling time for teachers to work together, and shared responsibility for problem prevention and problem solving; (2) a shared vision of successful inclusion: both leaders and educators should hold positive attitudes toward SEN students, and about their abilities to educate and meet the needs of all students; (3) appropriate use of assessment: comprehensive and educationally relevant assessment to build a greater understanding of the needs of SEN students is essential; (4) structured planning/time and professional development: systematic staff development, training/education, and flexible planning time for staff members to meet and work together to coordinate all efforts; (5) funding: adequate funding to ensure adequate supports and services needed to provide FAPE for SEN students; and (6) effective parental involvement: parents of SEN students should participate in the development of inclusive programs and school-based activities (Lindsay, 2003; Lipsky, 1998; Naseer, 2013; NCERI, 1994; Paliokosta & Blandford, 2010; Pivik et al., 2002). These elements of successful inclusion provide us a big picture of high quality education for children with special needs and how to prepare them to participate as contributing members for an inclusive society in the future. For example, using alternative assessments is a means of giving appropriate feedback to educators, which helps educators understand how well they have taught SEN students in their class. Students with special need alternative assessments to appropriately reflect their learning. Teachers are able to differentiate the curriculum to meet the needs of SEN students based on the result of the appropriate assessments.

It is important to note that these factors are primarily focused on the elements and supports necessary for effective inclusion in the U.S. school system and that these factors and perhaps many others may need to be considered when considering the implementation of inclusion in non-Western school systems. For instance, inclusion traditionally has been more of a theoretical concept than one practiced in schools in Taiwan, South Korea and China where schools are extremely academic-oriented. In this highly competitive learning environment, SEN students involved in general education classrooms in those Asian countries are more likely marginalized among their typically developing peers than SEN students in a Western school system. Therefore, the marginalization of SEN students, caused by their poor academic performance, can be eradicated by the differentiation of curriculum and the use of alternative assessments.

2.4 International Inclusive Education Policy and Individuals with Disabilities

Based on the principles of universal human rights, global organizations such as the United Nations (UN), and United Nations Educational Scientific and Cultural Organization (UNESCO) began to advocate for the educational rights of SEN students in the mid-20th century. In 1960, the UN announced their Convention against Discrimination in Education which focused on eliminating and preventing discrimination in education. Article 4 of the Convention states that standards and quality of education provided should be “equivalent in all public education institutions” (UNESCO, 1960). Following this, the Declaration on the Rights of Mentally Retarded Persons was issued by United Nations in 1971; Article 2 of this Declaration asserts the individual’s right to “such education, training, rehabilitation and guidance as will enable him to develop his ability and maximum potential (UNESCO, 1971).

In 1975, the US Congress enacted The Education for All Handicapped Children Act (P.L. 94-142), which was amended and renamed the *Individuals with Disabilities Education Act* (IDEA) in 1990. P.L. 94-142 was the first law to clearly define the rights of children with disabilities. This law requires that everyone regardless of ability level, has the right to *a free and appropriate public education* (FAPE) and that SEN students should be taught according to an Individualized Educational Program (IEP) in the *least restrictive environment* (LRE) allowing the maximum possible opportunity to interact with students without disabilities (IDEA, 1997). For this reason, some advocates see the LRE mandate in P.L. 94-142 as the first law to support the “mainstreaming” of SEN students. As Thomas and Vaughan (2004) pointed out “the requirement for LRE meant placing the students in the most ordinary, natural or non-special setting possible” (p. 117), which many advocates of inclusion have interpreted to mean the general education classroom. P.L. 94-142, through its various iterations has been instrumental in driving international policy on special education, and most international policy made after 1975 reflects the clear influence of this groundbreaking legislation.

By 1981, UNESCO further strengthened their position on education of SEN students when they issued the Sundberg Declaration. Article 1 of the Sundberg Declaration, states that “every disabled person must be able to exercise his fundamental right to have full access to education” (UNESCO, 1981). The following year, the World Programme of Action Concerning Disabled Persons (WPA) sponsored by the United Nations stated that “persons with disabilities should not be treated in isolation, but within the context of normal community services” (United Nations Enable, 1982) and “...whenever pedagogically possible, education should take place in the ordinary school system” (United Nations Enable,

1982). The World Programme of Action Concerning Disabled Persons (WPA) acknowledged that SEN students deserve to be included in general educational setting alongside non-disabled students. This was the first time an international policy created that clearly stated what constituted an appropriate educational setting for SEN students.

In 1989, the Tallinn Guidelines for Action on Human Resources Development issued by United Nations expanded upon the inclusive presumption in the 1982 WPA statement, by further clarifying that “education at the primary, secondary and higher levels should be available to disabled persons within the general educational system and in general school settings, as well as in vocational training programs” (United Nations, 1989, General Assembly, Section D, Paragraph 23). The Tallinn Guidelines also promoted training for general education teachers to learn how to teach “disabled children and young persons in regular schools” (United Nations, 1989, General Assembly, Section D, Paragraph 29).

The Convention on the Rights of the Child and the World Declaration on Education For All (EFA), both issued in 1990, and the Standard Rules on the Equalization of Opportunities for Persons with Disabilities, issued in 1993, assert that children with disabilities should have equal access to an education that is integrated with general education, and thus helped promote the agenda of inclusive education as a cornerstone of UN policy (Chowdhury, 2011).

The Salamanca Statement (1994), issued by the UNESCO during the World Congress on Special Needs Education, is a clear statement of principles based on the assumption that a student should be judged on his/her abilities, rather than his/her deficiencies. In Section 2, the Statement asserts that “every child has unique characteristics, interests, abilities and learning needs” (UNESCO, 1994, p. 7). The concept of inclusive education is clearly asserted in the

Salamanca Statement when it proclaims that “education systems should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs,” and that “those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs” (UNESCO, 1994, p. 7).

In 2000, the EFA Framework for Action announced by UNESCO built upon the inclusive preference outlined in the Salamanca statement. The EFA Framework for action very clearly stated that in the pursuit of “education for all” countries should “formulate inclusive education policies that define goals and priorities in accordance with different categories of excluded populations in each country, including establishing legal and institutional frameworks that will effectively make inclusion the responsibility of the entire society” (UNESCO, 2000a). The EFA statement further articulates that “teachers should be offered high quality academic training that is linked to research and the ability to produce innovations, and that prepares them for carrying out their duties in diverse social, economic, cultural, and technological contexts” (UNESCO, 2000b, p. 40) thus preparing schools/teachers for inclusive education so that they can fully educate all children.

2.5 Special Education in Taiwan

According to the Taiwan Ministry of Education, the history of special education in Taiwan can be roughly divided into five stages (Ministry of Education, 2009):

1. The Foundation Stage (before 1962): This stage of development highlights the establishment of schools for the hearing and visually impaired in Taiwan (Ministry of Education, 2013a). For example, the first special education school in Taiwan was

- established in 1889 for visually impaired students to learn how to read the Bible. The next mention of special education in Taiwan is the establishment of the Huei-Ming Home for Blind Children, the first private special education school in Taiwan set up by the Christian Children's Fund in 1956.
2. The Experimentation Stage (1962-1983): The special education opportunities in this stage are based on "a 9-Year National Education Implementation Statute" announced in 1968 by the government of Taiwan, which highlights providing adequate educational opportunities for *all students* (The Legislative Yuan of Republic of China, n.d.). Beginning in 1962 some general education schools began offering special education for students with physical disabilities, students with cognitive disabilities, and students with speech impairments on an experimental basis. In 1967 the Renai Experimental School, a public special education school, was founded to offer special education for SEN students in Taiwan.
 3. The Legislation Stage (1984-1996): In 1984 the Special Education Act provided standards for promotion of special education and to ensure the rights and interests of SEN students were protected. During this stage, special education legislation focused on diagnosis and evaluation/ early intervention, and "placement of students in their home communities" (Ministry of Education, 2013a).
 4. The Development Stage (1997-2007): The amendment of the Special Education Act in 1997 focused on increasing the categories of disabled students to 12. The 1997 amendments to the Special Education Act also ensured the funding of special education, extended special education to children below the age of three, and made provisions for more flexible curricula for SEN students. *A 5-Year Plan to Develop and Improve*

Special Education was issued in 1998 to facilitate identification of SEN students, implement their placement, and provide professional guidance and support. In 2001, a *12-Year Educational Placement Plan* was issued to admit SEN students enrolling in a senior/vocational high school. This admittance was reserved for high schools near the students. The students were not required to take exams for the entrance into high schools. In 2003, a *Plan for the Development of Disabled Children in the 5 Years before Starting School* guaranteed children with disabilities would have free early education. Under this policy, all children, regardless of disabilities aged 5 were eligible for free public education. In 2007, *Plan to Help Admit Disabled Students to Senior/Vocational High Schools* was drafted to enable high school SEN students to receive college education, which urged colleges and universities to personalize entrance exams for SEN students.

5. Refinement Stage (2008- present): in this stage, the *Special Education Act* amended in 2009 and 2013, offered more variety of supportive resources to SEN students. These included: (a) easy transition of service, (b) waiving educational fees based on family economic status, and (c) offering educational subsidies for private kindergarten, day care center, or social welfare facility.

2.5.1 Policy and laws regarding special education in Taiwan. Taiwan's 9-Year National Education Implementation Statute was enacted in 1969. This statute set the legal precedent for the education of SEN students, and followed the trend of international special education policies. Article 14 of this policy explicitly stated that "physically and mentally challenged, and gifted children shall be provided with special education and be given adequate educational opportunities" (The Legislative Yuan of Republic of China, n.d.).

The 9-Year National Education Implementation Statute first highlighted the equality of education for children with disabilities in the law and hastened the passage of the Special Education Act.

In 1984, The Special Education Act (SEA) was proclaimed by the Taiwan Ministry of Education. In Article 1, it confirmed “individuals with disabilities and/or giftedness are to receive appropriate education, to fully develop potential, foster personality, and empower social service” (Ministry of Education, 2013a). Article 18 of the Special Education Act stated that “provision and programming of special education and related services should be based on appropriateness, individualization, localization, accessibility, and inclusion” (Ministry of Education, 2013a). The Special Education Act demonstrated a clear political acknowledgement of the rights to appropriate education and related services for SEN students in order to meet their maximum potential. The Special Education Act supported the agenda of furthering the educational rights of SEN students by providing government funding for preservice education, training programs for in-service special education teachers and related professionals, and the establishment of special education classes and schools.

The Special Education Act has since been reauthorized and amended a number of times in 1997, 2001, 2004, 2009, and most recently in January 2013. Each amendment has further reiterated and strengthened the preference for including SEN students in the Taiwanese educational system. For example, several significant amendments have focused on: 1) requiring the least restrict environment (Ministry of Education, 2013a, Amendment of 2009, Article 48); 2) developing individualized education programs (IEP) to improve educational results (Ministry of Education, 2013a, Amendment of 2001, Article 28 & 30-1); 3) increasing the interaction between children with special needs and their typically

developing peers (Ministry of Education, 2013a, Act of 1984, Article 7); 4) strengthening the role of parents and fostering partnerships between parents and schools (Ministry of Education, 2013a, Amendment of 2009, Article 46); 5) developing early intervention system (Ministry of Education, 2013a, Act of 1984, Article 23).

2.5.2 Census of SEN students in Taiwan. In 2012, elementary SEN students constituted 3.11% of Taiwanese elementary students population (1,373,375) (Ministry of Education, 2013e). According to Census of SEN students conducted (Ministry of Education, 2013b) by Taiwan Ministry of Education in 2012, the number of SEN students in different categories was presented in Table 2.1. Further, there were 750 elementary SEN students receiving special education services in special education schools (see Table 2.2).

Table 2.1

The 2012 Census of Categories of SEN Students

Categories of SEN students	A number (percentage) of SEN students in general education school
Intellectual disability	11,837 (28.21%)
Learning disability	11,363 (27.08%)
Autism	5,008 (11.93%)
Severe/multiple impairment	3,062 (7.30%)
Emotional disorder	2, 884 (6.87%)
Other disabilities	1,744 (4.16%)
Physical impairment	1,574 (3.75%)
Health impairment	1,505 (3.59%)
Communication/speech disorders	1,265 (3.01%)
Hearing impairment	1,196 (2.85%)
Visual impairment	414 (0.99%)
Cerebral palsy	110 (0.26%)
Developmental delay	0 (0%)
Total	41, 962 (100%)

These numbers are particularly interesting when viewed in light of the number of students who qualify for special education in the U.S. Since 2000, the percentage of SEN students in U.S. schools has held steady at around 13% of the total student population (U.S. Department of Education, National Center for Education Statistics, 2012). There are two potential causes of low numbers of population receiving special education services in Taiwan. First, Taiwanese parents of SEN students struggle with social stigma expressed toward them

or their children because of the negative stereotypes and beliefs regarding disabilities prevalent in the Chinese culture. These social stigma occasionally lead to some children with disabilities getting hidden in the family and losing their opportunities to receive education. Second, under the influence of Confucianism, both regular schools and special education schools highly focus on academic performance, which discourage parents of SEN students from enrolling their children in school because of the additional stigma that comes from poor academic performance.

2.5.3 Identification and placement for SEN students in Taiwan. The Special Education Act (SEA) places a great amount of control in the hands of local/municipal school authorities (Ministry of Education, 2013a, Act of 1984, Article 6). The Special Education Act requires local authorities to set up a Special Education Students Diagnosis and Placement Counseling Committee (DPCC) in each municipality. The members of DPCC should include “scholars and experts, educational and school administrators, delegates of teacher organizations, parents, professionals of special education, and delegates of related institutions and groups” (Ministry of Education, 2013a, Act of 1984, Article 6).

When a child is identified as potentially requiring special education services he/she is referred to the appropriate professionals and/or a hospital to undergo an extensive diagnostic evaluation. The student is typically assessed using a variety of assessment tools (e.g., intelligence tests, genetic/biological tests related to suspected disability, tests of academic performance, parental interviews) to determine if the child meets the identification criteria for one of SEA’s disability categories and is therefore eligible for specialized instruction. Once the potential child is diagnosed by medical and psychological professionals, the DPCC in

each local government will decide the appropriate educational placement to meet the needs of the targeted child.

According to the 2012 Census of the Placement of SEN students, elementary SEN students enrolled in special education services are placed in different setting including special education schools, special education classes in general education schools, general education classes with pull-out programs in resource classrooms, and home school with itinerant specialist services.

The *2012 Census of the Placement of SEN students* showed that a total of 41,962 (98.24%) elementary SEN students were enrolled in general education schools, and only 750 (1.76 %) elementary school SEN students were served in separate/segregated special education schools (see Table 2.2).

Table 2.2

The 2012 Census of the Placement of SEN Students

Placement of SEN students	A number (percentage) of SEN students in general education school
General education classes with itinerant service specialists	27,212 (64.85 %)
General education classes with pull-out programs in resource classrooms	5,407 (12.89 %)
Separate special education classes	5,061 (12.06 %)
Homeschooling with itinerant resource program	615 (1.04%)
Total	41,962 (98.24%)
Separate/segregated special education schools	750 (1.76 %)

This data reveals that the majority of elementary SEN students are placed within general schools are being educated, at least part-time, in inclusive settings in general education classes (Ministry of Education, 2013c & 2013d).

2.6 The Practice of Inclusion in Other Countries

During 1970s and 1980s, integration or “mainstreaming” had served as the main issue of particular policy concern in Western countries. This focus eventually evolved into the concept and discourse of “inclusion” that has informed the field of special education research and policy since the early 1990’s. Since the publication of the Salamanca Statement and Framework for Action on Special Needs Education in 1994, international policy has regarded inclusion as a global orientation and pursuit in the field of special education policy and

practice (Vislie, 2003). Inclusion is a process in which schools attempt to respond to all students as individuals; and emphasizes the “reconstruction of curricular provision” in order to reach out to all students as individuals (Vislie, 2003).

Given this clear focus on inclusion, education policy in Europe has shifted to a “school for all” approach in special education. The inclusion of all children in mainstream schools has been adopted as a key educational policy in Scotland and across Europe (Allan, 2010). In addition, the data indicates that ten countries in Europe such as Sweden, Spain, Norway, Austria and Belgium showed upward trend in percentages of special education needs (SEN) students in mainstream classes (1990-1996), and the overall trend noted a positive direction towards inclusion (Vislie, 2003). However, some researchers have revealed obstacles to the practice of inclusion in European countries including: 1) some schools are reluctant to embrace full inclusion; 2) general education teachers are ill-prepared to meet the needs of their SEN students; 3) parents of SEN students have inadequate opportunities to be involved in educational decision-making; 4) limited capacity to coordinate resources and services for SEN students (Allan, 2010; Chiner & Cardona, 2013; Meijer, 2007; Rose, Shevlin, Winter & O’Raw, 2010; Shevlin, Winter & Flynn, 2013). Thus, despite the stated policy preference for including SEN students in general education schools and classrooms it is clear that many European countries continue to struggle with deeply entrenched attitudes towards disability that continue to create very real barriers to educational access for SEN students.

Vislie (2003) has criticized the European and global push towards inclusive education in developing countries as a hypocritical and “Western” colonial agenda that overlooks their own problems with effectively implementing inclusive education. This critique explains, but

does not justify, the term “token inclusion.” Token inclusion is often observed in countries that are struggling to adopt more western models of special education. In these situations, though inclusion may typically be reflected on the surface, SEN students are often still excluded from within the general education classrooms and schools. The following countries are case studies of how inclusive education policy and practice look in developing nations around the world, and clearly highlight some of the challenges to genuine inclusion.

A first good example is Turkey. In 1997, the Turkish government published its Special Education Regulation which placed a clear emphasis on including SEN students in general education classrooms. Additionally, the research shows that the number of children with disabilities in general education Turkish classrooms has increased in last ten years from 30% in 1996 to 53% in 2007 (Rakap & Kaczmarek, 2010). Moreover, the mainstreaming education services for SEN students and the number of SEN students educated in mainstreaming education increase yearly, particularly when the improvement of quantity and quality in inclusion is highly concerned under the legislation (Melekoglu et al., 2009; SADIOĞLU et al., 2013). Nevertheless, the quality of inclusive education is a big issue in Turkey. Because of ill-prepared general education teachers, and a lack of curriculum adapted for SEN students, inclusion fails to meet individual needs. Moreover, school districts lack adequate funding to support the inclusive education program as well as the training required for SEN students in inclusive classrooms. This negatively impacts teachers’ attitudes toward involving SEN students in general education classes. In addition, teachers report that they do not receive adequate administrative support to implement effective inclusion (Melekoglu et al., 2009; Özel, 2009; SADIOĞLU et al., 2013).

Another example is India, a country still striving to ensure that primary education is afforded to all children, especially for the most vulnerable children who experience social disadvantage and marginalization. India specifically struggles to educate girls and children with disabilities, who constitute a large percentage of “out-of- school children” (Hodkinson & Devarakonda, 2009; Kalyanpur, 2008; Singal, 2005; Singal, 2006). Although the Ministry of Human Resource Development designed the scheme for inclusive education to ensure that “all young people with or without disabilities [are] able to learn together in ordinary schools”, India still continues to struggle. Until recently children with disabilities were uncounted in educational demographics and excluded from policy initiatives in education (Hodkinson & Devarakonda, 2009; Kalyanpur, 2008). In addition, India continues to deal with pervasive negative social attitudes towards people with disabilities, inadequate teacher training, a dearth of proper learning materials adapted for SEN students, and schools unwilling to make accommodations for SEN students (Kalyanpur, 2008; Singal, 2005; Thirumurthy, 2007). All of these factors create significant barriers to inclusive education in India despite their ratification of UN policies and treaties, and their domestic inclusive education schemes.

A third case study, and one that is perhaps more directly applicable to Taiwan is China. In China, SEN students constitute about 5% of China’s student population. Although The Law of the People’s Republic of China on the Protection of Persons with Disabilities was passed in 1990, there is still a significant gap between policy and reality for individuals with disabilities (Deng & Guo, 2007; Ellsworth, & Zhang, 2007). School- based services for children with disabilities are variable depending on the geographic location of the school and the severity of the students’ disability. Schools located in the more rural area generally lack the resources, training, and curricula to support SEN students and therefore provide limited

services at best (Deng, & Guo, 2007; Deng & Poon-McBrayer, 2012; Ellsworth, & Zhang, 2007; McLoughlin et al., 2005). In big cities like Beijing and Shanghai, there are more resources to meet the needs to SEN students, but serious cultural and attitudinal barriers continue to marginalize SEN students. For example, in some large urban areas parents of children without disabilities have withdrawn their children from inclusive classes due to a fear that SEN students will delay or interfere with their children's educational progress (Ellsworth, & Zhang, 2007). As a result of these concerns, SEN students are placed either in special education classes within the general education schools or are educated in special education schools (Ellsworth, & Zhang, 2007). Overall, the research on China reveals that the majority of administrators and teachers hold positive attitudes towards inclusion and highly support inclusive education in China (Deng, & Guo, 2007; Feng, 2012), although the reality seems to be more complex and problematic.

South Korea is also an interesting case study to consider given its proximity to Taiwan and similar cultural attitudes towards education and disability. In 1997 South Korea passed the Special Education Promotion Act which mandated free special education and related services for SEN students (Jiyeon, 2002; Kim, 2013; Su-Je, 2008). Special schools and self-contained special classes in general schools are provided as the primary special education services in South Korea (Mehr as cited in Hyunsoo, 2005). But despite this segregatory preference, research over the past decade has shown that SEN students included in general education classrooms increase yearly in South Korea (Hyunsoo, 2005; Jiyeon, 2002; Kim, 2013). According to Kim (2013), 29.3% of SEN students are educated in special schools and institutions; and 70.7% SEN students receive inclusive education in community schools. Further examination of these numbers show that 74% of SEN students in general

education schools are placed in special resource classrooms and only 26% of SEN students are included in general education classrooms; moreover, the majority of general education schools with special resource classrooms are at the elementary level (Kim, 2013). This trend indicates that it is hard for SEN students to remain in inclusive settings as they progress through to secondary education in Korea (Kim, 2013).

Although special education in South Korea appears to have achieved significant development in recent decades, it still has many obstacles to overcome before real inclusive opportunities are available for SEN students. The competitive academic culture discourages inclusive education because of a fear that inclusion will hinder the achievement of non-disabled students. Also, people's negative beliefs and attitudes toward children with disabilities obstruct involvement of SEN students in general education classes. The lack of teacher training on how to integrate SEN students into general education classes makes SEN students fail to build positive relationships with their non-disabled peers. In addition, parents of SEN students lack adequate information about opportunities for their children to receive an inclusive education, which blocks their involvement in inclusion (Hyunsoo, 2005; Kim, 2013).

Given Taiwan's proximity and relation to the Pacific Islands, it is also interesting to include one example of how international policies on inclusive education are implemented in that region. In Samoa, individuals with disabilities are often regarded as shame and a curse in a family (McDonald & Tufue-Dolgoy, 2013). This attitude is not unique to Samoa, but is common throughout the Asian-Pacific cultures. In the 1990's the government of Samoa adopted an inclusive education policy in accordance with international law, however, this top-down policy did not consider the unwillingness of teachers to include SEN students in

their classrooms (McDonald & Tufue-Dolgoy, 2013). Samoa's inclusive education policy placed significant demands upon a system with very limited resources, and the general lack of teacher skills to meet the needs of SEN students has made inclusive education difficult to implement (McDonald & Tufue-Dolgoy, 2013).

As the research cited above indicates, the overall implementation of inclusion in developing countries remains difficult and transitional. The majority of the research mentioned above indicates that many social and political barriers need to be addressed before inclusive education can become a reality. Some of the most significant barriers include: 1) inadequate teacher training programs for general education teachers to prepare them to accommodate and educate SEN students in their classes; 2) lack of well-structured funding mechanisms to meet the costs of providing adequate supports and services for SEN students in inclusive settings; 3) cultural bias against those with "differences" and a general lack of positive attitudes towards people with; and 4) inadequate opportunities for parents of SEN students to participate in decision-making about their child's education including the assessment process, IEP team meetings, and service coordination.

2.7 Inclusion from Different Perspectives

Understanding various perspectives on the implementation of inclusion and realizing the reasons for the gap between theory and practice is crucial to the outcome of inclusion efforts. Furthermore, understanding the factors that affect the quality of inclusion, and the role of various school personnel in making inclusion successful provides us with a benchmark for gauging the success or failure of future efforts towards inclusive education all over the world.

2.7.1 School administrators' attitudes toward inclusion. A supportive school leader is critical to successful implementation of inclusive education (Avisar, 2003; Cook, 1999; Fullan, 1991; Praisner, 2003). The way in which inclusion is regarded by school personnel is strongly influenced by how it is perceived and put into practice by the school leader. Teachers and students observe and internalize the school leader's attitude towards inclusion and reflect it in their own practice.

There are several imperative elements that school leaders should promote to support successful inclusion. First, leaders shape the school for successful inclusion by supporting diversity, sharing goals, demonstrating commitment to inclusion, and inspiring school members to develop school culture and climate positively toward inclusion (Avisar, 2003; Fullan, 1991; Oswald & Engelbrecht, 2013; Servatius, Fellows, & Kelly, 1992). Second, school leaders need to be capable of coordinating resources and efforts for challenge met, building collaboration among school members, developing relationship between school and communities, and sharing power and taking responsibility in the process for decision-making (Attfield & Williams, 2003; Cook, 1999; Oswald & Engelbrecht, 2013). Lastly, the leaders provide teachers with opportunities for professional development by supporting acquisition of knowledge and skills relevant to effective instruction and special education, encouraging teachers and their teaching, and listening to teachers and students' voices (Angelides, 2011; Servatius, Fellows, & Kelly, 1992).

Over the past few years there have been several key studies in United States that have specifically investigated principals' attitudes towards inclusion. These studies have shown that principals generally understand the benefits of inclusion and hold supportive attitudes towards inclusion (Avisar, 2003; Barnett, 1998; Cook, 1999; Salisbury, 2006). The attitudes

of primary school principals toward inclusion are reported to be noticeably influenced by how the principals individually define inclusion, the attitudes and capacity of school staff, and the attributes of the school community (Graham, 2011). Nevertheless, principals, like teachers, tend to believe that placing SEN students in the general education classroom may negatively influence students' achievement (Cook, 1999). Additionally, many principals lack specific knowledge about inclusion, and do not have relevant training on how to implement inclusive education (Avisar, 2003; Salisbury, 2006).

In China, the majority of principals prefer special school placement to inclusive settings, and hold a very compromising attitude toward inclusion which is regarded as top-down policy; therefore, wide practice of inclusion in China doesn't mean high acceptance of inclusion (Deng, 2007). In Taiwan, there is little research conducted on principals' attitudes toward inclusion at elementary school level. General education teachers in Taiwan highlighted their lack of administrative support as the barrier to inclusion (蔡文龍, 2003). Conversely, teachers in Taiwan who received high degree administrative support showed positive teaching efficacy (陳蕙茹, 2009). In conclusion, a school administrator led by the principal has a potential to deeply influence teachers' teaching outcomes. In Taiwan, principals and administrators were generally reported to hold more positive attitudes towards the inclusion than general education teachers, and educators including principals with special education background showed more positive attitudes than educators without (吳永怡, 2004).

2.7.2 Teachers' attitudes toward inclusion. Teachers' attitudes, beliefs and willingness to support inclusion and their perceived confidence of capabilities to work with SEN students play an important role on the success of inclusion (De Boer, Pijl, & Minnaert, 2011; Leyser, Zeiger, & Romi, 2011). Therefore, to better serve the needs of SEN students

included in general education classes, it is important to understand teachers' perceptions and attitudes towards inclusion and SEN students.

Studies in Europe and the U.S report that teachers typically hold positive attitudes toward inclusion (Avramidis & Kayla, 2007; Avramidis, & Norwich, 2002; Chiner, & Cardona, 2013; De Boer et al., 2012a; Ojok & Wormnæs, 2013; Avramidis, Bayliss & Burden, 2000); and a few studies have shown that teachers hold a neutral attitude towards the inclusion of SEN students in general education classes (De Boer, Pijl, & Minnaert, 2011). Not surprisingly, there are also studies that show some teachers hold uncertain or negative in their beliefs about inclusion (De Boer, Pijl, & Minnaert, 2011; Hammond, & Ingalls, 2003). Therefore, there is still a broad range of teacher attitudes and dispositions towards inclusion. That means, teachers' attitudes and the variables affecting their attitudes need to be explored in order to gain valuable insight into the practice of inclusive classrooms, and to enhance positive attitudes of the teachers to support inclusion.

In Taiwan, there is less research on teacher attitudes towards inclusion, and the extant research seems to indicate that general education teachers hold less positive attitudes towards inclusion (胡永崇、蔡進昌、陳正專, 2001; 汪惠玲、沈佳生, 2009; 呂淑芬、林慧芬、張楓明, 2010; 林文田, 2007). This may be primarily due to lack of skills to cope with behavioral problems, a perceived inability to accommodate SEN students included in their classes, and a lack of understanding about the academic benefits of inclusion (胡永崇、蔡進昌、陳正專, 2001; 汪惠玲、沈佳生, 2009; 呂淑芬、林慧芬、張楓明, 2010; 林文田, 2007). Elementary general education teachers face a high level of pressure to meet the needs of SEN students included in their classes, but they feel unprepared to address individual student's abilities and/or behavioral challenges (顏美桂, 2008).

Research investigating teachers' attitudes toward inclusion state that a better understanding of individual differences and having relevant knowledge related to disability category can help promote more acceptance of inclusive practices; therefore, when inclusion does not work it is often due to a lack of training and knowledge, not necessarily related to attitude or prejudice (Avramidis, & Kalyva, 2007; Brady, & Woolfson, 2008; Chiner, & Cardona, 2013; De Boer, Pijl, & Minnaert, 2011; Forlin, & Chambers, 2011). Further, teachers receiving more training and professional development to develop skills required to implement inclusion are likely to become more supportive to inclusive setting and be more confident about preparing themselves for inclusive education, and this results showed that the more training and professional development teachers have, the more strong positive attitudes they hold toward inclusive placement of SEN students (Ahmmed, Sharma, & Deppeler, 2012; Avramidis, Bayliss, & Burden, 2000; Avramidis, & Kalyva, 2007; Avramidis, & Norwich, 2002; Brady, & Woolfson, 2008; Chiner, & Cardona, 2013; De Boer, Pijl, & Minnaert, 2011; Hammond, & Ingalls, 2003; Leyser, Zeiger, & Romi, 2011; Ntinis et al., 2006; Ojok, & Wormnæs, 2013).

Other studies have shown that newer teachers have more positive attitudes towards inclusion than their colleagues with more years of teaching experience (Avramidis, & Norwich, 2002; De Boer, Pijl, & Minnaert, 2011). Nevertheless, some studies showed no difference on the relationship between years of teaching experience and teachers' attitudes toward inclusive education (Chiner, & Cardona, 2013; De Boer et al., 2012a; Ojok, & Wormnæs, 2013). The previous research showing no difference on the relationship between years of teaching experience and teachers' attitudes toward inclusive education might

indicate that inclusion was being practiced more frequently than in previous years, which led to teachers' clearer understanding and higher acceptance of inclusion (Hsu, 2010).

Another factor that affects teacher attitudes towards working with SEN students is reported is their experience working with SEN students. In general, teachers who have experience with students/people with disabilities hold more positive and supportive attitudes towards inclusion (Ahmmed, Sharma, & Deppeler, 2012; Avramidis, Bayliss, & Burden, 2000; Avramidis, & Kalyva, 2007; Brady, & Woolfson, 2008; De Boer, Pijl, & Minnaert, 2011; Leyser, Zeiger, & Romi, 2011). The same studies indicated that teachers' attitudes toward inclusion appear to be influenced by the types of the disabilities and the degree of disabilities. Generally, learning difficulties, speech and language delay are regarded as the easier to accommodate in inclusive setting; and difficulties related to behavioral problems like ADHD and emotional problems are ranked as less acceptable ones (Avramidis, Bayliss, & Burden, 2000; Avramidis, & Kalyva, 2007; Avramidis, & Norwich, 2002; De Boer, Pijl, & Minnaert, 2011). Lastly, students with moderate and severe disabilities are less acceptable in inclusive settings than students with less support needs (Chiner, & Cardona, 2013; Forlin, & Chambers, 2011).

Some research seems to indicate that the larger the class teachers serve, the less positive attitudes they hold toward inclusion (Ojok, & Wormnæs, 2013). Teacher burnout is usually linked to a big class size and a heavier workload including SEN students in his/her class. This result can explain why some teachers who have large classes complain about inclusion. Additionally, teachers' concerns about inadequate collaboration and support from fellow teachers will lower their willingness to support inclusion (Avramidis, & Kalyva, 2007; Hammond, & Ingalls, 2003). Finally, the well-known importance of school principals in

fostering a positive learning environment for both teachers and students is regarded as administrative support, and teachers were reported to need ongoing support from administrators and fellow teachers in order to successfully implement tasks in inclusive education in some studies (Ahmmed, Sharma, & Deppeler, 2012; Avramidis, & Kalyva, 2007; Chiner, & Cardona, 2013). These results show the importance of administrative support and cooperation for successful inclusion, and teachers who embraced a cooperative and collaborative environment are certainly more willing to support inclusion because they have support in meeting the needs of the students in their classrooms.

2.7.3 Parents' involvement in inclusion. Inclusion has become the world-trend in educational policy for several decades. For successful implementation of inclusion, parental participation in their children's education is often regarded as an integral aspect to special education legislation and the successful implementation of inclusive education policies and practices.

Parent involvement and support plays an influential role in the successful implementation of inclusion (de Boer, Pijl, & Minnaert, 2010; Engelbrecht et al., 2005; Gatt, Ojala, & Soler, 2011; Leyser, 2004; O'Connor, 2007). Parents bring a different set of experiences and knowledge that can help school professionals more effectively meet the needs of their child with disabilities (Bacon, 2013). Positive parental attitudes toward inclusion can influence teachers and staff and can result in fostering the attitudes necessary for the inclusion of children with disabilities in general education schools (de Boer, Pijl, & Minnaert, 2010). Hence, understanding parents' attitudes and concerns regarding inclusive education and can be useful in developing better relationships between parents, educators,

and school staff and can help design more effective interventions to create positive outcomes for inclusive education.

Recent studies conducted by researchers in Europe and U.S.A. that investigate parents' attitudes towards inclusion show that parents welcome the concept of inclusion and in general respond positively when their children are educated with their typically developing peers (de Boer, Pijl, & Minnaert, 2010; Gasteiger-Klicpera et al., 2013; Leyser, 2004; O'Connor, 2007; Starr, 2012; Tichenor, Heins, & Piechura-Couture, 2000; Walker et al., 2012). Conversely, some parents of children with disabilities reported their concerns that placing their children in inclusive settings is likely to hurt children's emotional development (de Boer, Pijl, & Minnaert, 2010). This result corresponds with the findings of another study (Leyser, 2004). Leyser noted that parents of students outside of an inclusive setting held a more positive attitude towards inclusion than those parents whose children were incorporated into inclusive settings. Leyser also found that parents of students with moderate to severe disabilities had a more positive view of inclusion.

Parents' experiences with inclusive education were also reported to be related to their attitudes toward inclusion. Both parents of children with and without disabilities, who have experience with effective inclusive education, hold more positive attitudes than parents who do not (de Boer, Pijl, & Minnaert, 2010). Other studies have shown that the type of disability plays a role in parents' attitudes toward inclusion. Most parents of children without disabilities hold negative attitude towards the inclusion of children with behavioral problems and cognitive disabilities (de Boer, Pijl, & Minnaert, 2010; Gasteiger-Klicpera et al., 2013).

Other studies indicated academic concerns such as specialized curriculum and individualized instruction meeting individual needs, and students' progress in academic

learning were the critical factors in parents' attitudes toward inclusion (Frederickson et al., 2004; Garrick, & Salend, 2000; Leyser, 2004; Tichenor, Heins, & Piechura-Couture, 2000). A majority of parents in the research responded negatively regarding their satisfaction with inclusion. These negative responses were due to teacher's lack of preparation for inclusion and indicated that many teachers do not have the knowledge to meet the needs of students with severe and multiple disabilities (Garrick, & Salend, 2000; Gasteiger-Klicpera et al., 2013; Starr, & Foy, 2012).

Social outcomes concern is reported as the critical consideration for parents in judging the success of inclusion. Parents of children with disabilities were concerned about if their children be able to gain confidence in interacting with peers and build an intimate friendship. They also worried if their children have opportunities for socialization and avoiding being bullied or rejected in the general education classes (Frederickson et al., 2004; Tichenor, Heins, & Piechura-Couture, 2000; Walker et al., 2012; Yssel et al., 2007).

Unfortunately, parents of children with disabilities in inclusive settings reported their concern about teachers' inability to manage challenging behaviors. They also indicated teachers' lack of expertise in teaching children with different needs including children with severe and multiple disabilities (Gasteiger-Klicpera et al., 2013; Leyser, 2004; O'Connor, 2007; Starr, & Foy, 2012; Walker et al., 2012).

Soodak and Erwin (2000) indicate that school climate is an important factor that influences parents' willingness to participate in inclusion. Parents in this study emphasized that the principal and relevant program educators play the key role in shaping their participation (Soodak & Erwin, 2000). This study also reported that parents are more willing to support and participate in inclusive education when they can see effective leadership and

professional collaboration in the school. A similar study shows that schools play an important role to offer parents equal opportunities for easy access to participation in inclusion; however, the bureaucratic processes schools employ going through policies usually constrains parents' fair participating in IEP processes and distances parents from decision-making in their children's education (Bacon, & Causton-Theoharis, 2013). In other words, Bacon and Causton-Theoharis implied that schools could make the bureaucratic process easier on parents and students by making programs generally more accessible to students and their parents. For example, for low-income families, schools might need to adjust IEP meeting times and locations, and instructing educators should avoid using special education terminology when in conversation with parents who are less well educated.

2.7.4 Parents' involvement in inclusion in Taiwan. There is very little research directly addressing parents' involvement in inclusion in Taiwan. Majority of parents of children with disabilities in inclusive setting support inclusion and believe that inclusive education can offer children more opportunities for learning and social interaction (賴美雲, 2007). Further, 陳婷潔(2009) indicated that parents' involvement is positive in two categories, "communication with the school" and "family education". Some factors influence engagement of parents of SEN students toward inclusion. Those factors include the lack of time and professional skills to teach their own children, limited knowledge relevant to special education, and lack of resources and information regarding to legislation (陳婷潔, 2009). Also, 張筱薇(2006) pointed out the factors discouraging parents' participating in identification, placement, and service delivery are "lack of time" and "lack of knowledge going through procedure" and "lack of trust in educational professionals."

The studies mentioned above show that creating opportunities for parents to participate in the educational process and building good interactions between home and school are important for effective inclusion. Parent attitudes can also have a positive effect on teachers' and administrators' attitudes towards inclusive education and must be taken into account when investigating the phenomenon of inclusion.

2.7.5 SEN students in general education classes. In inclusive schools, all students whether they have disabilities or not should be accepted by the whole learning community, be valued for their uniqueness/differences and allowed to participate and contribute in school learning processes. SEN students should have more opportunities for social participation and interaction with typical peers when they are educated in the general education classroom; hence, positive attitudes of peers are essential for successful social outcomes of inclusive education (De Boer, Pijl, & Minnaert, 2012b).

However, in reality, access to an inclusive education does not completely guarantee full participation, and included SEN students often have limited social relationships. SEN students were found to be less popular, feel isolated, have less friends, and lack of social skills leading to experience difficulties in communicating with and understanding their typical peers (Frostand, 2007). Tetler and Baltzer (2011) also reported that majority of SEN students in inclusive settings lack of autonomy and engagement in their learning and peer interaction. They are quite negative about involvement in decision-making about their social interaction and subject activities and less opportunities to develop motivation and friendship in the class, although they generally hold positive perspective about the social relations within their class.

Further, research indicates that SEN students in inclusive classes were less accepted than their non-disabled peers in academic settings. This was especially true in environments in which teachers emphasized academic performance. In such environments it was found that teachers worry that the inclusion of SEN students into the classroom will negatively impact on typical developing students' learning, as well as place an extra burden upon the teacher (Cook & Semmel, 1999).

Additionally, students with intellectual disabilities in inclusive classes were reported to generally lack interaction with their typical peers especially in activities needing strong communication skills and team sports; they also may have problems solving conflicts without help from an adult (Nordstrom, 2011). The results also showed that the older student with intellectual disabilities has more difficulty getting involved in peer relationships than younger students (Nordstrom, 2011). Not surprisingly, similar negative results were found when investigating Chinese youths' attitudes towards students with intellectual disabilities (Siperstein, 2011). Chinese youth hold negative attitudes about the academic performance of students with intellectual disabilities, and they believe that students with intellectual disabilities in their class will be left behind and will make it more difficult for the non-disabled students to concentrate on their own learning (Siperstein, 2011). Nevertheless, Chinese students hold positive perceptions about social inclusion and express a willingness to interact with students with intellectual disabilities in their school (Siperstein, 2011).

Conversely, Avramidis (2010) revealed more positive results regarding SEN students in their class social network. Their research found that the behavioral difficulties of SEN students do not necessarily influence their social engagement, but their personality is the key to helping them befriend typical peers (Avramidis, 2010). In another study, the majority of

students considered inclusion to be natural and right for SEN students, and they were observed to interact with peers with disabilities to help them in the school and classroom (Miller, 2008). And, in yet another study, students who had prior experiences with SEN students were found to hold more positive attitudes towards peers with disabilities than those who did not have the same experience (Cairns, & McClatchey, 2013).

The factors associated with typical students' attitudes towards their peers with disabilities have been explored through several studies. This research indicates that students with challenging behaviors and intellectual disabilities are less accepted by their typical peers (De Boer, Pijl, & Minnaert, 2012b). A similar study also reveals that typical students showed more negative attitudes towards students with ADHD due to their difficulties in controlling their behavior and managing social relationships (De Boer et al., 2012a). Furthermore, children who have prior experience interacting with SEN students tend to hold more positive attitudes toward inclusion and have a better understanding of the needs of individual SEN students (Cairns, & McClatchey, 2013). Non-disabled students with prior experience with disability also have more interaction with their peers with disabilities and are more willing to help them (Cairns, & McClatchey, 2013). Children with extensive contact or relationships with peers with disabilities may develop a greater understanding and sensitivity towards peers with disabilities (Vignes et al., 2009). Research conducted in Taipei, Taiwan, indicated that the majority of the students in general education classes are willing to help and interact with their peers with learning disabilities and the factors leading to poor interaction between students and their peers with learning disabilities include poor academic performance, disobedience, and individual personality (陳維錡, 2005). Also, female students held more positive attitudes towards students with learning disabilities than male students (Vignes et al.,

2009; 陳維錡, 2005). Other factors like classroom media that explicitly supports inclusive education, including reading materials and positive adult role models were found to affect student attitudes towards their peers with disabilities (Vignes et al., 2009).

2.8 Strategies to Promote Social Integration in the General Education Classroom

Social integration has been considered a key international issue in terms of inclusive education (Bossaert et al., 2013). Although SEN students have been reported to have difficulties in gaining social integration and getting involved in class within a general education setting (Cook & Semmel, 1999; Frostand, 2007; Tetler & Baltzer, 2011), many parents may still choose a general education setting for their child with disabilities due to the advantages of inclusive participation in general education settings (de Boer, Pijl, & Minnaert, 2010; Girli, 2013; Starr, 2012; Walker et al., 2012).

There is, not surprisingly, a strong relationship between social skills and disabled students' problem behavior negatively affecting social acceptance by their nondisabled peers and teachers was reported (Girli, 2013). In several studies SEN students in inclusive settings were who performed more poorly both in social interaction and academic learning (Lewis & Doorlag, 2003) tended to be rejected by their disabled peers and general education teachers due to a lack of social skills and their frequent problem behaviors (Friend & Suck, 2002; Kemple, 2004). Nevertheless, general education teachers can reasonably minimize problems in group involvement and make accommodations for all students in the class by carefully analyzing students' behavior problems and teaching SEN students social integration strategies (Friend & Suck, 2002).

The majority of research indicates that general education teachers hold uncertain attitudes toward inclusion partly due to their lack of special education training. This training should include social integration strategies to facilitate SEN students to develop positive relationships with their peers and promote their social interaction within groups (Avramidis, & Kalyva, 2007; Chiner, & Cardona, 2013; De Boer, Pijl, & Minnaert, 2011; 汪惠玲、沈佳生, 2009; 呂淑芬、林慧芬、張楓明, 2010). A number of social integration strategies have been identified that can promote the development of social relationships among elementary school students with and without disabilities; some of these strategies include: educating non-disabled peers about disabilities, encouraging social participation of children with disabilities, promoting the profile of SEN students (Calloway, 1999; Dyson, 2012; Fenty, Miller & Lampi, 2008; Friend & Bursuck, 2002; Kemp & Carter, 2005; Lewis & Doorlag, 2003; Soodak, 2003).

“The presence of relationships with others; peer acceptance; social interactions; and the self-perception of the student with disabilities and social skills” were identified as the essential concepts of “social integration” (Bossaert et al., 2013, p. 65). The concepts above can be transformed into concrete strategies as the followings to promote social integration: (1) teaching social skills such as voice, gestures, manners, eye contact in context and providing the opportunity of SEN students to actually perform the social skills in a real situation to build positive relationship with peers (Calloway, 1999; Fenty, Miller & Lampi, 2008; Friend & Bursuck, 2002; Lewis & Doorlag, 2003); (2) educating non-disabled peers about disabilities by showing explicit attempts to educate students about various abilities, as well as similarities over differences, in order to build positive perceptions of disabilities (Calloway, 1999; Dyson, 2012; Friend & Bursuck, 2002; Kramer et al., 2012; Lewis & Doorlag, 2003);

(3) encouraging SEN students to participate in groups by informing teachers how to create social integration through classroom activities and teaching SEN students to seek assistance from peers for problem- solving (Calloway, 1999; Dyson, 2012; Kramer et al., 2012; Nilholm & Alm, 2010); (4) rotating the non-disabled companions for peer tutoring, peer partners, and peer modeling so that SEN students have accesses to work with different peers (Calloway, 1999; Dyson, 2012; Gartin & Murdick, 1992); (5) praising the SEN students and their group and promoting their successes in public so that the whole class are aware of their capability for success (Calloway, 1999; Dyson, 2012; Friend & Bursuck, 2002; Lewis & Doorlag, 2003).

In Taiwan, traditionally students (whether they have disabilities or not) are expected to exhibit appropriate social behavior in the class including positive relationship with peers. Students who do not behave according to expectations are, thus, assumed to have behavioral problems. Social integration skill is essential to successfully developing and sustaining relationships with peers and teachers. Unfortunately, SEN students often exhibit social integration deficits, and by not teaching them social integration skills, they are at risk of experiencing peer rejection and school failure. Teachers in Taiwan devote very little academic time to teaching social integration skills to SEN students in their classrooms, which results in social isolation for many SEN students.

2.9 Conclusion

This review of literature on inclusion clearly indicates inclusive education, including SEN students in general education setting, as the contemporary educational mandate all over the world. This pattern holds true internationally, surely, Taiwan is not an exception.

However, cultural and attitudinal barriers in Taiwan still exist, and consequently have a significant impact on implementation of inclusion. Further, there is a dearth of research in Taiwan investigating how social integration skills applied by SEN students in general class to promote their social acceptance and help them build positive relationship with peers.

The implementation of inclusion in the literature review section of the study indicates how difficult it is to achieve inclusion in practice. In Taiwan this issue is made more complex by the fact that “inclusion” only places SEN students in a general education classroom without considering academic or social supports. Without a clear system for legal accountability, the success of inclusion in Taiwan relies upon the willingness of administrators, teachers, parents, and non-disabled students to work together to ensure that the social, developmental, and academic needs of SEN students are being met. Thus, it is important to investigate educators’, parents’ and non-disabled students’ attitudes towards inclusion, as well as documenting how social integration works in an inclusive class at the elementary level. This type of data may allow us to reach more firm conclusions about the practice of inclusion in Taiwan and may provide insights into how to overcome the obstacles encountered by schools when implementing inclusive practices.

This literature review also mentions a lack of research in Taiwan on several themes including educators’ attitudes towards inclusion, parents’ perception towards inclusion, typical developing students’ attitudes towards their peers with disabilities, and the investigation of social integration within the inclusive setting. My study will address these gaps in the literature by investigating administrators’, general education teachers’, parents’, and non-disabled students’ attitudes towards inclusion, and social integration within inclusive classes at the elementary level in Taiwan.

The purpose of this study was to (1) investigate attitudes of elementary administrators in Taiwan, in order to assess their willingness and ability to provide and promote inclusive education for SEN students in general education classroom settings; (2) investigate attitudes of general education teachers who have SEN students included in their classrooms; (3) investigate attitudes of parents of SEN students about their feelings regarding inclusion for their son/daughter; and (4) investigate the attitudes of non-disabled students and their experiences working with SEN students included in their classrooms. As we have learned through the literature review the success of inclusion relies upon all stakeholders buying into the concept and practice of inclusive education. These four population groups, administrators, general education teachers, parents, and non-disabled students have not been widely studied in Taiwan and therefore form a significant contribution to understanding cultural, community, and systemic attitudes, supports, and barriers that may affect the implementation of more inclusive education in Taiwan.

Chapter 3: Methodology

3.1 Introduction

Several key questions emerged from the literature review. These questions may be beneficial in terms of evaluating the quality of inclusion at the elementary level in Taiwan. These questions will also be useful in providing data on how to bridge the gap between the real practice of inclusion and an ideological inclusion. The questions that will guide this study are:

1. What attitudes do general education teachers, administrators, parents of SEN students and non-disabled students hold towards including SEN students in general education settings?
2. What factors (i.e. experience working with SEN students, years of teaching, family members with disabilities) are related to the attitudes of general education teachers, administrators, parents of SEN students, and non-disabled students towards including SEN students in general education settings?
3. What are the perceived barriers to including SEN students in general education settings identified by general education teachers, administrators, and parents of SEN students?
4. What specific social integration skills do general education teachers use to help students with and without special needs build positive relationship with peers in order to more fully participate in lessons and class activities?

3.2 Research Design

This study was conducted using a mixed-methods triangulation design (see Figure 1). The “triangulation design” is “the concurrent, but separate, collection and analysis of qualitative and quantitative data so that the researcher may best understand the research problem” (Creswell and Plano Clark, 2007, p.64). The quantitative aspect of this study will primarily come from a large scale survey of administrators, general education teachers, parents, and students. Survey research is considered as a remarkably useful and efficient tool for investigating and learning about people’s attitudes, opinions, and behaviors (Dillman, Smyth, & Christian, 2009). The qualitative aspect of this study came from interviews with individuals from the target group. Qualitative research methods such as classroom observation and interviews of participants supplements and enriches the quantitative data from the survey. The qualitative data leads to a deeper understanding of the phenomenon under investigation (Berg, 2007).

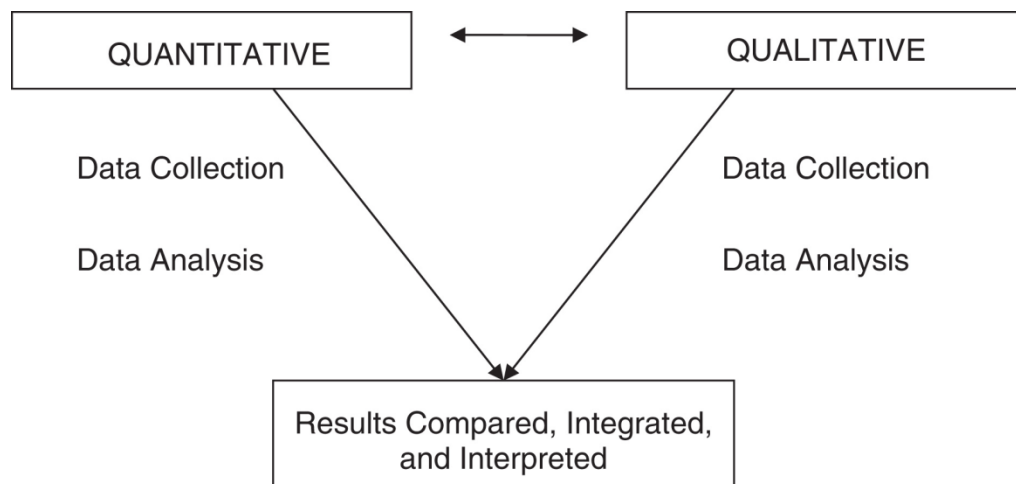


Figure 3.1: Mixed methods triangulation design

Due to the time restrictions entailed in the implementation of this study, purposive sampling and group-administered surveys made up the quantitative aspect of this study. Trochim and Donnelly (2008) pointed out that purposive sampling can be useful in situations where the research needs to reach a targeted sample quickly.

The first step of quantitative phase was to develop four sets of survey questionnaires for administrators, general education teachers, parents of SEN students in inclusive settings, and non-disabled students for data collection. All the questionnaires developed were based on the review of documents and literature or revised from other questionnaires regarding to inclusion with certain adaptations for cultural differences. Second, the initial English version of the instrument was given to an expert panel for evaluation, and then translated into a Chinese version. A back-translation procedure was adopted to ensure no more differences in the content between English and Chinese version. Third, the Chinese version of the survey instrument was piloted on a group within each target population. The surveys given to educators and non-disabled students were group-administered for convenience sake. The surveyor can give the questionnaire to those who are present and be fairly sure to reach a high response rate. In addition, measurement errors can be reduced because the respondents have opportunity to ask for clarification while they do not understand the meaning of question. Finally, a combination of descriptive, and comparative and correlative nonparametric statistics were used in the data analysis.

The qualitative phase of data collection included interviews with elementary principals, general education teachers and parents of SEN students in order to provide depth to the quantitative data and specific detail about how general education teachers and students with/without disabilities work together in the inclusive settings. Qualitative data was

analyzed using a constant comparative method to identify key patterns that were condensed into major themes that emerged from the data.

In the last step of the triangulation design, the quantitative and qualitative data analysis were converged by comparing and contrasting the different results during the interpretation to gather more details and deeper insight on the implementation of inclusion in Tainan City and what issues or barriers exist in real practice.

3.2.1 Setting and study sample. This study was conducted in Tainan City which is located in the southwest of Taiwan. The target population was made up of elementary administrators, general education teachers, non-disabled students, and parents of SEN students in inclusive settings. According to the 2012 education statistics from the Ministry of Education, there were 211 public elementary schools in Tainan City, which consisted of 7286 educators including 211 principals, 6871 general education teachers, and 204 special education teachers (Taiwan Minister of Education, 7). This study adopted a purposive sampling procedure. The sample was determined by the locations of principals who serve schools with inclusive settings within 211 elementary schools in Tainan City and who were willing to help with data collection for this study. In order to best reflect the attributes of the target population, the sample covered a variety of school sizes in different geographical areas (districts in central city, suburbs, and rural areas, usually schools in downtown having 40-80 classes, 15-40 classes in suburbs, and no more than 15 classes in rural areas).

3.2.2 Instrumentation. The questionnaires for this study were derived from reviewing existing questionnaires used in other studies (Bailey, 2004; Hsu, 2010; Leyser, Zeiger, & Romi, 2011), books (Friend, & Bursuck, 2002; Lewis, & Doorlag, 2003), and other relevant information in the literature review. There were four separate questionnaires, one for

each target population: administrators, general education teachers, non-disabled students, and parents of SEN students in inclusive settings. These questionnaires were self-report design with a 6-point Likert scale. This 6-point scale had an even number of possible responses, without a neutral choice, to force respondents to decide whether they lean more toward the “agree” or “disagree” for each question. Two open-ended questions in each questionnaire ensured that each participant has an opportunity to provide deeper thoughts and comments personally on the topic. Each questionnaire started with an introduction, which included the purpose of the study, appeal for help, confidentiality clause, contact information, and the instruction to participants, followed by content questions and demographic questions.

Questionnaire content questions (see Appendix B for copies of instruments).

Administrators’ questionnaire. There were a total of forty items included across five sections in the Administrators’ questionnaire which investigates administrators’ perceptions of attitudes, strategies, school management and willingness toward implementation of inclusion. The first section, entitled “Administrators’ attitudes toward inclusion,” had thirteen items. Its objectives were to measure the attitudes of administrators toward SEN students, inclusion, and a real practice in inclusion. These questions were most the same across all four of the target groups in order to allow for a comparison of responses (administrators, general education teachers, and parents of SEN students, and non-disabled students). The second section included three items and was entitled “Administrators’ knowledge toward SEN students.” Its objectives are to measure the knowledge related to TSEA and attitudes towards the various categories of disability under the TSEA administrators hold, and to compare the responses of three participant groups (administrators, general education teachers, and non-disabled students). The third section

included eleven items and was entitled “Strategies adopted for promoting social integration in regular school.” There was no comparison for the third section as the questions are unique to administrators’ roles in school. The fourth section had six items and was entitled “School management for making accommodation for SEN students.” The fifth section included seven items and was entitled “Administrators’ willingness to coordinate resources offered to support inclusion.” The purpose of the last three sections was to investigate strategies adopted, school management, and administrators’ willingness to implement inclusion. It is hoped that these questions will help the researcher better understand how well administrators put inclusion policy into practice.

General education teachers’ questionnaire. There were forty-two items included across five sections of the General Education Teachers’ questionnaire. The first section had twelve items and was entitled “General education teachers’ attitudes toward inclusion”. Its objectives were to measure the attitudes of general education teachers toward SEN students and inclusion. This section was the same across all four questionnaires in order to compare the responses of four participant groups (administrators, general education teachers, and parents of SEN students, and non-disabled students). The second section included three items and was entitled “General education teachers’ knowledge toward SEN students.” Its objectives are to measure teachers’ knowledge related to TSEA and attitudes towards the various categories of disability under the TSEA general education teachers hold, and to compare the responses of three participant groups (administrators, general education teachers, and non-disabled students). The third section included fifteen items and is entitled “Strategies adopted for promoting social integration in general education classroom.” The fourth section had five items and was entitled “Classroom management for making

accommodations for SEN students.” The fifth section included seven items and was entitled “General education teachers’ willingness to coordinate resources offered to support inclusion.” The purpose of the last three sections was to investigate strategies adopted, classroom management, and general education teachers’ willingness to implement inclusion, and to collect information on the current status of students in inclusive settings.

Parents’ of SEN students’ questionnaire. There were a total of fifty-nine items included across six sections in the Parents’ of SEN students’ questionnaire. The first section had twelve items and was entitled “Parents’ attitudes toward inclusion”. Its objectives were to measure the attitudes of parents of children with disabilities in general education classrooms toward inclusion, and to compare the responses across four participant groups (administrators, general education teachers, and parents of SEN students, and non-disabled students). The second section included ten items and was entitled “Strategies general education teachers adopted for promoting my child’s social integration in general education classroom.” The third section included fourteen items and was entitled “My child’s experience in general education classroom.” The fourth section had five items and was entitled “Classroom management for making accommodation for my child.” The fifth section included ten items and was entitled “General education teachers’ willingness to support inclusion.” The sixth section included eight items and was entitled “Parents’ satisfaction about inclusion & parents’ involvement in inclusion.” The purpose of the last five sections was to investigate how well the policy of inclusion is implemented based on the parents’ viewpoints, how satisfied parents are with the services their child’s school offers, and parents’ willingness to be involved in inclusive education to support their child’s school in making inclusion into a reality.

Non-disabled students' questionnaire. There were thirty-one items included in four sections in the non-disabled students' questionnaire. The first section had seven items and was entitled "Students' attitudes toward inclusion." Its objectives were to measure the attitudes of non-disabled students toward inclusion, and to compare their responses across the four participant groups (administrators, general education teachers, and parents of SEN students, and non-disabled students). The second section included three items and was entitled "students' knowledge about SEN students." Its objectives were to understand if non-disabled students in inclusive settings are taught about the categories of disabilities that SEN students in their classes may have. The third section included fifteen items and was entitled "Students' attitudes toward SEN students." The fourth section had six items and was entitled "Classroom management built for making accommodation for making accommodation for SEN students." The purpose of the last two sections was to investigate how willing non-disabled students are to support their disabled peers and their attitudes toward disabled peers, and what accommodations their homeroom teachers make for involving SEN students in general education classroom activities and lessons.

Demographic information. The demographic questions in each questionnaire consisted of personal information and relevant class/school-level information. In the administrators' and general education teachers' questionnaires, this part included gender, age, years of teaching experience, highest degree, special education background, special education in-service training hours, and experience with SEN students. In the parents' questionnaire, this part included gender, age, education background, house hold annual income, and years of inclusion experience. In the students' questionnaire, this part includes gender, grade, and experience with people with disabilities.

Relevant class/school-level information. Questions in this part were designed specifically for administrators and general education teachers. In the administrators' questionnaire, this part included school size and number of SEN students in the school. In the general education teachers' questionnaire, this part included class size, number of SEN students and non-disabled students in the class.

3.3 Validity and Reliability of the Survey

The validity and reliability of the survey instruments were of significant concern while developing the questionnaires. The recommendations and procedures, outlined in *Internet, mail and mixed-mode surveys: The tailored design method*, were adopted as the guiding principles for designing questionnaires and pre-testing to ensure valid and reliable data (Dillman, Smyth, & Christian, 2009).

Five steps were taken to ensure the validity and reliability of the questionnaires: (1) the questions in each survey were constructed based on related/ similar research (implementation of inclusion); (2) special education experts have been consulted to determine if each survey question is appropriate for measuring the implementation of inclusion; (3) the English version of the survey was revised by an expert panel, and then translated into a Chinese version, and then revised by a Chinese expert panel for pilot test before being delivered to sample respondents; (4) translation crosschecks were used to ensure the accuracy of the Chinese version; (5) the questionnaires were revised again according to the result of the pilot study.

3.3.1 Expert panel. An expert panel of this study consisted of five university faculty members (one in Taiwan, and four in the U.S.A.) who have expertise in special

education, inclusion, general education, or educational administration. Additionally, four practitioners in Taiwan: one Taiwanese principal who has abundant experience successfully implementing inclusion, one Taiwanese general education teacher who has served in inclusive setting more than 10 years, and two Taiwanese special education teachers who are veterans of cooperating with general education teachers for successful inclusion, agreed to serve as the Chinese expert panel. They helped review the initial instrument and to identify potential issues with the validity and reliability of the questionnaires. The instruments were altered after the review according to expert panel's suggestions and feedback. The final English version of the survey instruments were approved by the expert panel before the pilot testing.

3.3.2 Translation of the instrument. Because the instruments in this study were conducted in English and presented in Chinese, the translation processes is an important part in this study. The researcher had to take the cultural and linguistic translation issues carefully because if translation is not done well, this could lead to inaccurate research findings. Prior research indicated that the translation procedures should ensure terms and wordings used performing equally natural and acceptable for target culture, and practically in the same way as the initial version (Behling, & Law, 2000; Eun-Seok, Kim, & Erlen, 2007; Maneesriwongul, & Dixon, 2004). Therefore, the following instrument translation procedures were adopted in this study to ensure the quality of the translation and the validity and reliability of the survey as well.

Translation. Translators involved in the translation/back-translation procedures in this study have cultural and linguistic knowledge. Two individuals helping to translate the English version of the instrument into the Chinese version were told briefly the purpose and

the sample of this study. Both of them are affiliated with the U.S. TESOL program in the English Department at the University of Idaho.

Back-translation. Two native Chinese speakers helped to translate the Chinese version of the instrument back into the English version. These two translators were briefly introduced to the purpose and the sample of the study before the translation process. One of the translators received her U.S. Doctoral degree in Education in University of Idaho, and the other received a Master's degree in Teaching English as a Second Language and is teaching in ALCP (American Language and Culture Program) at the University of Idaho.

Comparison of questionnaires. After completing the translation and back-translation procedures, the Chinese version of the instruments and the English versions of the instruments were compared by the researcher and the translators. During that process the researcher and translators altered the items on the Chinese version when review indicated inconsistencies with the English versions (the original and back-translation). An agreement that the drafts of the Chinese version of the questionnaires and equally natural and acceptable, and practically perform in the same way as English versions, was reached before experts' review.

Review by experts. Four experts helped review the draft Chinese version of the instrument to strengthen the validity of the survey and refine the draft towards a final version. Their focus on the wording and the content assured that the Chinese version of the instruments is conceptually equivalent in Taiwanese cultures. The experts mentioned above include one Taiwanese principal, one Taiwanese general education teacher, and two Taiwanese special education teachers who were briefly introduced the purpose and the population of the study before reviewing the questionnaires.

3.3.3 Pilot study. In order to test the reliability of the survey instrument, the final Chinese version questionnaire was piloted on a small group of people with similar or the same background as the target population of the study in Taiwan. Each survey package for four different groups included the questionnaire with a consent letter that addresses the purpose and the importance of the survey, the voluntary nature of the study, the confidentiality of the data, and the appreciation of the researcher. The survey was sent to three administrators, ten general education teachers, eight parents of SEN students, and twenty-five non-disabled students in an inclusive classroom in Chang-Hua County, a neighboring county to the target county of Tainan. The participants involved in this pilot study were not included in the actual study.

The Cronbach Alpha Coefficient of Reliability was used to measure the internal consistency on each section of the questionnaire for individual target group except for the open-ended questions and the demographic information (see Table 3.1 to Table 3.4). Pallant (2007) suggested that the Alpha level of .70 is acceptable for social survey research. The results of the Cronbach Alpha for the pilot instruments are presented in Tables 3.1 to Table 3.4.

Overall, the surveys had a good coefficient Alpha value indicating good internal consistency of the survey. Several items fell below the .70 in some sections and needed to be changed, these items included Section B of General Education Teachers' Survey, Section E of Parents' Survey, and Section A and B of Non-disabled Students' Survey. Items that had negative a correlation with the parallel items in the same section (below .70 α) were deleted to raise the Cronbach Alpha value.

Table 3.1

Cronbach's Alpha Measure of the Administrators' Survey

Section of Survey	N of Items	Cronbach's Alpha Value
Section A	13	.874
Section B	4	.936
Section C	11	.718
Section D	6	.800
Section E	7	.808
Section A-E	41	.958

Table 3.2

Cronbach's Alpha Measure of the General Education Teachers' Survey

Section of Survey	N of Items	Cronbach's Alpha Value
Section A	12	.803
Section B	5	.506
Section C	15	.810
Section D	5	.734
Section E	7	.820
Section A-E	44	.820

Table 3.3

Cronbach's Alpha Measure of the Parent's Survey

Section of Survey	N of Items	Cronbach's Alpha Value
Section A	12	.915
Section B	10	.760
Section C	14	.896
Section D	5	.859
Section E	10	.682
Section F	8	.921
Section A-F	59	.938

Table 3.4

Cronbach's Alpha Measure of the Non-disabled Students' Survey

Section of Survey	N of Items	Cronbach's Alpha Value
Section A	8	.674
Section B	3	.664
Section C	15	.889
Section D	6	.747
Section A-F	32	.864

Summaries of Validity and Reliability of the Survey. In summary, the validity and reliability of the instrument was ensured by (a) expert panels that helped review the initial questionnaire and approved the changes in final version after pilot study, (b) the bilingual translators helping check the accuracy and consistency in translation, and (c) the

questionnaire being pilot tested to a small group of people with similar backgrounds to the participants.

3.4 Data Collection Procedures

Prior to the data collection, permission to distribute the survey was obtained from the Institutional Review Board at the University of Idaho to assure all ethical concerns regarding the confidentiality and anonymity issues were appropriately addressed. A copy of the approval letter from the Human Assurance Committee is presented in Appendix A.

Thirty-four principals agreed to participate in assisting with the data collection for this study were charge of coordinating delivering the questionnaires to administrators, general education teachers serving in their schools, and non-disabled students and parents of SEN students in inclusive settings. Four of these thirty-four principals helped the researcher coordinate and schedule for interviews and classroom observations. Initial contact was made with four principals who serve in elementary schools where inclusion programs are provided. These four principals helped: 1) recruit their principal group members to participate in this research, and 2) provide the researcher a name list with the information of each voluntary principal including the name of the school they serve, phone numbers, the appropriate time to contact, and 3) deliver and collect the administrator questionnaires to their principal group members who are willing to answer questionnaires.

Due to the time restrictions entailed in implementation of this study a group-administered questionnaire was used for gathering data from general education teachers and non-disabled students. After receiving a list with the information of each voluntary principal, the researcher made contact with each voluntary principal to schedule a date to administer the

group-administered questionnaire for general education teachers and non-disabled students in their school. Prior to completing the questionnaire, each participant was informed about the aim of this study and notified that they could drop out of the study whenever they want to without having to provide any reasons for their stoppage.

The volunteer principals also provided the researcher: 1) a name list of general education teachers who are willing to take an interview and classroom observation in their individual classroom; and 2) a name list of special education teachers who are willing to help deliver and collect the parents' questionnaires to parents of SEN students. The special education teachers provided the researcher a name list of parents who are willing to participate in interviews.

Immediately following each group-administered questionnaire, the researcher met with general education teachers personally to schedule dates for interviews. The researcher also met with special education teachers to reach a name list of parents of SEN students who are willing to be interviewed. The researcher made contact with individual parents of SEN students on the list to schedule dates for interviews.

Interviews with teachers, administrators and parents focused on their perspective about inclusion, the integration strategies used to help SEN students get involved in their classes, and the barriers they struggle with toward inclusion. The interview with a SEN parent was short and centered on similar topics to the ones in the parents' questionnaire, such as how their children feel about being involved in the general education class, what their children's relationships with peer students are like, whether their children have any friends in general education class, and the extent to which the parents are involved in supporting inclusion in their child's school/classroom.

3.5 Data Analysis

The quantitative data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 21.0 to perform descriptive analysis and non-parametric statistical tests. The responses to open-ended questions and the transcripts of interviews are summarized in the results. Descriptive statistics for each group (administrators, general education teachers, parents of SEN students and non-disabled students) was used to determine the frequency, mean, standard deviation on each item.

The statistical tests to be run on the data largely depended upon the total number of surveys gathered from each group. In most studies of this nature, it is rare to gather enough data to warrant the efficacious use of parametric statistics. Besides, the data gathered on the Likert scale items was ordinal in nature and the number of respondents across groups was not equivalent and randomly selected therefore violating the normal assumptions required for regular parametric statistical analyses. Therefore, the researcher was proceeding under the assumption that nonparametric analyses were more appropriate. For example, the Kruskal-Wallis non-parametric one-way analysis of variance test was performed to test any statistical differences on attitudes, knowledge towards SEN students, social integration strategies, school/class management, willingness to support inclusion cross different sample groups. Mann-Whitney U test was followed as a post-hoc procedure to identify where statistically significant differences on attitudes, knowledge towards SEN students, social integration strategies, school/class management, willingness to support inclusion exist between two sample groups for a total of four comparisons (i.e., administrators and general education teachers, administrators and parents of SEN students).

3.6 Assumptions and Limitations of the Study

This study was not bias-free. This study was conducted upon the biases which consider that inclusion is the most appropriate educational approach for all students with and without special needs. The study also aimed to improve the state of inclusion. The overall intent of the study was to identify possible ways to improve outcomes of inclusion in Taiwan by investigating attitudes and by addressing changes needed for accelerating the development and acceptance of inclusion. Also, the survey was developed in the hopes of eliciting non-biased responses that could potentially answer any question of this study and really show what extent elementary schools have prepared to meet the needs of a diverse student population.

There were two assumptions in the development of the survey instrument. The first assumption was that the participants who complete the survey would answer the questionnaire honestly and accurately. The second assumption was that this self-developed instrument for this study which was derived from reviewing existing questionnaires used in other studies (Bailey, 2004; Hsu, 2010; Leyser, Zeiger, & Romi, 2011), books (Friend, & Bursuck, 2002; Lewis, & Doorlag, 2003), and other relevant information in the literature review can measure what it is intended to measure.

The following limitations may have an effect on the interpretation of the results of this study. First, this study was delimited to Tainan City in Taiwan. Because this study was limited to elementary administrators', general education teachers', parents' of SEN students, and non-disabled students' attitudes toward inclusion in Tainan City of Taiwan; therefore, the results do not necessarily reflect the attitudes of educators in other areas of Taiwan. Thus,

generalization to other counties or cities may be limited, and the findings of the study may only affect those participants who possess similar background characteristics. For example, this study surveyed attitudes toward inclusion of SEN students; attitudes toward students classified as gifted and talented were not included.

Second, the questionnaire was translated from English to Chinese. Though different steps were taken to minimize error in the translation process, participants may have been affected by the translated wording, thus, misinterpretations may have occurred.

Third, in this study, non-disabled students were 3rd to 6th graders. It might be a little difficult for 3rd and 4th graders to fully understand the content of survey even with support and clarification from the administering teachers/researcher. This may have limited the range of responses that were received from the students participating in this study. Therefore, the student data should be viewed judiciously with this fact in mind.

Chapter 4: Results

4.1 Introduction

The purpose of this study was to investigate: (1) the attitudes of elementary administrators, general education teachers who have SEN students included in their classrooms, parents of SEN students in inclusive settings and non-disabled students toward inclusion; (2) factors that may influence attitudes toward inclusion in four different samples such as experience with SEN students, and in-service special education training hours the year prior to the survey; (3) perceived barriers to including SEN students in general education settings identified by administrators, general education teachers, and parents of SEN students in inclusive settings; (4) social integration strategies general education teachers use to help students with and without special needs build positive relationships with their peers.

Participants in this study responded to four separate questionnaires using a 6-point Likert scale. Descriptive statistics across four separate questionnaires were calculated and compared to isolate any significant differences or correlations. The data gathered on the Likert scale items in this study was ordinal in nature and the number of respondents across groups was not equivalent and randomly selected, which violated the normal assumptions required for regular parametric statistical analyses. Thus, the tests of statistical significance were performed using the Kruskal-Wallis and Mann-Whitney U tests as a post-hoc analysis to identify statistically significant difference between the three groups in several sections. Also, Spearman's Rho was calculated to identify correlating factors that may account for differences and patterns in responses among four groups of respondents (i.e., general

education teachers and school administrators). The Statistical Package for the Social Sciences (SPSS), version 22.0, was used to compute all quantitative data analyses. The significant alpha level was set at .05, and the Bonferroni corrected p value was set at .017 when Mann-Whitney was performed. This chapter reports the results of the study by demographic variables, research questions, and a summary of open-ended questions.

4.2 Demographic Variables

A total of 379 out of 431 questionnaires (87.9%) were completed and returned. Respondents who did not complete the demographic information (the last page in each English version questionnaire) were excluded from the returned questionnaire. Therefore, a total of 379 questionnaires including 63 administrators' questionnaires, 101 general education teachers' questionnaires, 74 parents' of SEN students questionnaires and 141 non-disabled students' questionnaires were analyzed.

4.2.1 Participant demographics for non-disabled students. A total of 141 non-disabled students' questionnaires were delivered to non-disabled students whose parents have signed consents for this survey and a total of 141 out of 141 questionnaires (100 %) were returned and analyzed.

Participant responses to questions from Background Information of non-disabled students' questionnaire (page 3 of English version) are presented in this section. The demographic variables included were: gender, grade, years of experience in an inclusive classroom, class size, and personal feelings about including SEN students in general education classes.

Gender. Table 4.1 presents information regarding the participants' gender. A total of 74 participants were males (52.5% of the sample) and 64 participants were females (45.4% of the sample).

Table 4.1

Frequency and Percentage of Gender by Non-disabled Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	74	52.5	53.6	53.6
Valid female	64	45.4	46.4	100.0
Total	138	97.9	100.0	
Missing	3	2.1		
Total	141	100.0		

Grade. Table 4.2 presents information regarding the participants' grade. A total of 10 participants were the third graders (7.1% of the sample); 30 participants were the fourth graders (21.3% of the sample); 56 participants were the fifth graders (39.7% of the sample), and 43 participants were the sixth graders (30.5% of the sample).

Table 4.2

Frequency and Percentage of Grade by Non-disabled Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid grade 3	10	7.1	7.2	7.2
Valid grade 4	30	21.3	21.6	28.8
Valid grade 5	56	39.7	40.3	69.1
Valid grade 6	43	30.5	30.9	100.0
Valid Total	139	98.6	100.0	
Missing	2	1.4		
Total	141	100.0		

Years of experience of inclusion. Table 4.3 presents information regarding the years of participants' experience of inclusion. A total of 29 participants had 1 year of experience of inclusion (20.6% of the sample), 40 participants had 2 years of experience of inclusion (28.4% of the sample); 23 participants had 3 years of experience of inclusion (16.3% of the sample); 18 participants had 4 years of experience of inclusion (12.8% of the sample); 17 participants had 5 years of experience of inclusion (12.1% of the sample), and 8 participants had 6 years of experience of inclusion (5.7% of the sample).

Table 4.3

Frequency and Percentage of Years of Experience of Inclusion by Non-disabled Students

	Frequency	Percent	Valid Percent	Cumulative Percent
1 year	29	20.6	21.5	21.5
2 years	40	28.4	29.6	51.1
3 years	23	16.3	17.0	68.1
Valid 4 years	18	12.8	13.3	81.5
5 years	17	12.1	12.6	94.1
6 years	8	5.7	5.9	100.0
Total	135	95.7	100.0	
Missing	6	4.3		
Total	141	100.0		

Respondents' experience with people with disabilities. Table 4.4 summarizes the amount of experience participants reported they had experience with people with disabilities. The majority of participants reported having some or a lot experience with people with disabilities. Only 10 participants (7.1 % of the sample) reported having none experience with people with disabilities.

Table 4.4

*Frequency and Percentage of Experience with People with Disabilities by Non-disabled**Students*

	Frequency	Percent	Valid Percent	Cumulative Percent
a lot	35	24.8	24.8	24.8
some	59	41.8	41.8	66.7
limited	22	15.6	15.6	82.3
Valid very limited	15	10.6	10.6	92.9
none	10	7.1	7.1	100.0
Total	141	100.0	100.0	

Friends with disabilities. Table 4.5 shows that if participants had friends with disabilities. A total of 79 participants had friends with disabilities (56.0 % of the sample), and 60 participants had no friends with disabilities (42.6 % of the sample).

Table 4.5

Frequency and Percentage of Having Friends with Disabilities by Non-disabled Students

	Frequency	Percent	Valid Percent	Cumulative Percent
no	60	42.6	43.2	43.2
Valid yes	79	56.0	56.8	100.0
Total	139	98.6	100.0	
Missing	2	1.4		
Total	141	100.0		

Family Members with Disabilities. Table 4.6 shows that if participants had family members with disabilities. A total of 127 participants had no family members with disabilities (90.1 % of the sample), and 12 participants had family members with disabilities (8.5 % of the sample).

Table 4.6

Frequency and Percentage of Having Family Members with Disabilities by Non-disabled Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	127	90.1	91.4	91.4
Valid yes	12	8.5	8.6	100.0
Total	139	98.6	100.0	
Missing	2	1.4		
Total	141	100.0		

Number of SEN students in class. Table 4.7 represents the amount of SEN students in the participant's class. The majority of participants reported having one student with special needs in their classes (81.6 % of the sample). However, 11 participants (7.8 % of the sample) reported having none SEN students needs in their classes.

Table 4.7

Frequency and Percentage of the Amount of SEN Students in the Class by

Non-disabled Students

		Frequency	Percent	Valid Percent	Cumulative Percent
	none	11	7.8	7.9	7.9
	one	115	81.6	82.1	90.0
Valid	two	10	7.1	7.1	97.1
	three	4	2.8	2.9	100.0
	Total	140	99.3	100.0	
Missing		1	.7		
Total		141	100.0		

Class size. Table 4.8 presents information regarding class size that participants had. The majority of participants (95.0% of the sample) reported having 21-32 students including SEN students in their classes.

Table 4.8

Frequency and Percentage of Class Size by Non-disabled Students

	Frequency	Percent	Valid Percent	Cumulative Percent
less than 10 students	4	2.8	2.9	2.9
11-20 students	1	.7	.7	3.6
Valid 21-32 students	134	95.0	95.7	99.3
more than 32 students	1	.7	.7	100.0
Total	140	99.3	100.0	
Missing	1	.7		
Total	141	100.0		

Feelings about inclusion. Table 4.9 summarizes the amount of participants reporting their feeling about inclusion. 57.4% of participants reported feeling supportive about inclusion, and 24.1% participants reported feeling strongly supportive about inclusion. However, 7.8% of participants reported feeling strongly opposed about inclusion.

Table 4.9

Frequency and Percentage of Feelings about Inclusion by Non-disabled Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Opposed	11	7.8	7.9	7.9
Oppose	13	9.2	9.4	17.3
Valid Supportive	81	57.4	58.3	75.5
Strongly Supportive	34	24.1	24.5	100.0
Total	139	98.6	100.0	
Missing	2	1.4		
Total	141	100.0		

4.2.2 Participant demographics for parents of SEN students. A total of 100 parents' of SEN questionnaires were delivered to parents of child with special needs who agreed to answer the questionnaire for this survey. A total of 74 out of 100 questionnaires (74 %) were returned. Therefore, 74 out of 100 questionnaires were analyzed.

Participant responses to questions from Background Information of parents' of SEN questionnaires (page 5 of English version) are presented in this section. The demographic variables included were: gender, age, educational background, house hold annual income, child's gender and grade, years of inclusion experience of the child, school size, class size, disabilities categories of the child, therapy the child is receiving, school activities and after school activities the child participate, and feelings about inclusion.

Gender. Table 4.10 presents information regarding the participants' gender. A total of 24 participants were males (32.4% of the sample) and 50 participants were females (67.6 % of the sample).

Table 4.10

Frequency and Percentage of Gender by Parents of SEN Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid age 26-30	2	2.7	2.7	2.7
age 31-35	15	20.3	20.3	23.0
age 36-40	17	23.0	23.0	45.9
age 41-45	28	37.8	37.8	83.8
age 46-50	8	10.8	10.8	94.6
age 51-56	2	2.7	2.7	97.3
age 56-60	2	2.7	2.7	100.0
Total	74	100.0	100.0	

Age. Table 4.11 presents information regarding the participants' age. The ages ranged from 20-60, and 37.8 % of the parents reported being in age 41-45.

Table 4.11

Frequency and Percentage of Age by Parents of SEN Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid age 26-30	2	2.7	2.7	2.7
age 31-35	15	20.3	20.3	23.0
age 36-40	17	23.0	23.0	45.9
age 41-45	28	37.8	37.8	83.8
age 46-50	8	10.8	10.8	94.6
age 51-56	2	2.7	2.7	97.3
age 56-60	2	2.7	2.7	100.0
Total	74	100.0	100.0	

Educational background. As Table 4.12 shows, 33 participants (44.6% of the sample) graduated from high school, 17 participants (23.0% of sample) obtaining community college level degree, and 12 participants (16.2% of sample) obtained bachelor's degree.

Table 4.12

Frequency and Percentage of Educational Background by Parents of SEN

	Frequency	Percent	Valid Percent	Cumulative Percent
elementary level	4	5.4	5.4	5.4
middle school level	5	6.8	6.8	12.2
high school level	33	44.6	44.6	56.8
Valid community college level	17	23.0	23.0	79.7
Bachelor's	12	16.2	16.2	95.9
Master's	3	4.1	4.1	100.0
Total	74	100.0	100.0	

Household annual income. Table 4.13 shows that 31.1% of the participants whose household annual income were below NTD 300,000 (around USD \$10,000) and 27.0% of participants whose household annual income reached NTD 300,000-500-000 (around USD \$10,000- 16,500).

Table 4.13

Frequency and Percentage of Household Annual Income by Parents of SEN Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
below NTD300,000	23	31.1	33.3	33.3
NTD300,000-500,000	20	27.0	29.0	62.3
NTD500,001-700,000	10	13.5	14.5	76.8
NTD700,001-900,000	6	8.1	8.7	85.5
NTD900,001-1,100,000	3	4.1	4.3	89.9
more than NTD1,100,000	7	9.5	10.1	100.0
Total	69	93.2	100.0	
Missing	5	6.8		
Total	74	100.0		

Child's gender. Table 4.14 presents information regarding the child's gender of participants. A total of 50 participants have boys with special needs (67.6% of the sample) and 22 participants have girls with special needs (29.7 % of the sample).

Table 4.14

Frequency and Percentage of Child's Gender by Parents of SEN Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	50	67.6	69.4	69.4
	female	22	29.7	30.6	100.0
	Total	72	95.9	100.0	
Missing		3	4.1		
Total		74	100.0		

Child's grade. Table 4.15 presents information regarding the grade of participants' children with disabilities.

Table 4.15

Frequency and Percentage of Child's Grade by Parents of SEN students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	grade 1	11	14.9	15.3	15.3
	grade 2	9	12.2	12.5	27.8
	grade 3	13	17.6	18.1	45.8
	grade 4	14	18.9	19.4	65.3
	grade 5	18	24.3	25.0	90.3
	grade 6	7	9.5	9.7	100.0
	Total	72	97.3	100.0	
Missing		2	2.7		
Total		74	100.0		

Years of experience of inclusion. Table 4.16 shows information regarding the years of experience of inclusion participant's child had. Except missing data, the majority of participants reported having at least 1 year experience of inclusion.

Table 4.16

Frequency and Percentage of Years of Experience of Inclusion by Parents of SEN Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 year	13	17.6	19.4	19.4
2 years	12	16.2	17.9	37.3
3 years	10	13.5	14.9	52.2
4 years	14	18.9	20.9	73.1
5 years	8	10.8	11.9	85.1
6 years	9	12.2	13.4	98.5
more than 6 years	1	1.4	1.5	100.0
Total	67	90.5	100.0	
Missing	7	9.5		
Total	74	100.0		

Categories of the children. Table 4.17 presents information regarding the categories of the children of the participants. 20 participants (27.0% of the sample) reported having child with multiple impairments and 18 participants (24.3% of the sample) reported having child with learning disabilities.

Table 4.17

Frequency and Percentage of Categories of the Children by Parents of SEN Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid intellectual disability	5	6.8	7.1	7.1
hearing impairment	3	4.1	4.3	11.4
communication/speech disorder	3	4.1	4.3	15.7
emotional disorder	3	4.1	4.3	20.0
learning disability	18	24.3	25.7	45.7
multiple impairment	20	27.0	28.6	74.3
Autism	9	12.2	12.9	87.1
developmental delay	6	8.1	8.6	95.7
Other significant impairment	3	4.1	4.3	100.0
Total	70	94.6	100.0	
Missing	4	5.4		
Total	74	100.0		

Therapy. Table 4.18 presents information regarding whether the participant's child had therapy or not. 32 participants (43.2% of the sample) reported their children did not have therapy, and 36 participants (48.6% of the sample) reported their children had therapy.

Table 4.18

Frequency and Percentage of Obtained Therapy by Parents of SEN Students

		Frequency	Percent	Valid Percent	Cumulative Percent
	no	32	43.2	47.1	47.1
Valid	yes	36	48.6	52.9	100.0
	Total	68	91.9	100.0	
Missing		6	8.1		
Total		74	100.0		

School size. Table 4.19 presents information regarding the school size that participant's child was in. 45 participants (60.8% of the sample) reported their children going to the schools with less than 12 classes, and only 2 participants (2.7 % of the sample) reported their children going to the schools with more than 70 classes.

Table 4.19

Frequency and Percentage of School Size by Parents of SEN Students

		Frequency	Percent	Valid Percent	Cumulative Percent
	less than 12 classes	45	60.8	63.4	63.4
	13-40 classes	15	20.3	21.1	84.5
Valid	41-70 classes	9	12.2	12.7	97.2
	more than 70 classes	2	2.7	2.8	100.0
	Total	71	95.9	100.0	
Missing		3	4.1		
Total		74	100.0		

Class size. Table 4.20 presents information regarding the class size that participant's child was in. 45 participants (60.8% of the sample) reported their children going to the schools with less than 12 classes, and only 2 participants (2.7 % of the sample) reported their children going to the schools with more than 70 classes.

Table 4.20

Frequency and Percentage of Class Size by Parents of SEN Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11-20 students	11	14.9	15.5	16.9
21-32 students	58	78.4	81.7	97.2
more than 32 students	2	2.7	2.8	100.0
Total	71	95.9	100.0	
Missing	3	4.1		
Total	74	100.0		

School activities. Table 4.21 provides information about participants who reported whether their child participated in school activities or not. Many of participants (73.0% of the sample) reported that their child did not participate in school activities, while 24.3 of the participants indicated that their child participated in school activities.

Table 4.21

Frequency and Percentage of School Activities by Parents of SEN Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	54	73.0	75.0	75.0
	yes	18	24.3	25.0	100.0
	Total	72	97.3	100.0	
Missing		2	2.7		
Total		74	100.0		

After school activities. Table 4.22 presents information about participants who reported whether their child participated in after school activities or not. There were 44.6% of the participants whose child has participated in after school activities, while 48.6% of the participants reported that their child did not participate in after school activities.

Table 4.22

Frequency and Percentage of After School Activities by Parents of SEN Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	36	48.6	52.2	52.2
	yes	33	44.6	47.8	100.0
	Total	69	93.2	100.0	
Missing		5	6.8		
Total		74	100.0		

Feelings about inclusion. Table 4.23 summarizes parents' of students with disabilities feelings about inclusion. 67.6% of participants reported feeling supportive about inclusion, and only 2.7% participants opposed the idea of inclusion.

Table 4.23

Frequency and Percentage of Feelings about Inclusion by Parents of SEN Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oppose	2	2.7	2.9	2.9
	Supportive	50	67.6	72.5	75.4
	Strongly Supportive	17	23.0	24.6	100.0
	Total	69	93.2	100.0	
Missing		5	6.8		
Total		74	100.0		

4.2.3 Participant demographics for general education teachers. A total of 120 general education teachers' questionnaires were delivered to general education teachers who agreed to answer the questionnaire for this survey. A total of 101 out of 120 questionnaires (84.1%) were returned and were included in this analysis.

Participant responses to questions from Background Information of general education teachers' questionnaires (page 4 of English version) are presented in this section. The demographic variables included were: gender, age, highest degree obtained, school size, years of teaching experience, years of teaching experience with SEN students, special education background, the amount of SEN students in the class in 2013 school year, the amount of typical developing students in the class in 2013 school year, categories of SEN students have been worked with, special education in-service training hours during 2012-2014 school years, and feelings about inclusion.

Gender. Table 4.24 presents information regarding the participants' gender. A total of 9 participants were males (8.9% of the sample) and 88 participants were females (87.1 % of the sample).

Table 4.24

Frequency and Percentage of Gender by General Education Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
	male	9	8.9	9.3	9.3
Valid	female	88	87.1	90.7	100.0
	Total	97	96.0	100.0	
Missing		4	4.0		
Total		101	100.0		

Age. Table 4.25 presents information regarding the participants' age. The ages ranged from 20-55, and 23.8 % of the participants reported being in 41-45 age range.

Table 4.25

Frequency and Percentage of Gender by General Education Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
age 20-25	1	1.0	1.0	1.0
age 26-30	8	7.9	8.0	9.0
age 31-35	21	20.8	21.0	30.0
age 36-40	19	18.8	19.0	49.0
age 41-45	24	23.8	24.0	73.0
age 46-50	17	16.8	17.0	90.0
age 51-55	10	9.9	10.0	100.0
Total	100	99.0	100.0	
Missing	1	1.0		
Total	101	100.0		

Degree. The descriptive information regarding the highest degree the participants obtained is included in Table 4.26. 49.5% of the general education teachers obtained bachelor's degree, and 49.5% of the general education teachers obtained master's degree. Only 1 general education teacher (1% of sample) obtained doctoral degree.

Table 4.26

Frequency and Percentage of Degree by General Education Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's	50	49.5	49.5	49.5
	Master's	50	49.5	49.5	99.0
	Doctoral	1	1.0	1.0	100.0
	Total	101	100.0	100.0	

Special education background. Table 4.27 shows the descriptive information regarding the categories of special education background the participants had. There were 70 participants (69.3% of the sample) who reported having no special education background.

Table 4.27

Frequency and Percentage of Special Education Background by General Education Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	70	69.3	71.4	71.4
	Bachelor in special education	3	3.0	3.1	74.5
	Master in special education	1	1.0	1.0	75.5
	In-service special education training	15	14.9	15.3	90.8
	Pre-service special education training in teacher preparation program	9	8.9	9.2	100.0
	Total	98	97.0	100.0	
Missing		3	3.0		
Total		101	100.0		

Years of teaching. Table 4.28 shows years of teaching by categories. Only 8 participants (7.9% of the sample) were in 1-5 years category.

Table 4.28

Frequency and Percentage of Years of Teaching by General Education Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 years	8	7.9	7.9	7.9
6-10 years	22	21.8	21.8	29.7
11-15 years	17	16.8	16.8	46.5
Valid 16-20 years	20	19.8	19.8	66.3
21-25 years	22	21.8	21.8	88.1
more than 25 years	12	11.9	11.9	100.0
Total	101	100.0	100.0	

Years of experience with inclusion. Table 4.29 presents the information regarding to the years the participants has served in inclusive settings. There were 8 participants (7.9% of the sample) who reported has no experience teaching in inclusive settings.

Table 4.29

Frequency and Percentage of Years of Inclusion by General Education Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid none	8	7.9	8.2	8.2
1-3 years	32	31.7	32.7	40.8
4-6 years	31	30.7	31.6	72.4
7-9 years	12	11.9	12.2	84.7
10-12 years	11	10.9	11.2	95.9
15-20 years	3	3.0	3.1	99.0
more than 20 years	1	1.0	1.0	100.0
Total	98	97.0	100.0	
Missing	3	3.0		
Total	101	100.0		

School size. Table 4.30 presents the school size by categories. 42 participants (41.6% of the sample) served in the schools with 41-70 classes. There were 7 participants (6.9% of the sample) who reported serving in the schools with less than 12 classes.

Table 4.30

Frequency and Percentage of School Size by General Education Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
less than 12 classes	7	6.9	7.0	7.0
13-40 classes	38	37.6	38.0	45.0
Valid 41-70 classes	42	41.6	42.0	87.0
more than 70 classes	13	12.9	13.0	100.0
Total	100	99.0	100.0	
Missing	1	1.0		
Total	101	100.0		

Class size. Table 4.31 presents the class size by categories. 89 participants (88.1% of the sample) served in the class with 21-32 students. There was only 1 participant (1.0% of the sample) who reported serving in the class with less than 10 students.

Table 4.31

Frequency and Percentage of Class Size by General Education Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
less than 10 students	1	1.0	1.0	1.0
Valid 11-20 students	10	9.9	10.0	11.0
21-32 students	89	88.1	89.0	100.0
Total	100	99.0	100.0	
Missing	1	1.0		
Total	101	100.0		

Number of SEN students. Table 4.32 presents the amount of SEN students by categories. There were 79 participants (78.2% of the sample) who reported having worked with less than 5 SEN students.

Table 4.32

Frequency and Percentage of the Amount of SEN Students by General Education Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 5	79	78.2	81.4	81.4
	6-10	15	14.9	15.5	96.9
	11-15	3	3.0	3.1	100.0
	Total	97	96.0	100.0	
Missing		4	4.0		
Total		101	100.0		

Students served by disability category. Tables 4.33 to 4.35 provide information about students by disability category participants have been work with. Table 4.2 shows that more than half of all participants (60.5%) reported having experience working with students with learning disability. Table 4.33 presents that there were 44 participants (43.6%) reported having served students with intellectual disability. Table 4.40 also indicates that there were 44 participants (43.6%) reported having worked with students with emotional disorder. Table 4.43 shows that there were 30 participants (29.7%) who reported having served students with Autism. Clearly, and as expected, general education teachers reported having more experience teaching students with learning disability, intellectual impairment, emotional disorder and autism.

Table 4.33

*Frequency and Percentage of Students with Intellectual Disability by General Education**Teachers*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	57	56.4	56.4	56.4
	yes	44	43.6	43.6	100.0
	Total	101	100.0	100.0	

Table 4.34

*Frequency and Percentage of Students with Visual Impairment by General Education**Teachers*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	93	92.1	92.1	92.1
	yes	8	7.9	7.9	100.0
	Total	101	100.0	100.0	

Table 4.35

*Frequency and Percentage of Students with Hearing Impairment by General Education**Teachers*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	82	81.2	81.2	81.2
	yes	19	18.8	18.8	100.0
	Total	101	100.0	100.0	

Table 4.36

Frequency and Percentage of Students with Communication/ Speech Disorder by General Education Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	95	94.1	94.1	94.1
	yes	6	5.9	5.9	100.0
	Total	101	100.0	100.0	

Table 4.37

Frequency and Percentage of Students with Physical Impairment by General Education Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	84	83.2	83.2	83.2
	yes	17	16.8	16.8	100.0
	Total	101	100.0	100.0	

Table 4.38

Frequency and Percentage of Students with Cerebral Palsy by General Education Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	93	92.1	92.1	92.1
	yes	8	7.9	7.9	100.0
	Total	101	100.0	100.0	

Table 4.39

*Frequency and Percentage of Students with Health Impairment by General Education**Teachers*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	93	92.1	92.1	92.1
	yes	8	7.9	7.9	100.0
	Total	101	100.0	100.0	

Table 4.40

*Frequency and Percentage of Students with Emotional Disorder by General Education**Teachers*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	57	56.4	56.4	56.4
	yes	44	43.6	43.6	100.0
	Total	101	100.0	100.0	

Table 4.41

*Frequency and Percentage of Students with Learning Disability by General Education**Teachers*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	40	39.6	39.6	39.6
	yes	61	60.4	60.4	100.0
	Total	101	100.0	100.0	

Table 4.42

*Frequency and Percentage of Students with Multiple Impairments by General Education**Teachers*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	86	85.1	85.1	85.1
	yes	15	14.9	14.9	100.0
	Total	101	100.0	100.0	

Table 4.43

Frequency and Percentage of Students with Autism by General Education Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	71	70.3	70.3	70.3
	yes	30	29.7	29.7	100.0
	Total	101	100.0	100.0	

Table 4.44

*Frequency and Percentage of Students with Developmental Delay by General Education**Teachers*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	79	78.2	78.2	78.2
	yes	22	21.8	21.8	100.0
	Total	101	100.0	100.0	

Table 4.45

Frequency and Percentage of Students with Other Significant Disabilities by General Education Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	98	97.0	97.0	97.0
	yes	3	3.0	3.0	100.0
	Total	101	100.0	100.0	

In-service special education training hours. Table 4.46 presents the number of hours participants spent in special education training during 2012-2014 school years. More than half of all participants (51.5%) reported having at least 1 to 5 hours in-service special education training, and 30 participants (29.7%) reported having 6 to 10 hours in-service special education training. Only 4 participants (4.0%) reported having no in-service special education training.

Table 4.46

Frequency and Percentage of In-service Training Hours by General Education Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
none	4	4.0	4.0	4.0
1-5 hours	52	51.5	52.5	56.6
6-10 hours	30	29.7	30.3	86.9
11-15 hours	3	3.0	3.0	89.9
Valid 16-20 hours	6	5.9	6.1	96.0
21-25 hours	1	1.0	1.0	97.0
26-30 hours	2	2.0	2.0	99.0
more than 30 hours	1	1.0	1.0	100.0
Total	99	98.0	100.0	
Missing	2	2.0		
Total	101	100.0		

Feelings about inclusion. Table 4.47 summarizes the amount of participants reporting their feelings about inclusion. More than half of all participants (65.3%) reported feeling supportive about inclusion, and only 1.0% of participants reported feeling strongly oppose about inclusion.

Table 4.47

Frequency and Percentage of Feelings about Inclusion by General Education Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Opposed	1	1.0	1.1	1.1
Oppose	19	18.8	20.7	21.7
Valid Supportive	66	65.3	71.7	93.5
Strongly Supportive	6	5.9	6.5	100.0
Total	92	91.1	100.0	
Missing	9	8.9		
Total	101	100.0		

4.2.4 Participant demographics for administrators. A total of 70 administrators' questionnaires were mailed to administrators who agreed to answer the questionnaire for this survey. A total of 63 out of 70 questionnaires (90.0%) were returned. Therefore, 63 out of 70 questionnaires were analyzed.

Participant responses to questions from Background Information of administrators' questionnaires (page 4 of English version) are presented in this section. The demographic variables included were: gender, age, current position, highest degree obtained, school size, years of teaching experience, years of teaching experience with SEN students, special education background, the amount of SEN students in the class in 2013 school year, the amount of typical developing students in the class in 2013 school year, special education in-service training hours during 2012-2014 school years, and feelings about inclusion.

Gender. Table 4.48 presents information regarding the participants' gender. A total of 49 participants were males (77.8% of the sample) and 14 participants were females (22.2% of the sample).

Table 4.48

Frequency and Percentage of Gender by Administrators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	49	77.8	77.8	77.8
	female	14	22.2	22.2	100.0
	Total	63	100.0	100.0	

Age. Table 4.49 presents age of administrators by categories. Almost half of participants (44.4%) were in age 46-50 category.

Table 4.49

Frequency and Percentage of Age by Administrators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 36	1	1.6	1.6	1.6
	age 36-40	1	1.6	1.6	3.2
	age 41-45	17	27.0	27.0	30.2
	age 46-50	28	44.4	44.4	74.6
	age 51-55	14	22.2	22.2	96.8
	age 56-60	2	3.2	3.2	100.0
	Total	63	100.0	100.0	

Position. Table 4.50 shows different positions the participants were in. The majority of participants (95.2%) reported to be a school principal.

Table 4.50

Frequency and Percentage of Position by Administrators

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid School principal	60	95.2	95.2	95.2
Valid Director	1	1.6	1.6	96.8
Valid Other	2	3.2	3.2	100.0
Valid Total	63	100.0	100.0	

School size. Table 4.51 presents the school size by categories. More than half of participants (55.6% of the sample) served in the schools with less than 12 classes. However, there were 11.1% of the participants who reported serving in the schools with 41-70 classes.

Table 4.51

Frequency and Percentage of School Size by Administrators

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than 12 classes	35	55.6	58.3	58.3
Valid 13-40 classes	18	28.6	30.0	88.3
Valid 41-70 classes	7	11.1	11.7	100.0
Valid Total	60	95.2	100.0	
Missing	3	4.8		
Total	63	100.0		

The amount of SEN students. Table 4.52 presents the amount of SEN students by categories in the school the participants served. There were 34 participants (54.0% of the sample) who reported serving the school with less than 5 SEN students.

Table 4.52

Frequency and Percentage of the Amount of SEN Students by Administrators

	Frequency	Percent	Valid Percent	Cumulative Percent
less than 5	34	54.0	54.8	54.8
6-10	7	11.1	11.3	66.1
11-15	5	7.9	8.1	74.2
16-20	7	11.1	11.3	85.5
Valid 21-25	3	4.8	4.8	90.3
26-30	4	6.3	6.5	96.8
31-40	2	3.2	3.2	100.0
Total	62	98.4	100.0	
Missing	1	1.6		
Total	63	100.0		

Degree. The descriptive information regarding the highest degree the participants obtained is included in Table 4.53. The majority of participants (88.9% of the sample) reported obtaining Master's degree.

Table 4.53

Frequency and Percentage of Degree by Administrators

		Frequency	Percent	Valid Percent	Cumulative Percent
	Bachelor's	2	3.2	3.2	3.2
	Master's	56	88.9	88.9	92.1
Valid	Doctoral	4	6.3	6.3	98.4
	Other	1	1.6	1.6	100.0
	Total	63	100.0	100.0	

Special education background. Table 4.54 shows the descriptive information regarding the categories of special education background the participants had. More than half of participants (52.4% of the sample) reported having no special education background.

Table 4.54

Frequency and Percentage of Special Education Background by Administrators

		Frequency	Percent	Valid Percent	Cumulative Percent
	None	33	52.4	54.1	54.1
	Bachelor in special education	6	9.5	9.8	63.9
	Master in special education	2	3.2	3.3	67.2
Valid	In-service special education training	18	28.6	29.5	96.7
	Pre-service special education training in teacher preparation program	2	3.2	3.3	100.0
	Total	61	96.8	100.0	
Missin g		2	3.2		
Total		63	100.0		

Years of teaching. Table 4.55 shows years of service by categories. More than half of participants (55.6% of the sample) had served in the elementary school for more than 25 years. Only 1 participant (1.6% of the sample) was in 6-10 years category.

Table 4.55

Frequency and Percentage of Years of Service by Administrators

	Frequency	Percent	Valid Percent	Cumulative Percent
6-10 years	1	1.6	1.6	1.6
16-20 years	3	4.8	4.8	6.3
Valid 21-25 years	24	38.1	38.1	44.4
more than 25 years	35	55.6	55.6	100.0
Total	63	100.0	100.0	

Years of experience with inclusion. Table 4.56 presents the information regarding to the years the participants has served in school with inclusive settings. There were 34 participants (54.0% of the sample) who reported has no experience teaching in inclusive settings, while 5 participants (7.9% of the sample) reported having 10-12 years experience in inclusive settings.

Table 4.56

Frequency and Percentage of Years of Inclusion by Administrators

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid none	34	54.0	54.0	54.0
1-3 years	13	20.6	20.6	74.6
4-6 years	8	12.7	12.7	87.3
7-9 years	3	4.8	4.8	92.1
10-12 years	5	7.9	7.9	100.0
Total	63	100.0	100.0	

In-service special education training hours. Table 4.57 presents the number of hours participants spent in special education training during 2012-2014 school years. More than half of all participants (50.8%) reported having at least 6-10 hours in-service special education training, and 19 participants (30.2%) reported having 1 to 5 hours in-service special education training. Only 2 participants (3.2%) reported having no in-service special education training.

Table 4.57

Frequency and Percentage of In-service Training Hours by Administrator

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	2	3.2	3.2
	1-5 hours	19	30.2	33.9
	6-10 hours	32	50.8	85.5
	11-15 hours	7	11.1	96.8
	21-25 hours	1	1.6	98.4
	more than 30 hours	1	1.6	100.0
	Total	62	98.4	100.0
Missing		1	1.6	
Total		63	100.0	

Feelings about inclusion. Table 4.58 summarizes the amount of participants reporting their feelings about inclusion. More than half of all participants (73.0%) reported feeling supportive about inclusion, and only 3.2% of participants reported feeling oppose about inclusion.

Table 4.58

Frequency and Percentage of Feeling about Inclusion by Administrators

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oppose	2	3.2	3.2
	Supportive	46	73.0	76.2
	Strongly Supportive	15	23.8	100.0
	Total	63	100.0	100.0

4.3 Analyses of Research Questions

4.3.1 Research question 1 analyses. *Research question1: What attitudes do general education teachers, administrators, parents of SEN students and non-disabled students hold towards including SEN students in general education settings?*

Research question 1 was measured using four different questionnaires (Non-disabled Students' survey, Parents' of SEN students survey, General Education Teachers' survey and Administrators' survey), see Appendix B. A 6-point Likert scale ("strongly disagree = 1, disagree = 2, somewhat disagree = 3, somewhat agree = 4, agree = 5 and strongly agree = 6") was used to gather attitudes toward inclusion of four groups of respondents (non-disabled students, parents of SEN students, general education teachers and administrators). Some items were coded in the reverse order, so that high Mean scores always meant positive attitudes.

Descriptive analyses of non-disabled students' attitudes toward inclusion. The descriptive statistics are presented in Table F1 (see Appendix F) where number of respondents, mean, standard deviation, and percentage of each answer are provided. The bold survey items in Table F1 indicated items coded in the reverse order, so that high Mean scores always meant positive attitudes. The survey statements were grouped into three categories that include philosophical orientation, benefit to students with and without special needs, and practical application. The responses for each category by item statement are summarized as the following.

Philosophical orientation. A philosophical orientation toward inclusion was addressed by items Sc05 and Sc02 on the Non-disabled Students' survey. Item Sc05 asked

non-disabled students to rate whether or not they believe SEN students should be placed in inclusive settings regardless of their behavioral problems (N=140, M=4.150). 68.6 % of non-disabled students indicated that they ‘somewhat agreed,’ ‘agreed’ or ‘strongly agreed’ with the statement. It should be noticed that more than 30 % of non-disabled students indicated their attitudes toward inclusion on negative side with the statement.

Agreement with Item Sc02 showed that non-disabled students believed SEN students have the right to be included in general class (N=138, M=4.152). A total of 68.9 % of non-disabled students indicated their agreement on Item Sc02; whereas, a total of 31.1% of non-disabled students indicated their disagreement on the same item.

Benefit to students with and without special needs. Another category of questions on the Non-disabled Students’ survey focused on the benefits of inclusion for students with and without special needs (i.e., Items Sa01, 02, 05 and 07). Item Sa01 asked participants to rate whether or not inclusion increases the interaction between SEN students and their non-disabled peers (N=141, M=4.851). In total, 85.9% of non-disabled students indicated they ‘somewhat agreed’, ‘agreed’ or ‘strongly agreed’ with the statement. However, only 14.1% of non-disabled students showed their disagreement on the same statement.

Item Sa02 asked non-disabled students to identify whether or not they socially benefit from interacting with SEN students in the general education class (N=140, M=4.855). In total, 87.9% of non-disabled students indicated they ‘somewhat agreed’, ‘agreed’ or ‘strongly agreed’ with the statement. However, only 12.1% of non-disabled students indicated their disagreement on the same statement.

Agreement on Item Sa05 meant that non-disabled students believed SEN students can make adequate academic progress in the general education classroom (N=138, M= 3.717). In general, agreement (53.7 % of the respondents) and disagreement (46.3% of the respondents) were almost evenly distributed.

Agreement on Item Sa07 means that non-disabled students believe SEN students won't be socially isolated by non-disabled peers in the general education classroom (N=136, M= 3.632). In general, agreement (48.5% of non-disabled students) and disagreement (51.5 % of non-disabled students) were almost evenly distributed.

Practical application. The third category group questioned about non-disabled students' perceptions of practical applications of inclusion (i.e., Items Sa03, 04, 06, Sc03 and Sc08). Item Sa03 asked non-disabled students to rate whether or not SEN students included in the general education classroom puts an extra burden on general education class teachers (N=140, M= 3.843). Agreement on Item Sa03 meant that the non-disabled students believed SEN students included in general education classroom do not put an extra burden on general education class teachers. In total, 57.8 % of non-disabled students indicated agreement on the statement, which included 22.1% 'strongly agree,' while 43.2 % of non-disabled students indicated disagreement on the statement.

Agreement on Item Sa04 meant that non-disabled students believed SEN students included in general education classroom will not affect the educational achievement of non-disabled students (N=140, M=4.743). The majority of non-disabled students (81.4%) indicated that they 'somewhat agreed,' 'agreed' or 'strongly agreed' with the statement. Only 18.6 % of non-disabled students indicated disagreement on this statement.

The results of Item Sa06 (N=136, M=2.919) indicated that more than half of non-disabled students (69.9 %) indicated disagreement that they believed special education teaching is better done by special education teachers than by general education teachers while 17.6 % remained 'somewhat agree'. The results reminded that there are still some concerns about the in-service special education training in Taiwan and a constant of worry about competence of general education teacher for teaching SEN students in general education classroom.

Agreement on Item Sc03 meant that non-disabled students believed SEN students won't take up too much of the teacher aids' time (N= 139, M=4.158). More than half of non-disabled students (69.8%) indicated their agreement on the statement while 10.1% of the respondents indicated 'strongly disagree' with the statement.

Similarly, agreement on Item Sc08 meant that non-disabled students believed SEN students won't take up too much of the teacher's time (N=138, M= 4.321). The results of Item Sc08 showed that 71% of non-disabled students indicated their agreement on the, and only 4.3 % of non-disabled students indicated disagreement with the statement.

Descriptive analyses of parents' of SEN students attitudes toward inclusion. The descriptive statistics are presented in Table F2 (Appendix F) where number of respondents, mean, standard deviation, and percentage of each answer are provided. The bold survey items in Table F2 indicated items coded in the reverse order, so that high Mean scores always meant positive attitudes. The survey statements were grouped into two categories that include practical application and benefit to students with and without special needs. The responses for each category by item statement are summarized as the following.

Practical application. This category group questioned about parents of SEN students' perceptions of practical applications of inclusion on the Parents' of SEN students survey (i.e., Items Pa04, 07 and 09). Disagreement on Item Pa04 meant that parents of SEN students believed their child included in general education classroom put an extra burden on general education class teachers (N=74, M= 3.405). In total, 58.1 % of parents of SEN students indicated disagreement on the statement, which included 29.7% on 'somewhat disagree', while 41.9 % of parents of SEN students indicated agreement on this item. The results showed that more than half of parents of SEN students believed SEN students in the general education classroom put an extra burden on general education class teachers.

Agreement on Item Pa07 meant that parents of SEN students believed general education teachers are primarily responsible for helping SEN students get involved in the general education classroom (N=74, M= 4.135). The majority of parents of SEN students (71.6 %) indicated their agreement on the statement, and only 1.4 % of the parents of SEN students 'strongly disagreed' on the statement.

Disagreement on Item Pa09 meant that parents of SEN students believed special education teachers do better teaching SEN students than general education teachers (N=74, M=2.162). 90.5 % of parents of SEN students indicated disagreement, and only 9.5 % of parents of SEN students indicated that they agreed or somewhat agreed with this item. It should be noticed that high percentage of parents of SEN students (90.5%) believed that special education teachers are more capable of teaching SEN students than general education teachers.

Benefit to students with and without special needs. This category of questions on the Parents' of SEN survey focused on the benefits of inclusion for students with and without

special needs (i.e., Items Pa01, 02, 03, 05, 06, 08, 10, 11, and 12). Item Pa01 asked parents of SEN students to rate whether or not they believe that the placement in general education class increase the interaction between their child and his/ her non-disabled peers (N=74, M= 5.014). 96.0 % of parents of SEN students indicated that they ‘somewhat agreed’, ‘agreed’ or ‘strongly agreed’ with the statement.

Item Pa02 asked parents of SEN students to rate whether or not they believe that their child has more possibilities for enhancement in the general education classroom (N= 74, M= 4.742). A total of 96.0 % of parents of SEN students indicated that they ‘somewhat agreed’, ‘agreed’ or ‘strongly agreed’ with this item.

Item Pa03 asked parents of SEN students to rate whether or not they believe that their child has favorable influence for self-confidence and self-assurance in the general education classroom (N= 74, M=4.446). A total of 82.5 % of parents of SEN students indicated that they ‘somewhat agreed’, ‘agreed’ or ‘strongly agreed’ with this item.

Item Pa05 asked parents of SEN students to rate whether or not they believe that including SEN students into the general education classroom will not affect the educational achievement of non-disabled students (N=74, M=4.500). A total of 82.5 % of parents of SEN students indicated that they ‘somewhat agreed’, ‘agreed’ or ‘strongly agreed’ with this item.

Item Pa06 asked parents of SEN students to rate whether or not they believe that their child with special needs can make adequate academic progress in the general education classroom (N=74, M=4.392). 83.8 % of parents of SEN students indicated that they ‘somewhat agreed’, ‘agreed’ or ‘strongly agreed’ with the statement.

Item Pa08 asked parents of SEN students to rate whether or not they believe that their child with special needs probably develops academic skills more rapidly in the general education classroom than in special education classroom (N=74, M=4.162). 74.4 % of parents of SEN students indicate that they 'somewhat agreed', 'agreed' or 'strongly agreed' with the statement.

Agreement on Item Pa10 meant that parents of SEN students believed SEN students won't be socially isolated by non-disabled peers in the general education classroom (N=136, M= 3.632). In general, agreement (50.7% of parents of SEN students) and disagreement (49.3 % of parents of SEN students) were almost evenly distributed.

Item Pa11 asked parents of SEN students to rate whether or not they believe that their child gets more advancement of independence in daily activities in general education classroom (N=74, M=4.703). 95.9 % of parents of SEN students indicated that they 'somewhat agreed,' 'agreed' or 'strongly agreed' with the statement.

Item Pa12 asked parents of SEN students to rate whether or not they believe that their child has more benefit from positive examples of their non-disabled peers in general education classroom (N=73, M=4.658). A total of 94.5 % of parents of SEN students indicated that they 'somewhat agreed,' 'agreed' or 'strongly agreed' with this item.

The results of this category provided the information about the supportive attitudes parents of SEN students held toward inclusion. Most importantly, they highly attributed the advanced independence and positive social skills development of their child to interaction with non-disabled peers in general education classroom.

Descriptive analyses of general education teachers' attitudes toward inclusion. The descriptive statistics are presented in Table F3 (see Appendix F) where number of respondents, mean, standard deviation, and percentage of each answer are provided. The bold survey items in Table F3 indicated items coded in the reverse order, so that high Mean scores always meant positive attitudes. The survey statements were grouped into three categories that include philosophical orientation, practical application and benefit to students with and without special needs. The responses for each category by item statement are summarized as the following.

Philosophical orientation. A philosophical orientation toward inclusion was addressed by items Ta12 on the General Education Teachers' survey (see Appendix B). Disagreement on Item Ta12 meant that general education teachers believed the policy of inclusion is fine in theory but does not work in practice (N=99, M=3.071). A total of 66.7 % of general education teachers indicated that they 'somewhat disagreed,' 'disagreed' or 'strongly disagreed' with this item. The result showed that more than half of general education teachers tended toward regarding inclusion as an impractical policy.

Practical application. This category group questioned about general education teachers' perceptions of practical applications of inclusion on the General Education Teachers' survey (i.e., Items Ta04, 02, 05, 07, 09 and 11). Disagreement on Item Ta02 meant that general education teachers believed SEN students will lower the quality of instruction to all students in the general education classroom (N=101, M=3.238). A total of 58.4 % of general education teachers indicated that they 'somewhat disagreed,' 'disagreed' or 'strongly disagreed' with this item.

Disagreement on Item Ta04 meant that general education teachers believed SEN students included in general education classroom put an extra burden on general education class teachers (N=101, M= 2.693). In total, 78.2 % of general education teachers indicated disagreement on the statement, which included 32.7% of 'disagree,' while 21.8 % of general education teachers indicated agreement on this item. The results showed that majority of the respondents believed SEN students in general education classrooms put an extra burden on general education teachers.

Item Ta05 asked general education teachers to rate whether or not they believe SEN students in general education classrooms will not affect the educational achievement of non-disabled students (N=100, M=4.400). This statement had the second high mean score (M=4.400) with 78.0% of general education teachers indicating that they 'somewhat agreed,' 'agreed' or 'strongly agreed' with the statement. It should be noticed that near half of general education teachers (48.0%) indicated 'agree and only 2.0% indicated 'strongly disagreed.'

Item Ta07 asked general education teachers to rate whether or not they believe general education teachers are primarily responsible for helping SEN students get involved in general education classrooms (N=101, M=3.406). The responses were evenly distributed between agreement (51.5% of participants) and disagreement (48.5% of participants).

Disagreement on Item Ta09 meant that general education teachers believed special education teachers do better teaching SEN students than general education teachers (N=101, M= 2.030). This item had the lowest mean score (M= 2.030) with 92.1% of general education teachers indicated disagreement. The result showed that even general education teachers indicated their incapability on teaching SEN students in their classroom.

Disagreement on Item Ta11 meant that general education teachers believed including SEN students in general education classrooms is unfair to general education teachers who already have a heavy workload (N=99, M= 3.172). In total, 58.6 % of general education teachers indicated disagreement on the statement, while 41.4 % of the respondents indicated agreement on this item. The results showed that more than half of general education teachers believe d including SEN students in general education classrooms is unfair to them.

Benefit to students with and without special needs. This category of questions on the General Education Teachers' survey focused on the benefits of inclusion for students with and without special needs (i.e., Items Ta01, 03, 06, 08 and 10). Item Ta01 asked general education teachers to rate whether or not they believe including SEN students in general education classrooms increase the interaction between SEN students and their non-disabled peers (N=101, M=4.376). In total, the majority of general education teachers (85.1 %) indicated their agreement on this item.

Ta03 asked general education teachers to rate whether or not they believe non-disabled students socially benefit from interaction with SEN students in general education classrooms (N=101, M=4.475). This item had the highest mean (M=4.475) with 85.9% of general education teachers indicating their agreement with the statement. Only 2.0% of general education teachers indicated 'strongly disagree' on this item.

The results of Ta01 and Ta03 showed that majority of general education teachers acknowledged the benefit of social interaction between SEN students and their non-disabled peers in general education classrooms.

Disagreement on Item Ta06 meant that general education teachers believed SEN students can not make adequate academic progress in general education classrooms (N=101, M=2.475). A very high percentage of general education teachers (85.1%) indicated disagreement on this item, and only 14.9 % of general education teachers indicated agreement. The result showed that majority of general education teachers (85.1%) believed SEN failing to catch up with their non-disabled peers on academic learning in general education classrooms.

Item Ta08 asked general education teachers to rate whether or not they believe SEN students probably develop learning skills more rapidly in general education classrooms than in special education classrooms (N=101, M=3.238). In total, 38.6 % of general education teachers indicated agreement on the statement, whereas 61.4 % of general education teachers indicated disagreement. The result showed that more than half of general education teachers (61.4 %) doubted SEN students can develop learning skills rapidly in general education classrooms than in special education classrooms.

Disagreement on Item Ta10 meant that general education teachers believed SEN students will be socially isolated by general education classroom students (N= 101, M= 3.248). More than half of participants (66.3 %) indicated disagreement on this item. The result showed that lack of social interaction between SEN students and their non-disabled peers still is a big concern in general education classrooms.

Descriptive analyses of administrators' attitudes toward inclusion. The descriptive statistics are presented in Table F4 (see Appendix F) where number of respondents, mean, standard deviation, and percentage of each answer are provided. The bold survey items in Table F4 indicated items coded in the reverse order, so that high Mean scores always meant

positive attitudes. The survey statements were grouped into three categories that include philosophical orientation, benefit to students with and without special needs and practical application. The responses for each category by item statement are summarized as the following.

Philosophical orientation. A philosophical orientation toward inclusion was addressed by items Aa13 on the Administrators' survey (Appendix B). Disagreement on Item Aa13 meant that administrators believed the policy of inclusion is fine in theory but does not work in practice (N=61, M=4.000). Only 32.8 % of administrators indicated that they 'somewhat disagreed,' 'disagreed' or 'strongly disagreed' with this item. More than half of administrators (67.2%) indicated their agreement. The result showed that more than half of administrators tended toward regarding inclusion as a practical policy.

Practical application. This category groups questions about administrators' perceptions of practical applications of inclusion on the Administrators' survey (i.e., Items Aa02, 04, 05, 07, 09 and 12). Disagreement on Item Aa02 meant that the administrators believed SEN students will lower the quality of instruction to all students in the general education classrooms (N=63, M=2.778). A total of 69.7 % of administrators indicated that they 'somewhat disagreed,' 'disagreed' or 'strongly disagreed' with this item.

Disagreement on Item Aa04 meant that administrators believed SEN students included in general education classroom put an extra burden on general education teachers (N=62, M= 2.597). In total, 80.6 % of administrators indicated disagreement on the statement including 32.7% 'disagree', while 19.4 % of administrators indicated agreement on this item. The results showed that majority of administrators believed SEN students in the general education classroom put an extra burden on general education teachers.

Item Aa05 asked administrators to rate whether or not they believe SEN students in the general education classrooms will not affect the educational achievement of non-disabled students (N=63, M=4.714). This statement had pretty high mean score (M=4.714) with 82.5% of administrators indicating that they 'somewhat agreed,' 'agreed' or 'strongly agreed' with the statement. It should be noticed that near half of participants (46.0%) 'agreed' and no administrators 'strongly disagreed' with this item.

Item Aa07 asked administrators to rate whether or not they believe general education teachers are primarily responsible for helping SEN students get involved in the general education classroom (N=63, M=3.984). More than half of administrators (60.3%) indicated that they 'somewhat agreed,' 'agreed' or 'strongly agreed' with the statement. The result showed that more than half of administrators answering questionnaire considered general education teachers should be responsible for helping SEN students get involved in general education classrooms.

Disagreement on Item Aa09 meant that administrators believed special education teachers do better teaching SEN students than general education teachers (N=63, M= 1.937). This item had the lowest mean score (M= 1.937) with 93.6% of administrators indicating disagreement. The result showed that administrators worried about general education teachers' competence on teaching SEN students in general education classrooms.

Disagreement on Item Aa12 meant that administrators believed including SEN students is unfair to general education teachers who already have a heavy workload (N=63, M= 3.730). In total, 58.8 % of administrators indicated disagreement on the statement, while 41.2 % of administrators indicated agreement on this item. The result showed that more than half of administrators believed including SEN students is unfair to general education teachers.

Benefit to students with and without special needs. This category of questions on the Administrators' survey focused on the benefits of inclusion for students with and without special needs (i.e., Items Aa01, 03, 06, 08 and 10). Item Aa01 asked administrators to rate whether or not they believe including SEN students in general education classrooms increases the interaction between SEN students and their non-disabled peers (N=101, M=4.376). This statement had the highest mean score (M= 5.111) with 98.5% of administrators indicating that they 'somewhat agreed,' 'agreed' or 'strongly agreed' with the statement.

Aa03 asked administrators to rate whether or not they believe non-disabled students socially benefit from interaction with SEN students in general education classrooms (N=63, M=5.000). This item had the high mean (M=5.000) with 96.8% of administrators indicating their agreement with the statement.

The results of Aa01 and Aa03 showed that majority of the administrators answering questionnaires acknowledged the benefit of social interaction between SEN students and their non-disabled peers in general education classrooms.

Disagreement on Item Aa06 meant that the participants believed SEN students can not make adequate academic progress in general education classrooms (N=63, M=3.206). More than half of administrators (63.4%) indicated disagreement on this item.

Item Aa08 asked participants to rate whether or not they believe SEN students probably develop learning skills more rapidly in general education classrooms than in special education classrooms (N=63, M=4.016). In total, 66.6 % of administrators indicated agreement on the statement, whereas 33.4 % of administrators indicated disagreement. The

result showed more than half of administrators (66.6 %) believed SEN students can develop learning skills rapidly in general education classrooms than in special education classrooms.

Disagreement on Item Aa10 meant that the participants believed SEN students will be socially isolated by general education classroom students (N= 63, M= 3.889). More than half of administrators (57.1 %) indicated disagreement on this item. The result showed that lack of social interaction between SEN students and their non-disabled peers still is a big concern in inclusion in Taiwan.

Summaries of descriptive analyses of attitudes toward inclusion.

Philosophical orientation. In general, non-disabled students held positive attitudes toward inclusion, they believed that SEN students have a fundamental right to be educated with them in general education classrooms regardless of whether the behavioral problems of SEN students (Item Sc05 and Sc02) might interfere with the classroom climate and/or learning. Administrators were more supportive to inclusion policy than general education teachers (Item Ta12 and Aa13). Also, more than half of general education teachers regarded inclusion as an impractical policy (Item Ta12).

Practical application. All participant groups (non-disabled students, parents of SEN students, general education teachers and administrators) agreed that special education teachers are more capable of teaching SEN students (Item Sa06, Pa09, Ta09 and As09). Also, general education teachers and administrators believed that SEN students put extra burden on general education teachers, whereas ranking for parents of SEN students were evenly mixed between agreement and disagreement. It should be noticed that more than half of educators (general education teachers and administrators) believed that SEN students will

lower the quality of instruction in general education classrooms (Item Ta02 and As02). However, more than half of all participant groups (non-disabled students, parents of SEN students, general education teachers and administrators) believed that including SEN students into general education classrooms won't affect the education achievement of non-disabled students (Item Sa04, Pa05, Ta05 and Aa05).

Benefit to students with and without special needs. Overwhelmingly, non-disabled students, parents of SEN students, general education teachers and administrators held positive attitudes toward the increasing interaction between SEN students and their non-disabled peers (Item Sa01, Pa01, Ta01 and As01). Also, parents of SEN students highly concurred on that their child can develop learning skills and benefit from positive examples of their non-disabled peers in general education classrooms (Pa08 and Pa12). Concernedly, more than half of general education teachers and administrators believed that SEN students won't make adequate academic progress in general education classrooms (Item Ta06 and Aa06). However, parents of SEN students were more positive toward academic achievement their child made in general education classrooms (Pa06). The ranking of non-disabled students (Sa05) were evenly mixed between agreement and disagreement. Further, more than half of each participant group (non-disabled students, parents of SEN students, general education teachers and administrators) believed that SEN students will be isolated in general education classrooms (Sa07, Pa10, Ta10 and Aa10). While the social benefit of inclusion is acknowledged, more than half of participants were still pessimistic about SEN students being able to catch up with their non-disabled peers in academic learning, and believed that SEN students get isolated in general education classrooms.

Between group analyses of educators' attitudes toward inclusion. The responses to items on General Education Teachers' survey and Administrators' survey were analyzed using Kruskal-Wallis one-way analysis of variance test to compare general education teachers' and administrators' attitudes on the 12 parallel statements on each survey regarding inclusion. Because the data in this study was gathered using a Likert scale items were ordinal in nature and the number of respondents across groups was not equivalent and randomly selected which violates the normal assumptions required for regular parametric statistical analyses. Therefore, the researcher was proceeding under the assumption that nonparametric analyses were more appropriate. In this study, Kruskal-Wallis was used to identify any statistically significant differences between the two groups. The independent variables were general education teachers and administrators, and the dependent variables were the 12 parallel statements on each survey. An alpha level of $p=0.05$ was set for the statistical test. As shown in Table 4.59, the Kruskal-Wallis test indicated that 9 out of 12 statements were significantly different between general education teachers and administrators. These results indicated that there is a significant difference in attitudes toward inclusion between general education teachers and administrators.

Table 4.59

Results of Kruskal-Wallis on Educators' Attitudes toward Inclusion

Survey Item	Chi-Square	df	Sig	Comparison between Mean Scores of Administrators and General Education Teachers
Aa13/Ta12: The policy of inclusion is fine in theory but does not work in practice.	19.088	1	.000*	4.000 > 3.071
Aa02/Ta02: I believe SEN students will lower the quality of instruction to all students in the general education classroom.	6.319	1	.012*	2.778 < 3.238
Aa04/Ta04: I believe SEN students included in the general education classroom puts an extra burden on general education class teachers.	.387	1	.534	
Aa05/Ta05: I believe including SEN students into the general education classroom will not affect the educational achievement of students without disabilities.	2.897	1	.089	
Aa07/Ta07: I believe general education class teachers are primarily responsible for helping SEN students get involved in the general education classrooms.	6.816	1	.009*	3.984 > 3.406
Aa09/Ta09: I believe special education teaching is better done by special education teachers than by general education teachers.	.117	1	.732	
Aa12/Ta11: Including SEN students is unfair to general education teachers who already have a heavy work load.	7.632	1	.006*	3.730 > 3.172
Aa01/Ta01: I believe placement in general education classrooms increase	21.938	1	.000*	5.111 > 4.376

Survey Item	Chi-Square	df	Sig	Comparison between Mean Scores of Administrators and General Education Teachers
the interaction between SEN students and their peers without disabilities.				
Aa03/Ta03: I believe students without disabilities socially benefit from interacting with SEN students in the general education classrooms.	11.467	1	.001*	5.000 > 4.475
Aa06/Ta06: I believe SEN students cannot make adequate academic progress when they are included in the general education classrooms.	15.302	1	.000*	3.206 > 2.475
Aa08/Ta08: I believe SEN students probably develop academic skills more rapidly in special classrooms than in general education classrooms.	14.278	1	.000*	4.016 > 3.238
Aa10/Ta10: I believe SEN students will be socially isolated by general education classroom students.	10.997	1	.001*	3.889 > 3.248

*p < .05

Summary of between group analyses of educators' attitudes toward inclusion. The results of the analysis indicate that the educators' attitudes toward inclusion differ based upon their roles and a real practice of inclusion in general education classrooms. It is clear that general education teachers and administrators had more significant differences on Item Aa13/ Ta12, Item Aa01/Ta01, Aa06/Ta06 and Aa08/Ta08. The comparison between Mean scores between administrators and general education teachers indicated that administrators held more positive attitudes toward inclusion than general education teachers on the items mentioned above. The items included the feasibility of inclusion policy, the increasing interaction between SEN students and their non-disabled peers, the adequate academic

progress that SEN students can make in general education classrooms, and the belief that SEN students are able to develop academic skills more rapidly in general education classrooms. The potential reasons for these significant differences might be the accumulated daily experiences of general education teachers working with SEN students. General education teachers have more opportunities and experiences with SEN students, which brought them more insight and close observations in a real practice for inclusion. This result might imply that administrators were out of reach with classroom realities.

4.3.2 Research question 2 analyses. Research question 2: What factors (i.e. experience working with SEN students, years of education, family members with disabilities) are related to the attitudes of general education teachers, administrators, parents of SEN students and non-disabled students towards including SEN students in general education settings?

The data for research question 2 was gathered using demographic information on each questionnaire (Non-disabled Students' survey, Parents' of SEN students survey, General Education Teachers' survey and Administrators' survey). The participant responses (e.g., years of inclusion, education background, and in-service special education training hours) were collected as ordinal data for data analysis. Spearman's rho correlations were applied to identify relationships between participants' overall attitudes and the respondents' selected characteristics. The correlation r will always be between -1.0 and +1.0, in which $r > 0$ indicates positive relationship and $r < 0$ indicates negative relationship. The closer to $r = +1.0$ and $r = -1.0$, the greater is the strength of the relationship between the variables (Trochim & Donnelly, 2008).

Association of characteristics to attitudes. Spearman's rho correlations were computed to determine the relationship between four participant groups' attitudes and several selected characteristics in each questionnaire (Non-disabled Students' survey, Parents' of SEN students survey, General Education Teachers' survey, and Administrators' survey). A total of 323 correlation coefficients were computed for four groups including 77 for non-disabled students, 78 for parents of SEN students, 84 for general education teachers, and 84 for administrators. Only the results of Spearman's rho analysis are presented. Please check Table 4.60, 4.61, G1, and G2 for the correlation coefficients for each group (See Table G1 and G2 in Appendix G).

Non-disabled students. Spearman's rho correlations were computed to assess the relationship between non-disabled students' attitudes toward inclusion and 7 selected characteristics: (a) experience with inclusion; (b) experience with SEN students; (c) friends with special needs; (d) family members with special needs; (e) number of students with special in the class; (f) class size; and (g) feelings about inclusion. The results of Spearman's rho correlations were shown in Table 4.60. Overall, the results showed that the significant correlation coefficients between non-disabled students' attitudes and selected characteristics were mostly small. And the majority of significantly positive correlations were shown between non-disabled students' attitudes (Sa03, Sa04, Sa05, Sa07, Sc03, Sc05 and Sc08) and 'feelings about inclusion.'

Table 4.60

Association of Non-disabled Students' Characteristics to Attitudes (Non-disabled Students' Questionnaire)

Survey Item	category	Exp. w/ Inlus.	Exp. w/ SEN students	Friends with special needs	Family with special needs	# of students with special in the class	Class size	Feeling about inlus.
Sc02	PO	.059	-.185*	.215*	.025	.008	.131	.458**
Sc05	PO	.086	-.226**	.328**	.099	-.068	.030	.558**
Sa01	BS	.054	-.268**	-.302**	.120	-.128	.114	-.554**
Sa02	BS	.010	-.207*	-.266**	.133	-.136	-.106	-.502**
Sa05	BS	.009	-.162	.123	.088	-.059	-.047	.319**
Sa07	BS	-.120	-.167	.158	.004	-.021	-.050	.406**
Sa03	PA	-.050	-.069	.185*	.056	-.099	.058	.303**
Sa04	PA	-.111	-.055	.125	.132	-.138	.134	.316**
Sa06	PA	-.201*	-.068	.045	.041	-.074	-.018	.135
Sc03	PA	.053	-.143	.235**	.048	-.095	.049	.460**
Sc08	PA	.065	-.202*	.252**	-.082	-.054	-.053	.326**

Note. **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed). PO= philosophical orientation; BS= benefit to students with and without special needs; PA= practical application.

The majority of significantly negative correlations were shown between non-disabled students' attitudes (Sa01, Sa02, Sc02, Sc05 and Sc08) and 'experience with SEN students.' That indicated, non-disabled students who had more experience with SEN students tended to hold more negative attitudes toward inclusion. More specifically, non-disabled students having more experience with SEN students were less likely to support including SEN

students in general education classrooms, and believed that SEN students won't benefit from interaction with non-disabled peers, and that SEN students take up too much of the teacher's time.

It is interesting that 'having friends with disabilities' also correlated negatively with some items (Sa01 and Sa02), but significantly positive with other items (Sc03, Sc05 and Sc08). That is, non-disabled students having more friends with disabilities were more likely to disagree with the statement that SEN students socially benefit in general education classrooms. However, non-disabled students having more friends with disabilities positively supported inclusion of SEN students in the general education classrooms, and believed that SEN students would not place extra demands on the teacher's time.

Parents of SEN students. Spearman's rho correlations were computed to assess the relationship between attitudes of parents of SEN students toward inclusion and 6 selected characteristics: (a) parents' education background; (b) household annual income; (c) years of inclusion experience; (d) child's category of disabilities; (e) class size; and (f) feelings about inclusion. The results of Spearman's rho correlations were shown in Table 4.61. Overall, the results showed small, but significant correlation between attitudes of parents with SEN students and selected characteristics. A majority of items relevant to attitudes (Item Pa01, 02, 03, 06, 11, and 12) had significantly positive relationship with 'feelings about inclusion.'

Table 4.61

Association of Parents of SEN Students Characteristics to Attitudes (Parents' of SEN Students Questionnaire)

Survey Item	category	Parents' education background	Annual income	Years of inclusion experience	Child's category of disability	Class size	Feelings about inclusion
Pa04	PA	-.098	-.268*	-.047	-.042	.140	.008
Pa07	PA	-.265**	-.039	.066	-.136	.071	.231
Pa09	PA	.088	-.234	.041	-.040	.115	-.251*
Pa01	BS	.503	.124	-.063	.165	-.077	.363**
Pa02	BS	-.129	-.080	-.010	.115	-.190	.393**
Pa03	BS	-.243*	-.176	-.109	.074	.024	.351**
Pa05	BS	.013	.082	-.262*	.030	.018	.247*
Pa06	BS	-.111	-.146	-.178	.206	.060	.413**
Pa08	BS	-.040	.031	-.028	-.503	-.008	.163
Pa10	BS	.107	.128	-.245*	.226	-.195	.028
Pa11	BS	.041	.043	-.052	-.258*	-.019	.252*
Pa12	BS	-.056	-.050	-.120	-.146	-.060	.300*
Pc01	BS	.313**	.180	-.130	-.043	.080	.152

Note. **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed). BS= benefit to students with and without special needs; PA= practical application.

It should be noted that 11 out of 13 items relevant to attitudes of parents of SEN students correlated negatively with 'years of inclusion.' That indicated parents of SEN students whose child had more years in inclusive setting tended to hold more negative attitudes toward inclusion. Moreover, the correlations significant negatively ($r=-.254^*$) shown

between Item Pa10 and ‘years of inclusion’ indicated that the more years of inclusion their child had, the more likely they felt that SEN students experienced social isolation in general education classrooms.

Interestingly, some items (Pa04, 07, 02, 03, 06, 08 and 12) all correlated negatively with ‘parents’ education background’ and ‘household annual income’. That indicated parents of SEN students who had lower educational degree and annual income held more positive attitudes toward inclusion. Also, parents of SEN students having lower education background and household annual income were more likely to agree that their child will benefit socially and academically in the general education classroom.

General education teachers. Spearman’s rho correlations were computed to assess the relationship between general education teachers’ attitudes toward inclusion and 7 selected characteristics: (a) class size; (b) number of SEN students in their class; (c) years of service; (d) years of inclusion experience; (e) special education background; (f) in-service special education training hours and (g) feelings about inclusion. The results of Spearman’s rho correlations were shown in Table G1 (Appendix G). Overall, the results showed that the significant correlation coefficients between general education teachers’ attitudes toward inclusion and selected characteristics were mostly small.

The majority of items (10 out of 12) relevant to attitudes had significantly positive correlation with ‘feelings about inclusion.’ This result indicated that general education teachers holding more supportive attitudes toward inclusion held more positive attitudes toward inclusion on three categories of inclusion (philosophical orientation, benefit to student with and without special needs and a practical application). However, the only item (Ta02) having significantly negative correlation ($r = -.483^{**}$) with ‘feelings about inclusion’ indicated

that general education teachers feeling better about inclusion more likely believed SEN students in general education classrooms will lower the quality of instruction.

It should be noted that 10 out of 12 items relevant to attitudes of general education teacher showed the correlations negatively with 'class size.' This result might indicate that the bigger class size general education teachers served, the less positive attitudes toward inclusion they held.

Surprisingly, item (Ta11) had significantly negative correlation ($r=-.225^*$) with 'years of service.' The result indicated that general education teachers having the more teaching years more likely agreed with unfair workload they suffered involving SEN students in their classrooms.

Administrators. Spearman's rho correlations were computed to assess the relationship between administrators' attitudes toward inclusion and 7 selected characteristics: (a) school size; (b) number of SEN students in their school; (c) years of service; (d) years of inclusion experience; (e) special education background; (f) in-service special education training hours and (g) feelings about inclusion. The results of Spearman's rho correlations were shown in Table G2 (Appendix G). Overall, the results showed that the significant correlation coefficients between general education teachers' attitudes toward inclusion and selected characteristics were mostly small. More than half of items (7 out of 12) relevant to attitudes had significantly positive correlation with 'feelings about inclusion.'

It is noticed that more than half of items relevant to administrators' attitudes toward inclusion showed the correlations negatively with 'school size' and 'a number of SEN

students.’ The results indicated that administrators serving schools with more student population and more SEN student population held more negative attitudes toward inclusion.

Not surprisingly, Item Aa05 had significantly negative correlations ($p < .01$) with ‘school size’ ($r = -.473^{**}$) and ‘a number of SEN students’ ($r = -.471^{**}$). This result showed that administrators serving school with more student population and more SEN student population were more likely to believe SEN students negatively affecting non-disabled peers on educational achievement. Additionally, Item Aa03 had significantly negative correlations ($p < .05$) with ‘school size’ ($r = -.313^*$) and ‘a number of SEN students’ ($r = -.259^*$). This result showed that administrators serving school with more student population and more SEN student population were more likely to believe SEN students less socially benefit from interaction with non-disabled peers in general education classrooms.

Summaries of correlations between characteristics to attitudes. In summary, the association of four groups’ selected characteristics to attitudes toward inclusion from Spearman indicated most values were very small, only 61 significant correlation coefficients were found among 323 coefficients (37 correlations for $p < .01$ and 24 correlations for $p < .05$). Thus, attitudes of non-disabled students, parents of SEN students, general education teachers, and administrators toward inclusion were not strongly related to selected characteristics except ‘feelings about inclusion’ ‘Feelings about inclusion,’ the only one selected characteristic, had the most significantly positive correlations with the majority of items relevant to attitudes. This result indicated that participants in each group being more supportive to inclusion held more positive attitudes toward inclusion.

4.3.3 Research question 3 analyses. *Research question 3: What are the perceived barriers to including SEN students in general education settings identified by general education teachers, administrators, and parents of SEN students?*

The perceived barriers to including SEN students in general education settings were measured using four different questionnaires (Non-disabled Students' survey, Parents' of SEN students survey, General Education Teachers' survey and Administrators' survey). A 6-point Likert scale ("strongly disagree=1, disagree=2, somewhat disagree=3, somewhat agree=4, agree=5 and strongly agree=6") was used to gather the perceived barriers identified by non-disabled students, parents of SEN students, general education teachers, and administrators. Some items were coded in the reverse order, so that high Mean scores always meant positive tendency.

Descriptive analyses of participants' perceived barriers. The descriptive statistics are presented in Table H1 to H5 (see Appendix H) where number of respondents, mean, standard deviation, and percentage of each answer are provided. The questions of perceived barriers from four group questionnaires were group into 7 major categories, which included: (a) SEN students' experiences in general education classrooms; (b) learning support; (c) special education knowledge; (d) school accommodation; (e) classroom accommodation; (f) administrators' and general education teachers' support for inclusion; and (g) parents' willingness to support inclusion. The breakdown of each category by survey items are summarized as the following.

SEN students' experiences in general education classroom. This category reflected SEN students' experiences in general education classrooms rated by non-disabled students and parents of SEN students. The rate of each statement from non-disabled students' and

parents' of SEN students survey were separately shown on Table H1 and H2 (see Appendix H).

More than 60 percentage of non-disabled students indicated their agreement on SEN students receive accommodation and adaptations in their classrooms (Item Sc07). Briefly, the majority of non-disabled students indicated their strongly willingness to befriend, help, and involve SEN students in their classrooms (Item Sc01, 09, 10, 11, 12, 13, and 14). It is noticed that 91.2% of non-disabled agreed with the statement "I would stop people excluding or teasing SEN students" (Item Sc15). Only 35.3% of non-disabled students 'somewhat agreed', 'agreed' or 'strongly agreed' that SEN students perform bad in group activities in general education classrooms (Sc04).

In general, the majority of parents of SEN students agreed that their children with special needs had good adjustment in general education classrooms, and responded that their children liked going to general education classrooms (Item Pc04). They also reported that their children felt comfortable in general education classrooms (Item Pc05), and were accepted by their non-disabled peers (Item Pc10).

It should be noticed that 43.7 % of parents of SEN students indicated less accomplishes their children achieved in general education classrooms (Item Pc11), and 55.6 % revealed their children never met non-disabled peers outside school hours (Item Pc14). Concernedly, more than one-third of parents of SEN students indicated that their children with special needs experienced exclusion and being ridiculed by their non-disabled peers in general education classrooms (Item Pc07 and Pc08).

Learning support. This category reflected learning support in general education classrooms SEN students received. The statements of the category were rated by administrators and parents of SEN students. The rate of each statement on Administrators' and Parents' of SEN students survey was separately shown on Table H3 and H4 (see Appendix H).

Administrators were asked to rate their efforts made for developing supportive environment for SEN students in general education classrooms (see Table H3 in Appendix H). In general, almost 100% of administrators indicated their agreement on each statement relevant to this category. The results showed administrators' high advocacy on supporting and developing a welcome and effective learning environment in general education classrooms for SEN students.

Parents of SEN students were asked to rate whether or not general education teachers can provide a supportive learning environment for SEN students in general education classroom (see Table H4 in Appendix H). Briefly, the majority of parents of SEN students (more than 90%) indicated that general education teachers did a good job on supporting SEN students' learning in different way, making good accommodations, using cooperative learning activities and creating a welcome environment in inclusive settings. Compared with high percentage of agreements (more than 90%) on some items, these two items relatively got less percentage of agreements on 'general education teacher's willingness to provide their child extra time for individual assistance' (86.55%), and 'being able to differentiate instruction and incorporate special strategies for their child' (71.6%).

Special education knowledge. This category reflected special education knowledge the participants (non-disabled students, general education teachers and administrators) while answering the survey. The result was shown on Table H5 (see Appendix H).

Item Sb01/Tb01/Ab01 asked participants to rate whether or not they understand the various categories of disability under the TSEA. A total of 83.4% of non-disabled students indicated that their homeroom teacher has taught them the category of disability under the TSEA corresponding to the category the SEN student identified in their class. A total of 83% of the general education teachers rated 'somewhat agree', 'agree' and 'strongly agree' on this statement. The majority of administrators (96.8%) showed also their agreement on this item.

Item Sb02/Tb02/Ab02 asked participants to rate whether or not they understand characteristics of each disability category. A total of 84.8% of non-disabled students responded that their homeroom teacher has taught them the characteristics of disability category the SEN student identified. A total of 76.3% of general education teachers rated 'somewhat agree', 'agree' and 'strongly agree' on this statement. The majority of administrators (90.3%) showed their agreement on this item.

Item Sb03/Tb03/Ab03 asked participants to rate whether or not they understand the cause of disability for each category under the TSEA. A total of 76.1% of non-disabled students responded that their homeroom teacher has taught them the cause of disability for the category the SEN student identified. A total of 67% of the general education teachers rated 'somewhat agree', 'agree' and 'strongly agree' on this statement. The majority of administrators (83.3%) showed their agreement on this item.

The results showed that the general education teachers gained the lowest mean scores on each question in this category. However, administrators gained the highest mean scores on each question.

Table 4.62 displayed the results of Kruskal-Wallis regarding special education knowledge among three groups. The results revealed that 3 out of 3 items were rated statistically significantly different among the three groups.

Table 4.62

Kruskal-Wallis Results of Special Education Knowledge across Groups

Survey Item	Chi-Square	df	sig
Sb01/Ab01/Tb01: I understand the various categories of disability under the TSEA.	18.630	2	.000*
Sb02/ Ab02/Tb02: I understand the characteristics of each disability category.	25.388	2	.000*
Sb03/ Ab03/Tb03: I understand the cause of disability for each category under the TSEA.	24.224	2	.000*

*p<.05

The results of Mann-Whitney U analysis used as the post-hoc test to determine how the statistical differences existed between groups for a total of three comparisons were presented in Table 4.63.

Table 4.63

Mann-Whitney Results of Special Education Knowledge between Groups

Survey Item	Administrators + General Educations Teachers		Administrators + Non-disabled Students		General Educations Teachers + Non- disabled Students	
	Mann- Whitney U	Sig	Mann- Whitney U	Sig	Mann- Whitney U	Sig
Sb01/Ab01/Tb01: I understand the various categories of disability under the TSEA.	1925.500	.000*	3927.500	.294	5330.500	.001*
Sb02/ Ab02/Tb02: I understand the characteristics of each disability category.	2130.000	.000*	3880.000	.273	4567.500	.000*
Sb03/ Ab03/Tb03: I understand the cause of disability for each category under the TSEA.	2140.500	.000*	3814.500	.206	4547.500	.000*

*p<.017

The results showed that there were statistically significant differences found on 6 out of 9 items. It is clear that non-disabled students and administrators had similar level on special education knowledge they had. And, obviously, general education teachers showed less confidence on special education knowledge they had. The plausible explanation might be the different standard participants of each group held to evaluate how well they understood special education knowledge.

School accommodation. This category reflected school accommodation administrators made for involving SEN students in their schools. The results were shown on Table H6 (see Appendix H).

Overwhelmingly, all administrators' responses were distributed between 'agree' and 'strongly agree.' Item Ac11 had the lowest mean score (M=4.700), in which 88.3% of administrators indicated that volunteers were used to support SEN students in the general education classroom. Similarly, 88.6% of administrators responded that teacher aides were used to support SEN students in general education classrooms (Item Ac10).

Overwhelmingly, more than 95% of administrators' responses were distributed between 'agree' and 'strongly agree' on each statement below. The result showed that administrators highly put their efforts on developing satisfying school for inclusion. The result also revealed that administrators considered general education teachers' willingness for assignments of SEN students. Administrators also reported that they supported applying funding for promoting physical environment and assistive technology to meet the needs of SEN students. They also supported using alternative assessment instead of school standard test for evaluating SEN students' academic performance.

Classroom accommodation. This category reflected classroom accommodation general education teachers made for involving SEN students in their classrooms. All questions relevant to this category in three separate surveys were rated by non-disabled students, parents of SEN students and general education teachers. The results of questions were shown on Table H7 (see Appendix H).

Item Pd01/Sd01/Td01 asked participants (non-disabled students, parents of SEN students, and general education teachers) to rate whether or not SEN students are positioned so that they can see and participate in what is going on. The majority of participants (84.9% of non-disabled students, 89.1% of parents of SEN students, and 95% of general education teachers) indicated 'somewhat agree', 'agree', or 'strongly agree' on this statement.

Item Pd0/Sd02/Td02 asked participants (non-disabled students, parents of SEN students, and general education teachers) to rate whether or not SEN students are positioned so that classmates and teachers may easily interact with them. The result showed that the majority of participants (89.1% of non-disabled students, 87.8% of parents of SEN students, and 91% of general education teachers) ‘somewhat agreed,’ ‘agreed,’ or ‘strongly agreed’ with this statement.

Item Pd03/Sd03/Td03 asked participants (non-disabled students, parents of SEN students, and general education teachers) to rate whether or not the homeroom teacher establishes clear routines for SEN students to easily follow. The majority of participants (89.1% of non-disabled students, 90.5% of parents of SEN students, and 93% of general education teachers) indicated ‘somewhat agree,’ ‘agree,’ or ‘strongly agree’ on this statement.

Item Pd04/Sd04/Td04 asked participants (non-disabled students, parents of SEN students, and general education teachers) to rate whether or not the homeroom teacher establishes brief, specific, and clearly-understood classroom rules. The result showed that the majority of participants (88.0% of non-disabled students, 95.6% of parents of SEN students, and 100% of general education teachers) ‘somewhat agreed,’ ‘agreed,’ or ‘strongly agreed’ with this statement.

Table 4.64 displayed the results of Kruskal-Wallis regarding classroom accommodation among three groups. The results revealed that 2 out of 4 items were rated statistically significantly different among the three groups.

Table 4.64

Kruskal-Wallis Results of Classroom Accommodation across Groups

Survey Item	Chi-Square	df	sig
Td01/Pd01/Sd01: SEN students are positioned so that they can see and participate in what is going on.	1.781	2	.410
Td02/Pd02/Sd02: SEN students are positioned so that classmates and teachers may easily interact with them.	10.653	2	.005*
Td03/Pd03/Sd03: I establish clear routines in nonacademic area for SEN students to easily follow.	8.122	2	.017*
Td04/Pd04/Sd04: I establish brief, specific, and clearly-understood classroom rules.	3.957	2	.138

*p<.05

The results of Mann-Whitney U analysis used as the post-hoc tests to determine how the statistical differences existed between groups for a total of three comparisons were presented in Table 4.65.

Table 4.65

Mann-Whitney Results of Classroom Accommodation between Groups

Survey Item	General Educations Teachers + Parents		Parents + Non-disabled Students		General Educations Teachers + Non-disabled Students	
	Mann-Whitney U	Sig	Mann-Whitney U	Sig	Mann-Whitney U	Sig
Td01/Pd01/Sd01: SEN students are positioned so that they can see and participate in what is going on.	3394.500	.406	4540.000	.190	6675.500	.586
Td02/Pd02/Sd02: SEN students are positioned so that classmates and teachers may easily interact with them.	3536.500	.708	3910.000	.005*	5607.500	.010*
Td03/Pd03/Sd03: I establish clear routines in nonacademic area for SEN students to easily follow.	3495.000	.500	4308.500	.060	5524.000	.008*
Td04/Pd04/Sd04: I establish brief, specific, and clearly-understood classroom rules.	3293.000	.171	4412.000	.061	6566.000	.388

*p<.017

The results showed that there were statistically significant differences found on 3 out of 12 items. There were fewer significant differences when comparing non-disabled students and parents of SEN students, and non-disabled students and general education teachers in

their observation on how SEN students are positioned for easy interaction with their non-disabled peers. Additionally, there was less significant difference when comparing non-disabled students and general education teachers in their observation on whether or not homeroom teachers can establish clear and easy-follow routines in nonacademic area for SEN students. The potential reason for these significant differences might be non-disabled students had more time working with non-disabled students than general education teacher during school day including non-homeroom classes. Non-disabled students have more time to observe more details during non-academic classes on how often disabled-students get involved in group activities.

Educators' support for inclusion. This category reflected educators' support for involving SEN students in inclusive settings. All questions relevant to this category in three separate surveys were rated by general education teachers, administrators, and parents of SEN students. The results of descriptive statistics are shown on Table H8 to H10 (see Appendix H).

The results of this category generated by general education teachers were shown on Table H8 in Appendix H. The majority of general education teachers (more than 95%) expressed high supportive willingness to collaborate with special education teachers and other subject teachers for curriculum adaption and to communicate with parents of SEN students for counseling. They were also willing to share special education information with their students with and without special needs, parents with and without children with special needs and colleagues. It is noticed that compared to the items (Item Te01,02,04 and 05) with very high percentage of agreement above, other items (Item Te03, 06, and 07) showing relatively lower percentage of agreement. Averagely, 85% of general education teachers

indicated 'somewhat agree,' 'agree' or 'strongly agree' on the statements including 'helping fundraising for inclusion,' 'attending IEP meeting and collecting data regularly for IEP team to make program changes.'

Table H9 in Appendix H showed that nearly 100% of administrators indicated their responses on 'somewhat agree,' 'agree' or 'strongly agree' on each question relevant to this category.' The lowest mean score ($M=5.197$) was shown on Item Ae03, in which administrators expressed a relatively little bit lower willingness on 'helping the school with fundraising to support activities for SEN students.' In general, the majority of administrators (more than 95%) showed high willingness to support inclusion including 'helping fundraising,' 'encouraging collaborative teaching,' 'sharing special education information,' and 'attending IEP meetings.'

Questions in this category (see Table H10 in Appendix H) asked parents of SEN students to rate whether or not their child's general education did something supportive to inclusion. More than 90% of parents of SEN students responded 'somewhat agree,' 'agree,' and 'strongly agree' on most statements (Item Pe01 to Pe09). The results showed that general education teachers can collaborate with other subject teachers to support SEN students and pass on information and special education knowledge parents of SEN students need. They also reported that general education teachers can share their thoughts and opinions about SEN students with their parents, help fundraising, and counsel parents of SEN students. Item Pe10 showing the lowest mean score ($M=4.704$) indicated that only 88.7% of parents of SEN students agreed a general education teacher is willing to attend IEP meeting and share opinions for better IEP development.

Table 4.66 displays the results of Kruskal-Wallis regarding educators' support on the mutual questions on three separate surveys among three groups. The results revealed that 6 out of 6 items were rated statistically significantly different among the three groups.

Table 4.66

Kruskal-Wallis Results of Educators' Support for Inclusion across Groups

Survey Item	Chi-Square	df	sig
Te01/ Ae01/Pe01: I am willing to share thinking, opinions, or observations about SEN students' learning with special teachers for curriculum adaption.	28.923	2	.000*
Te02/ Ae02/Pe02: I am willing to educate and collaborate with other subject teachers to support SEN students.	46.691	2	.000*
Te03/ Ae03/Pe03: I am willing to help the school with fund raising to support activities for SEN students.	20.215	2	.000*
Te04/ Ae04/ Pe05: I am willing to communicate with parents of SEN students for support and problem solving.	25.220	2	.000*
Te05/ Ae05/Pe06: I am willing to share special education related information with teachers, parents, and SEN students.	37.267	2	.000*
Te07/ Ae07/Pe10: I am willing to attend IEP meeting to share thinking, opinions, or observations about SEN student's learning and social interaction for better IEP development.	36.726	2	.000*

*p<.05

The results of Mann-Whitney U analysis used as the post-hoc test to determine how the statistical differences existed between groups for a total of three comparisons were presented in Table 4.67.

Table 4.67 *Mann-Whitney Results of Educators' Support for Inclusion between Groups*

Survey Item	Administrators + General Educations Teachers		General Educations Teachers + Parents of SEN students		Administrators + Parents of SEN students	
	Mann- Whitney U	Sig	Mann- Whitney U	Sig	Mann- Whitney U	Sig
Te01/Pe01/Ae01: I am willing to share thinking, opinions, or an observation about SEN student's learning with special teachers for curriculum adaption.	2014.500	.000*	3010.000	.031	1189.500	.000*
Te02/Pe02/Ae02: I am willing to educate and collaborate with other subject teachers to support SEN students.	1706.500	.000*	2668.500	.004*	878.500	.000*
Te03/Pe03/Ae03: I am willing to help the school with fund raising to support activities for SEN students.	1886.000	.000*	3264.500	.724	1344.500	.000*
Te04/Pe05/Ae04: I am willing to communicate with parents of SEN students for support and problem solving.	2089.500	.000*	3034.500	.053	1238.000	.000*
Te05/Pe06/Ae05: I am willing to share special education related information with teachers, parents, and SEN students.	1833.000	.000*	2980.000	.028	1066.000	.000*
Te07/Pe10/Ae07: I am willing to attend IEP meeting to share thinking, opinions, or observations about SEN student's learning and social interaction for better IEP development.	1468.000	.000*	3221.500	.271	1229.500	.000*

*p<.017

The results showed that there were statistically significant differences found on 13 out of 18 items. There were significant differences when comparing administrators and general education teachers, and administrators and parents of SEN students in their thoughts on efforts educators put to support inclusion. Additionally, there was less significant difference when comparing general education teachers and parents of SEN students on whether or not general education teachers can collaborate with other subject teachers to support SEN students. The potential reason for these significant differences might be administrators who are busy coping with different school affairs and administrative documents, and they seldom directly communicate with general education teachers and parents of SEN students for a real practice of inclusion. Less attention and concerns administrators put in implementing inclusion leads to a gap of opinions between administrators and first-line people (general education teachers and parents of SEN students). Unlike general education teachers who have to deal with students during long school day and parents of SEN students who struggle for making their days with their children easy, administrators are more optimistic on how they can achieve ideal inclusion and express more willingness to support inclusion.

Parents' willingness to support inclusion. Questions relevant to this category on parents' of SEN students survey were addressed through Items Pf01 to Pf08. The result of descriptive statistics is presented in Table H11 (see Appendix H).

Overwhelmingly, more than 90% of parents of SEN students indicated 'somewhat agree,' 'agree,' and 'strongly agree' on some items (Item Pf06 to Pf08). This result showed that parents of SEN students were highly willing to attend IEP meeting, cooperating with school to cope with their child's problems, and contribute to school activities related to inclusion.

The majority of parents of SEN students (more than 90%) also showed their satisfactions with the parent-teacher cooperation and the quality of education their child received in general education classrooms. However, relatively less percentage of parents of SEN students (around 85%) indicated their agreement on some items (Item Pf01 to Pf03), in which they less felt that school accepted their view and tried to comply with their wishes, and less satisfied with the passing on of information helpful and critical.

Summaries of descriptive analyses of perceived barriers to inclusion.

SEN students' experiences in general education classroom. The majority of parents of SEN students agreed that their children with special needs had good adjustment and enjoyed their learning in general education classrooms. Similarly, the majority of non-disabled students expressed that they were willing to befriend and help involved SEN students in general education classrooms. Concernedly, the result also showed there were a certain number of SEN students experiencing exclusion in general education classrooms and never meeting non-disabled peers outside school hours.

Learning support. The majority of administrators expressed that they put a lot of efforts on creating welcome and effective learning environment for SEN students. Also, parents of SEN students admired general education teachers doing a good job on supporting their child with special needs to learn in different ways in general education classrooms. However, some of parents of SEN students expressed that general education teachers were less willing to spend extra time for assisting their children and incapable of differentiating instruction and adopting special strategies for their children.

Special education knowledge. The majority of participants from three groups (administrators, general education teachers, and non-disabled students) were confident of special education knowledge they possessed. The majority of non-disabled students expressed that their general education teachers taught them special education knowledge relevant to SEN students included in their classes.

School accommodation. The majority of administrators were highly confident of their efforts on school accommodation made for implementing inclusion. They took account of general education teachers' willingness for SEN students' assignment, helping fundraising for better inclusion environment, and supported using alternative assessment for evaluating SEN students' academic performance. Concernedly, the results also revealed that volunteers and teacher aides were less used to support SEN students in general education classrooms.

Classroom accommodation. The results of responses from three groups (non-disabled students, parents of SEN students, and general education teachers) showed consistency on agreements that general education teachers did good job on making classroom accommodation for including SEN students in general education classrooms. The majority of participants (non-disabled students, parents of SEN students, and general education teachers) agreed that SEN students were positioned for easy interaction with non-disabled peers and teachers. The general education teachers were also reported to be able to set clear and easy-follow-up classroom rules and routines for SEN students. The potential reason for fewer significant differences existing between groups (non-disabled students and general education teachers, and non-disabled students and parents of SEN students) might be non-disabled students had more close observation than parents of SEN students and general education teachers on different learning scenes during whole schooldays.

Educators' support. The results of responses from three groups (administrators, general education teachers, and parents of SEN students) showed consistency on agreements. The results showed that educators was able to positively support inclusion by helping fundraising, encouraging collaborative teaching, sharing special education information and attending IEP meetings. The possible reason for statistically significant differences existing between groups (administrators and general education teachers, and administrators and parents of SEN students) might be administrators lacked a profound understanding on what first-line teachers and parents of SEN students struggled for in inclusive settings. They contributed less time and put less attention than general education teachers on a real practice of inclusion due to their busy schedule, which led to overestimate their efforts on the implementation of inclusion.

Parents' willingness to support inclusion. The majority of parents of SEN students were satisfied with the parent-teacher cooperation and the quality of education their child with special needs received in general education classrooms. They also showed a strong willingness to support inclusion by attending IEP meetings, cooperating with schools to cope with their children's problems, and contributing to school activities for inclusion. Only few of parents of SEN students expressed that schools less accepted their view toward inclusion and tried to comply with their wishes. Also, some parents of SEN students hope that school should do better on passing on information helpful and critical.

4.3.4 Research question 4 analyses. *Research question 4: What specific social integration skills do general education teachers use to help students with and without special needs build positive relationship with peers in order to more fully participate in lessons and class activities?*

Research question 4 was measured using General Education Teachers' survey. A 6-point Likert scale ("strongly disagree=1, disagree=2, somewhat disagree=3, somewhat agree=4, agree=5 and strongly agree=6") was used to gather which social integration skills adopted by general education teachers to stimulate interaction and positive relationship between SEN students and their non-disabled peers in general education classrooms.

Descriptive analyses of social integration skills adopted. The descriptive statistics are presented in Table I (see Appendix I) where number of respondents, mean, standard deviation, and percentage of each answer are provided. The survey questions were grouped into four categories: peer acceptance, peer tutoring, social skills, and curriculum.

Generally, 11 out of 15 questions reached more than 4.5 on mean score. Only 4 items got below 4.5 on mean score. With high agreement on items having more than 4.5 mean scores, the results showed that most general education teachers satisfied with their efforts put on social integration skills they adopted.

Summaries of descriptive analyses of social integration skills adopted by general education teachers.

Peer acceptance. In general, the majority of general education teachers (more than 95%) indicated that they could create an accepting environment by encouraging non-disabled students to interact and support SEN students in general education classrooms. However, only 84% of general education teachers thought that SEN students receive accommodations and adaptations in their classrooms (M=4.270). The potential reason for this result might be that general education teachers lack time and resources to support SEN students in their classrooms. Without adequate supports from general education teachers,

SEN students in general education classrooms have problems catching up academic learning, can not get involved into class activities, and fail to be a member of the class community.

Peer tutoring. Overwhelmingly, more than 95 % of general education teachers responded that they used peer-tutoring to help SEN students get involved in the general education classroom. Usually, general education teachers would establish a procedure for peer-tutoring training to instruct non-disabled students on how to model effective learning skills and appropriate behavior for SEN students.

Social skills. A very high percentage of general education teachers (more than 98%) indicated that they taught students with and without disabilities the social skills needed to interact with each other. Also, they supported SEN students in applying the social skills learned in group activities.

Curriculum. A majority of general education teachers (93%) indicated that they provide extra teacher time for assisting SEN students. Further, only 86% of general education teachers differentiated instruction to the level of SEN students. Compared with other categories getting very high percentage of agreement, relatively less general education teachers indicated that they provided relevant information in classes or incorporated relevant topics into the curriculum.

4.3.5 Open-ended statement analyses. Two open-ended questions were inserted at the end of the General Education Teacher, Administrator and Parents of SEN students' surveys. An open-ended statement was designed to give each participant an equal opportunity to provide deeper thoughts and comments personally regarding issues related to

inclusion. A total of 75 participants responded to open-ended questions. 75 participants responded to open-ended question 2, but only 53 participants responded to open-ended question 1. The responses to these two open-ended questions were then coded and organized by theme frequency.

Experiences and feelings about inclusion. The first open-ended question in each questionnaire (General Education Teachers' survey, Administrators' survey and Parents' of SEN students survey) was designed to ask participants about their experiences and feelings toward inclusion. A total of 62 comments received from 53 participants (Table 4.68) were related to: (1) the social benefits of inclusion (N=20); (2) conditional support for inclusion according to the categories and degrees of disability (N=19); (3) concerns for acceptances and positive attitudes of general education teachers and non-disabled students (N=11); (4) the need for flexible pull- out programs (N=5); (5) poor peer relationships between students with and without special needs (N=4); and (6) concerns for SEN student's academic progress in general education classrooms (N=3).

Table 4.68

Frequency of Experiences with and Feelings about Inclusion

Categories	N of Comments from General Education Teachers	N of Comments from Administrators	N of Comments from Parents of SEN students	N of Total Comments
The social benefits of inclusion	8	5	7	20
Conditional support for inclusion according to the categories and degrees of disability.	11	6	2	19
Concerns about acceptance and positive attitudes of general education teachers and non-disabled students	4	2	5	11
The need for flexible pull- out programs	4	1	0	5
Poor peer relationships between students with and without special needs	2	0	2	4
Concerns for SEN student's academic progress in general education classroom	2	0	1	3
Total	31	14	17	62

The social benefits of inclusion. Most participants responded that involving SEN students in the general education classrooms socially benefits both non-disabled students and SEN students. One parent of a child with special needs wrote: my child learned how he is supposed to behave based on examples that were set for him and a daily basis interacting with non-disabled peers. He has become accustomed to get along with non-disabled peers in an inclusive setting. One teacher also responded that SEN students are able to develop better social skills through examples; simultaneously, non-disabled students can also develop better social skills and empathy by being in classrooms with SEN students. He admired that both students with and without special needs are socially benefited in inclusive settings. Some administrators revealed that SEN students involved in general education

classrooms will be better prepared to fit in our society well in the future due to their exposure to non- disabled children. They believed that SEN students in general education classrooms can learn how to act expectantly in a real practice.

Conditional support for inclusion according to the categories and degrees of disability. Most participants admitted that the authority should take type and degree of disability into account when include SEN students in general education classes. Some educators believed that not all SEN students can fit in general education classrooms. They also showed their disagreement on putting students with moderate to severe disability across all disability types into general education classrooms. Some participants suggested that the appropriate placement for students with different types of mild disabilities is a part-time general education class with pull-out program based on individual special needs.

Concerns about acceptance and positive attitudes of general education teachers and non-disabled students. Most participants expressed whether inclusion succeeds or not depends upon the acceptance and positive attitudes of general education teachers and non-disabled students. One parent of an SEN student showed that that his child with special needs likes going to school, and feels involved in the general education classroom. Additionally, one teacher wrote that I can not guarantee there is no exclusion of SEN students in my classroom, but I know most non-disabled students in my classroom has tried hardly to befriend with their peers with special needs.

Some participants indicated that flexible pull-out programs are needed. They revealed that SEN students get more assistance on academic learning within pull-out programs, and have more confidence on curriculum designed fitting their level. Also, some participants expressed their concerns on the poor peer relationships between SEN students and their non-

disabled peers they observed. Few participants responded that SEN students suffer from being left behind the class and feel less confident on their academic performance in general education classrooms.

Changes necessary for the current system for a better practice in inclusion. The second open-ended question in each questionnaire (General Education Teachers' survey, Administrators' survey and Parents' of SEN students survey) was designed to ask participants about what changes would be necessary in current educational system for a better practice in inclusion. A total of 129 comments given from 75 participants (see Table 4.69) were related to: (1) the need for support and cooperation (N=48); (2) the need for professional knowledge and training (N=32); (3) the need for propagating inclusion concepts and special education knowledge (N=27); and (4) the need for a better school accommodation (N=22).

Table 4.69

Frequency of Changes Necessary for the Current System for a Better Practice in Inclusion

Categories	N of Comments from General Education Teachers	N of Comments from Administrators	N of Comments from Parents of SEN students	N of Total Comments
The need for support and cooperation (positive attitude toward inclusion)	23	16	9	48
The need for professional knowledge and training for educators	14	16	2	32
The need for propagating inclusion concepts and special education knowledge for general public	9	10	8	27
The need for better school accommodation (more equipment and personnel)	12	8	2	22
Total	58	50	21	129

The need for support and cooperation. This category collected comprehensively responses focusing on support and cooperation among general education teachers, special education teachers and administrators for providing high quality inclusion to SEN students in general education classrooms. The majority of responses indicated that lack of cooperation among educators' makes SEN students struggle with inconsistency of school learning. One parent of SEN student responded that subject teachers have problem understanding his child with autism, and his child has hard time working with subject teachers who do not know about autism. She suggested that general education teachers and

special education teachers should share subject teachers some information relevant to SEN students they mutually teach for better understanding SEN students. One general education teacher suggested that collaboration among subject teachers, homeroom teachers and special teachers to help SEN students learn in all subjects is needed, and pull-out program is not the only one solution. Also, some educators mentioned that family support and cooperation are critical for successful inclusion. One general education teacher responded that her efforts to help and teach SEN student in her classroom did not turn out the outcome as what she expected because parents did not care their child's learning.

The need for professional knowledge and training for educators. The majority of educators responded that they had hard time teaching SEN students and coping with their behavioral problems due to lack of professional knowledge and trainings. One general education teacher suggested that education board should provide more training session specific to the needs of elementary teachers, especially focusing on autism, ADHD and emotional disorder, the categories most teachers struggle with. Further, one parent indicated that general education teachers need more professional training to be capable of teaching SEN students. Additionally, some administrators suggested that mandatory 3-hour in-service special education workshop each school year is inadequate. Educators need professional agencies to provide a series of training for teachers and parents. These programs should be designed to meet the specific needs of the participants.

The need for propagating inclusion concepts and special education knowledge for general public. Most responses indicated that the attitude of general public toward people with disabilities is a critical component for successful inclusion. They also mentioned that most Taiwanese lack of special education knowledge and need more opportunities to know

the concepts of inclusion. One teacher indicated that the majority of parents of non-disabled students in her classroom do not know what inclusion is and how it benefits students with and without disabilities. Other teachers also responded that exclusion of SEN students exists due to the lack of understanding of SEN students. They also responded that people need to know more about special education. One mother responded that her child with hearing impairment will be treated kindly and have more friends if people are able to have more special education knowledge.

The need for better school accommodation. Some general education teachers suggested that alternative assessment and assessment modifications are needed for better understanding where SEN students exactly are, but administrators in their schools rejected to apply both ways. Also, some general education teachers mentioned they have no time modifying the curriculum to meet the needs of SEN students in their class. Additionally, some general teachers revealed that they did not have the numbers of students in their classrooms reduced when SEN students were placed in their classrooms. Some teachers indicated that they are stressful on teaching and coping with behavioral problems during the class due to the lack of teacher aids and volunteers to support SEN students in general education classrooms. Some administrators further responded that they do not have enough funding to reach assistive technology, equipment needed and to hire more professional personals to make up for workforce shortage in inclusion.

Chapter 5: Discussion

5.1 Introduction

The purpose of this study was to investigate: 1) attitudes of elementary administrators, general education teachers who have SEN students included in their classrooms, parents of SEN students in inclusive settings, and non-disabled students toward inclusion; 2) factors that may influence attitudes toward inclusion in four different samples such as experience with SEN students, and in-service special education training hours in/for? the year prior to the survey; 3) perceived barriers identified by administrators, general education teachers, and parents of SEN students in inclusive settings to including SEN students in general education classrooms; 4) social integration strategies general education teachers use to help students with and without special needs build positive relationship with peers. In this chapter, major findings, implications and recommendations for future research will be discussed, followed by a brief summary of conclusions.

5.2 Major Findings

5.2.1 Demographic information of the participants. The respondents in this study included 63 administrators (16.6 % of the sample), 101 general education teachers (26.7% of the sample), 74 parents of SEN students (19.5% of the sample), and 141 non-disabled students (37.2% of the sample).

Non-disabled students. The gender of participants was evenly distributed between male and female. All the non-disabled students had experience in inclusion. More than half of non-disabled students (66.7%) reported having some or a lot experience with people with disabilities. 56.8% of non-disabled students had friends with disabilities, and only 8.5% of

non-disabled students had family members with disabilities. The data showed that more than half of the non-disabled students were willing to befriend SEN students in their class even though only a few of them had family members with disabilities.

Parents of SEN students. 32.4% of the parents were male and 67.6% were female. More than half of the parents (60.8%) were in the age categories 36-40 and 41-45. Around 20% of the parents had obtained Bachelor's degree or above. 60.3% of parents' household annual income was less than NTD 500,000 (about \$ 16,600 USD). All the parents had experience of inclusion. The background information showed that the majority of parents did not obtain a Bachelor's degree and held low income. Therefore, there were less than half of parents reporting their child obtained therapies needed or after school activities. 25.7% of parents reporting their child having learning disability and 12.9% having autism. The learning disability and autism ratio in this study was similar to the 2013 education statistics (Ministry of Education, 2013f), which reported that a total of 29.8% of elementary students with disability had a learning disability and 12.2% had autism.

General education teachers. More than half of the general education teachers obtained a master's degree and above. 69.3% of the general education teachers had no special education background. Only 7.9% of the general education teachers indicated that they had no experience teaching an inclusive class. The majority of the general education teachers (70.3%) had more than 10 years' teaching experience. The data showed that the majority of general education teachers in this study were experienced educators in inclusion. The four most common disabilities general education teachers had serviced were learning disability (60.4%), intellectual disability (43.6%), emotional disorder (43.6%), and autism (30%). The majority of the general education teachers were in the in-service special

education training hour categories 1-5 (51.5%) and 6-10 (29.7%). The data showed that the majority of teachers met the special education training requirement (at least 3 hours per school year).

Administrators. The majority of the administrators (88.9%) obtained a master's degree and above. 52.4% of the administrators had no special education background. 54.0% of the administrators indicated that they had no experience of inclusion. The majority of the administrators (93.7%) had served more than 20 years. The data showed that the majority of administrators in this study were experienced educators, but more than half of them had no experience of inclusion. The majority of the administrators were in the in-service special education training hour categories 1-5 hours (30.2%) and 6-10 hours (50.8%). The data showed that the majority of administrators obtained the special education training each school year.

In general, the demographic information of the participants showed almost all of the participants had experience with inclusion. In particular, non-disabled students who had been fully exposed to inclusion, were more willing to accept and befriend SEN students in their class. Further, the majority of the educators had no special education background, but all of the educators reported that they met a yearly minimum in-service special education training requirement (at least 3 hours per school year) of special education related training.

Technically, special education training in Taiwan, including lectures delivered by experts or watching films related to specific category of disabilities, doesn't really help improve educators' abilities to effectively address problems met in inclusive settings. These passive modes of inservice delivery perpetuate an us versus them attitude with regards to students with disabilities and does little to inspire educators to advance the education of SEN students

in their classrooms. In addition, the majority of the parents of SEN students were reported to be less educated and came from lower income backgrounds. I concluded that parents with less education and low income might have less access to the resources that their children may need to be successful, may be less educated and therefore less informed about their children's educational rights, and tend to be more satisfied with the education their children received due to lack of information needed to review the quality of inclusive education being implemented in their child's classroom.

5.2.2 Findings on research question 1. In this study, the majority of participants in each group overwhelmingly supported the concept of inclusion and believed that both students with and without disability are socially benefited within inclusive settings. This finding is similar to the previous research indicating that administrators (Avissar, 2003; Barnett, 1998; Cook, 1999; Salisbury, 2006), general education teachers (Avramidis, Bayliss & Burden, 2000; Avramidis & Kayla, 2007; Avramidis, & Norwich, 2002; Chiner, & Cardona, 2013; De Boer et al., 2012a; Ojok & Wormnæs, 2013;), and parents (de Boer, Pijl, & Minnaert, 2010; Starr, 2012; Gasteiger-Klicpera et al., 2013; Leyser, 2004; O'Connor, 2007; Tichenor, Heins, & Piechura-Couture, 2000; Walker et al., 2012) generally understand the benefits of inclusion and hold positive attitudes toward inclusion. However, the educators' attitudes toward inclusion in this study differed based upon their roles and a real practice of inclusion. This finding, similar to the previous research in Taiwan (吳, 2004; 胡永崇, 蔡進昌, 陳正專, 2001; 汪惠玲, & 沈佳生, 2009; 呂淑芬, 林慧芬, & 張楓明, 2010; 林文田, 2007), also showed that administrators held more positive attitudes toward inclusion than general education teachers. The potential reasons for this significant difference might be general education teachers had more practical attitudes towards inclusion because of their

daily experience working with SEN students, and by observing these students. Also, facing a high level of pressure to meet the needs of SEN students in their classrooms, and having less in-service special education training hours might make general educational teachers hold less positive attitudes about inclusion. Additionally, in the open-ended statements on the questionnaire, educators indicated that there were more supportive of inclusion if the SEN students in their classrooms manifested fewer behavioral problems. These responses supported the previous research showing that teachers' attitudes toward inclusion appear to be influenced by the types of the disabilities and the degree of severity of students' disabilities (Avramidis, Bayliss, & Burden, 2000; Avramidis, & Kalyva, 2007; Avramidis, & Norwich, 2002; De Boer, Pijl, & Minnaert, 2011).

Several findings in this study imply a gap between positive attitudes toward inclusion and real application. The majority of participants in each group believed SEN students in general education classrooms put an extra burden on general education teachers. Also, more than half of educators thought that including SEN students in general education class is unfair to general education teachers. This finding implies that in a real practice, most of the educators do not fully embrace inclusion, and demonstrate a reluctance to include SEN students. It is clear that general education teachers who already have a heavy workload, being ill-prepared for teaching SEN students and not receiving adequate administrative support tend to perceive inclusion as a "burden."

Moreover, most of the participants worried about the competence of general education teachers to effectively teach SEN students in general education classrooms; even general education teachers themselves indicated their incapacity and unpreparedness for teaching SEN students in their classes. Previous research reveals that ill-prepared general

education teachers often fail to meet the needs of their SEN students (Allan, 2010; Chiner & Cardona, 2013; Meijer et al., 2007; Rose et al., 2010; Shevlin et al., 2013).

Although the social benefit of inclusion is to be highly commended, there were more than half of the participants in each group who still believed that SEN students would be isolated in the general education classroom. Some previous research also indicated that SEN students in general education classroom often had limited social relationships with their non-disabled peers, feeling isolated, and a lack of autonomy and engagement in learning activities (Frostand, 2007; Tetler & Baltzer, 2011). The potential reason might be that SEN students generally lack communicative skills and have problems solving conflicts, which make SEN students less accepted by their peers in general education classrooms.

In addition, the educators in this study believed that SEN students lower the quality of instruction in general education classroom. Not surprisingly, similar negative results were found in the previous research in China (Ellsworth, & Zhang, 2007). For example, Chinese parents in some large urban areas withdrew their non-disabled children from inclusive classes due to a fear that SEN students would delay or interfere with their children's learning (Ellsworth, & Zhang, 2007). However, more than half of the participants in each group in this study believed that including SEN students into general education classrooms would not affect the educational progress of non-disabled students. The result was contrary to the previous research (Cook & Semmel, 1999; Hyunsoo, 2005; Kim, 2013), which indicated that SEN students included in general education classrooms emphasizing academic performance will negatively impact on non-disabled students' academic achievement.

The quotes from personal interviews (see Appendix E) in this study might give a rational explanation for this phenomenon: "In Taiwan, the competitive academic learning

environment forces most students to go to cram schools for academic learning in advance, which means students have learned what they are supposed to learn in cram schools not regular schools. Even if SEN students really delay or interfere with classroom instruction, that won't lower non-disabled students' academic performance" (Hui- Lan Zeng, personal communication, Oct 09, 2014). Gun-Rou Lin also made the point: "I do not think that general education teachers devote much attention on SEN students in their classes; most of us focus on non-disabled students' academic learning in general education classrooms" (personal communication, Oct 10, 2014).

Finally, this study found that most participants tended to believe that SEN students would not make adequate academic progress in general education classrooms and will fail to catch up with their non-disabled peers in academic learning. This finding is similar to previous research in the U.S. and China. For example, Chinese youth held negative attitudes about the academic learning of students with intellectual disabilities due to their being left behind in academic learning (Siperstein, 2011). Truly, Taiwanese schools tend to be highly academically oriented, which creates a high pressure environment for general education teachers and students. Thus, teachers attend more to higher achieving non-disabled students than SEN students because of this overwhelming competitive climate, which results in a huge academic performance gap between SEN students and their non-disabled peers.

In conclusion, this study shows that the concept of inclusion is broadly accepted as the fair way to conduct education in Taiwan, as indicated by the high percentage of the participants who acknowledged and embraced the philosophy of inclusion. Most participants were pretty sure that inclusion is the right thing to do and they should keep working to improve the quality of inclusive education regardless of the obstacles they have encountered.

Nevertheless, this study also shows a gap between this positive philosophical orientation and the application of inclusion in schools and classrooms in Tainan City. For example, the results of this study show that general education teachers were incapable or unprepared to teach SEN students in their classes. The study also highlights how SEN students are often denied the opportunity to progress academically in the general education classroom. Under the competitive academic environment in Taiwan, academic learning is the top priority in school and students who cannot keep up are often left behind.

5.2.3 Findings on research question 2. The association of attitudes toward inclusion and selected demographic variables (i.e., experience with inclusion, years of teaching, highest degree obtained, in-service special education training, annual income of parents of SEN students, class size, feelings about inclusion), generated 323 correlation coefficients including 77 for non-disabled students, 78 for parents of SEN students, 84 for general education teachers and 84 for administrators. Most values were very small, with the exception of 37 correlations with significant correlation at the 0.01 level (2-tailed) and 24 at the 0.05 level (2-tailed) identified among 323 coefficients. Therefore, the relationships between background variables and attitudes toward inclusion were very weak.

Overall, the demographic variables of participants (non-disabled students, parents of SEN students, general education teachers, and administrators) seemed to be insignificant with regards to attitudes towards inclusion except one variable: their feelings about inclusion. However, some results still can provide interesting information for each group.

Non-disabled students. There is very little research that attempts to investigate non-disabled students' attitudes toward inclusion. The results of this study showed that non-disabled students with more experience with SEN students tended to hold more negative

attitudes toward inclusion and believed SEN students would not benefit from interaction with their non-disabled peers. This finding was dissimilar to a previous study showing that children having extensive contact with peers with special needs are more likely to develop greater understanding and perceive students with disabilities more positively (Vignes et al., 2009). Moreover, this finding indicates that non-disabled students in Taiwan who have more friends with disabilities are more likely to disagree that SEN students socially benefit from being included in general education classrooms.

Overall, this finding leads to great concern regarding the social status and acceptance of students with disabilities in Tainan City. As noted earlier, previous research indicates that more experience with disabilities for students leads to more positive attitudes towards disabilities, but that finding is not corroborated in the results of this study. One of the fundamental arguments in favor of inclusion is that exposure to diversity will help students develop more healthy and realistic attitudes about disability and difference. In the long run the hope is that inclusive schools will lead to more inclusive societies, but the findings of this study seem to indicate that exactly the opposite effect may be happening in Taiwan. The potential reasons for this disparate finding may be rooted in the lack of social and behavioral support in many schools in Taiwan. Previous research has shown that both students with and without disabilities lack skills to cope with conflict. The more time SEN students and their non-disabled peers work together, the more likely it is that conflicts between them will occur. If conflicts between SEN students and their non-disabled peers fail to be addressed in time, and effectively resolved, the more likely it is that both students with and without disabilities will develop negative attitudes towards the other, especially if the origin and nature of conflict is influenced or exacerbated by the disability.

Parents of SEN students. The negative relationship between parents' years of inclusion experience and their attitudes toward inclusion is similar to the findings in prior research in the U.S. (Leyser, 2004). However, de Boer, Pijl, and Minnaert (2010) found that parents with and without children with disabilities, who had experience with effective inclusion, held more positive attitudes than parents who did not. Indeed, for years we have known that the implementation of inclusion seems to fall on a dichotomous continuum where it is either implemented very effectively, or very poorly; there seems to be very little in-between. Therefore, it is not surprising that parents who experience effective inclusion will be more positive in their perceptions, and conversely, parents who experience poorly implemented inclusion will hold more negative attitudes towards inclusive education. In Taiwan a lack of general support and resources devoted to supporting inclusion makes it very hard for educators to satisfy parents of SEN students. The more years their child is involved in poorly implemented inclusion, the more likely complaints will accumulate and attitudes will sour.

On the other hand this finding also revealed that parents of SEN students who had lower educational attainment and household annual income held more positive attitudes toward inclusion and were more likely to agree that their child was making social and academic progress in the general education classroom. The potential reason for this finding might be that SEN students' parents who have less education may place fewer expectations on their child, and may be more uninformed of their rights, whereas parents who have obtained higher educational degrees tend to place more demands on their children and are more likely to criticize the quality of education their children receive. Additionally, parents

who have less education and household annual income get more educational subsidies and may be less likely to criticize the system that is supporting them.

General education teachers. The results from the general education teachers' survey were dissimilar to previous studies which revealed that general education teachers have at least some relevant training on inclusion (Ahmmed, Sharma, & Deppeler, 2012; Avramidis, Bayliss, & Burden, 2000; Avramidis, & Kalyva, 2007; Avramidis, & Norwich, 2002; Brady, & Woolfson, 2008; Chiner, & Cardona, 2013; De Boer, Pijl, & Minnaert, 2011; Hammond, & Ingalls, 2003; Leyser, Zeiger, & Romi, 2011; Ntinis et al., 2006; Ojok, & Wormnæs, 2013), more years of teaching experience (Avramidis, & Norwich, 2002; De Boer, Pijl, & Minnaert, 2011), and experience with implementing inclusion (Ahmmed, Sharma, & Deppeler, 2012; Avramidis, Bayliss, & Burden, 2000; Avramidis, & Kalyva, 2007; Brady, & Woolfson, 2008; De Boer, Pijl, & Minnaert, 2011; Leyser, Zeiger, & Romi, 2011) tend to hold more positive attitudes toward inclusion.

Honestly, this finding made me question the quality of inservice special education training that teachers in Tainan City, and the accountability required by the system for attending required special education-related inservice training. I witnessed that most administrators and teachers in the school where I served signed in and out of an attendance book before the training started. However, once they had completed this signing in and out process then they left without completing the training. This phenomenon of skipping mandatory training has been ignored in elementary schools in Taiwan. Educators in Taiwan are requested to attend three-hour training every Wednesday afternoon in order to collect the training-hours required for seniority promotion. Schools hosting the training put more attention on a rate of attendance than a quality of training. It is not surprising that special

education training in Taiwan was insignificant with teachers' attitudes toward inclusion in this study given that my personal experience seems to indicate that very few teachers actually attend the trainings offered.

Similarly, this study supported previous research (Ojok, & Wormnæs, 2013) showing that the larger the class teachers serve, the less positive attitudes they hold toward inclusion. In my experience larger class size with more workload could easily shape a teacher's attitude towards inclusion, since they do not have the time or resources necessary to support all students, not just students with disabilities. It is not surprising that class size impacts negatively on teachers' attitudes toward inclusion.

Administrators. Administrators responses showed an insignificant relationship between administrators' special education background and their attitudes toward inclusion. This finding is similar to findings from some previous research in Taiwan (Hsu, 2010), but dissimilar to another study completed in 2004 (吳永怡, 2004) which reported a positive relationship. Also, the administrator survey showed a negative relationship between school size and their attitudes toward inclusion. Administrators serving in a bigger school with more SEN students in this study were more likely to believe that SEN students negatively affect their non-disabled peers' educational achievement. They also agreed that SEN students benefit less socially from interaction with non-disabled peers in general education classrooms. The potential reason for this result might be that administrators serving in a bigger schools in Taiwan may be more academically oriented, or at least feel more pressure to ensure that children are performing well academically, and therefore are less likely to observe the disconnection between SEN students and their non-disabled peers. Administrators in a bigger school might also feel more pressure from parents of non-disabled students worrying about

the negative impact SEN students could have on their child's learning, which might negatively affect administrators' perception on both academic and social benefit of inclusion.

In conclusion, the findings for question 2 of this study supported previous research (Hsu, 2010) which showed a very weak relationship between Taiwanese educators' background variables and their attitudes toward inclusion. Additionally, the findings for this question points out several faults in the practice of inclusion in Taiwan. By using Taiwan's application of inclusion as an example, administrators and politicians should put more emphasis on the quality and the efficiency of special education training. Also, we need more insight into what kinds of trainings would best meet educators' needs to make themselves more capable of creating genuinely inclusive classrooms. One thing this study did not identify was the nature of special education knowledge and social skills training that is necessary to help teachers and administrators create inclusive schools and classrooms.

5.2.4 Findings on research question 3. The survey responses regarding barriers to inclusion were generally positive but difficult to interpret because of a ceiling effect and lack of variation in response patterns. The participants of each group overwhelmingly scored high in each question even though in those related to areas that might be perceived as sensitive or critical of administrators and general education teachers. The results led to difficulty of interpretation due to uncertainty in the veracity of the responses. However, the responses to two open-ended questions revealed some of the barriers participants perceived and the changes necessary in the current educational system for better implementation and practice of inclusive education in Tainan City.

A previous study in the U.S. indicated that SEN students who had serious difficulty in forming relationships in their peer group also experienced exclusion in general education

classrooms (Frostand & Pijl, 2007). Though there were only a few non-disabled students holding far more negative attitudes and perceptions toward SEN students in this study, SEN students overall seemed to be well adjusted and included in the general education classroom based on the results of the questionnaires and open-ended responses. Even a very small group of non-disabled students holding negative attitudes toward and excluding SEN students can make life at school for SEN students very difficult. One parent responded open-ended question that her child with multiple impairments got excluded in the class and had a hard time getting involved in the peer activities. Nevertheless, SEN students overall seemed to be socially included in their classrooms and the social life of the school. The potential reason for this positive climate for SEN students in general education classrooms might be that Taiwanese culture is deeply influenced by Confucianism, which promotes a sympathetic attitude toward people with disabilities, which leads to more acceptances, and tolerance for SEN students.

Interestingly, the finding related to educators' special education knowledge was dissimilar to previous research. Previous research indicated that principals' generally lacked specific knowledge about inclusion and special education (Avisar, 2003; Salisbury, 2006) and general education teachers' lack of understanding of individuals and special education knowledge (Avramidis, & Kalyva, 2007; Brady, & Woolfson, 2008; Chiner, & Cardona, 2013; De Boer, Pijl, & Minnaert, 2011; Forlin, & Chambers, 2011). Even, as pointed out in the results for Research Question 2, in this study educators and administrators seemed to lack the special education training and skills to effectively meet the needs of students with disabilities. However, the administrators, general education teachers, and the non-disabled students in this study were highly confident of the special education knowledge they

possessed. This seems to indicate that the individuals who participated in this study don't know what they don't know; or, in other words, their ignorance makes them confident. The potential reason for this result might be the lack of explanations and details in the way that questions were presented. The participants in this study might have also subconsciously magnified their understanding about various categories of disability, characteristics of each disability category, and the cause of disability for each category under the TSEA due to the culture of pride/shame in Taiwan. In Taiwanese culture the concept of "saving face" is very important and often leads to people inaccurately reporting their attitudes and knowledge on social survey instruments in order to protect themselves from looking ignorant or uninformed.

In responses to areas of support for inclusion, the good classroom and school accommodation, and educators' support were well provided in inclusion in Taiwan. However, the finding doesn't highly support some of the barriers previous research identified (Lindsay, 2003; Lipsky, 1998; Naseer, 2013; NCERI, 1994; Paliokosta & Blandford, 2010; Pivik et al., 2002) including the lack of appropriate use of assessment, funding, and collaboration among educators was identified as barriers in previous research.

In this study the majority of administrators and general education teachers were highly confident in their efforts to create supportive and effective learning environments for SEN students. Nevertheless, the open-ended statements and the interviews (see Appendix E) pointed out an inconsistency between what administrators responded and what happened in practice. In the open-ended statements, some general education teachers responded that administrators in their school would not allow for alternative assessments and assessment modifications. Two general education teachers in the interview (Bo-Yu, Shi & Qiu-Yue, Chen, personal communication, June 12, 2014) responded that administrators did not take

account of teachers' willingness to modify SEN students' assessments, and there was no assessment meeting to discuss how to best support SEN students in the testing process.

Two principals who were interviewed for this study were asked if there was any possibility that they might ignore documents or applications for inclusion funding and lose opportunities to get the funding needed to support inclusive classrooms and SEN students. They both answered that it is quite possible to miss or ignore any document because principals need to review piles of documents every day, but that even if they did receive funding/subsidies to support SEN students and inclusive classrooms, it was often insufficient to cover the actual costs. Principal Zhang said: "Actually, the board distributes grants for inclusion twice each school year to support subsidies for SEN students and special education teachers, which doesn't cover whole expense needed for inclusion. And, I always remind myself not to miss any document of applying for funding since I know it is very important to SEN students" (Ming- Hui, Zhang, personal communication, June 02, 2014). Principal Lin also responded "Truly, inclusion funding from the board is very limited. Principals are authorized to make funding proposals. We even can wield our power to make difference if we are really willing to." He added "both general education teachers and special teachers should let their principals know what they exactly need in their classrooms, not just waiting for help without saying anything. Besides, principals need time to schedule themselves for attending IEP meetings. Do not blame on your principal's absence from IEP meeting due to teacher's abrupt notice just two days before the meeting " (Zhi-Zheng, Lin, personal communication, June 11, 2014).

The interviews might partly explain why the administrators in this study showed lower willingness for fund-raising for inclusion or for attending IEP meetings as well as the

inconsistency of interpretation about perceived barriers between the administrators and the teachers. Obviously, there seems to be a communication problem within schools, especially between administrators and teachers. Without efficient communication, principals are unable to understand what resources are really needed and how to help cope with problems teachers encountered, and vice versa. Teachers can not understand what information a principal or administrator needs if administrators do not effectively communicate with their faculty.

With regards to parents' support for inclusion, the the majority of parents of SEN students were highly supportive of inclusion and were satisfied with the parent-teacher cooperation and the quality of education their child received in the general education classroom. However, there was the counter balancind finding showing that parents did not feel that schools accepted their views on the appropriate education for their child with a disability, and were less satisfied with sharing of information between the school and home. This finding is similar to previous research showing that the ineffective bureaucratic processes schools employ often constrains parents' easy access to information (Bacon, & Causton-Theoharis, 2013).

A father, who has a son with autism in the second grade, shared his concerns about inclusion in the interview portion of this study (see Appendix E). He said "The school's choice of classroom for my boy did not help a lot. My son's general education teacher only has experience working with a student having Asperger, not significant Autism like my son has, and who possesses very limited language skills and needs a lot of help in his daily life. I feel his teacher is really incapable of teaching him. The worst part is the paraprofessional assigned to him; she is very ill-prepared for her job. She intentionally sets my son apart from his non-disabled peers for the purpose of avoiding any conflict that occurs during interactions.

She just does not want to help my son get involved in the class and makes his school day hard.” He added “I had filed a grievance against the paraprofessional assigned, but the principal responded that we did not have any choice in this situation since paraprofessional is a low-paid job and there is a big shortage of paraprofessionals.” (Hui-Min, Xu, personal communication, July 17, 2014).

Additionally, the findings from the parents’ survey and interviews showed that parents were concerned about teachers’ capacity to differentiate instruction and adopt special strategies for their child with special needs. The open-ended questions from the survey also demonstrated parents’ concerns regarding the need for professional knowledge and training for educators. This result is similar to a previous study (Frederickson et al., 2004; Garrick, & Salend, 2000; Leyser, 2004; Tichenor, Heins, & Piechura-Couture, 2000) showing parents’ were less satisfied with inclusion because they felt that their child’s teachers were incapable of specializing curriculum and individualizing instruction.

In conclusion, a few significant barriers to inclusion identified in this study are inter-related. For example, with limited funding, schools cannot hire enough professionals or get adequate equipment needed for better accommodation for SEN students in inclusive classrooms. Lack of effective communication among administrators, general education teachers and parents of SEN students seem to result in ineffective processes and inadequate training for supporting inclusion in the schools that participated in this study. Also, the need for more professional knowledge and training for educators is one of the primary concerns highlighted throughout this study. This would seem to indicate that school leaders should put more effort towards promoting the quality of special education training required for all

teachers, and should implement more stringent accountability measures for participating in and completing that training.

Further, not all schools completely followed the appropriate procedures outlined in Taiwan's special education policy which requires an assignment meeting for SEN students. This meeting requires administrators, teachers, and parents to come together to decide on the appropriate placement for the child with a disability. The local Education Board should put more effort towards supervising schools to ensure that all schools meet the requirements of Taiwan's special education policy with regards to placement. Additionally, paraprofessionals should be required to have more pre-service or in-service training to more effectively support SEN students in regular schools.

Perhaps most importantly, administrators, general educational teachers and parents of SEN students should all be more vocal and proactive in promoting the concept of inclusion and educating the general public about the rights and importance of educating students with disabilities in inclusive settings. The general public should have more opportunities for learning how to look at the world differently and to understand disability, which would eventually lead to more understanding, tolerance, and acceptance of people with special needs.

5.2.5 Findings on research question 4. The majority of general education teachers who participated in this study used at least some of the social integration strategies identified in the previous research (Calloway, 1999; Dyson, 2012; Fenty, Miller & Lampi, 2008; Friend & Bursuck, 2002; Kemp & Carter, 2005; Lewis & Doorlag, 2003; Soodak, 2003). Teachers in the interview (see Appendix E) also responded that "teaching SEN students social integration skills has high priority in our classes," and "we have observed SEN students

applying social skills learned to make friends and solve conflicts in their relationships with peers” (Bo-Yu, Shi, personal communication, June 12, 2014). Most SEN students included in general education classrooms in Taiwan are students with learning disabilities and intellectual impairments, population who typically have less behavioral problems. Therefore, it is not difficult to see why social skills taught work effectively in inclusive settings. It might be less likely to be successful if we were dealing with a population of students with significant behavioral issues.

One teacher (see Appendix E) added “teaching SEN students, we should not fetishize academic learning over their social accommodations” (Qiu-Yue, Chen, personal communication, June 12, 2014). She pointed out that most general education teachers in Taiwan conceive SEN students’ social accommodations as the priority in inclusion, and often focus on the social aspect instead of their academic learning.

However, the finding showed that few general education teachers provided special education relevant information in class or incorporated relevant topics into the curriculum to promote positive images of people with disabilities. Similarly, social skills training and social integration strategies were typically not taught to typically developing students in the schools surveyed. For most people in Taiwan, talking about disabilities is still a taboo subject. We admire a success not a failure, strength not a weakness, a hero not a person with disabilities. We seldom talk about what people with disabilities struggle for, how they make a difference in our world, and how they inspire us in different ways. We have a lot successful people in our text books but none of them is with disabilities. In order to have deeper understanding about people with disabilities, and to promote more social acceptance of

disability we should have more disability-relevant materials or information in our schools and society.

In conclusion, I was glad to find that the majority of teachers taught SEN students social skills to help them improve their social accommodations in this study. The lack of special education relevant information in class or incorporated relevant topics into the curriculum supports the need to promote inclusion as an important educational concept and practice. We need more inspiring stories related to people with disabilities to be told in our schools. We should hold not only sympathy toward people with disabilities but also the belief in their capability to learn and to contribute to our society.

5.3 Connections to Research in U.S.

The findings in this study have some similarities to previous U.S. research. Firstly, this study and previous U.S. research both showed that administrators (Avissar, 2003; Barnett, 1998; Cook, 1999; Salisbury, 2006), general education teachers (Avramidis, Bayliss & Burden, 2000; Avramidis & Kayla, 2007; Avramidis, & Norwich, 2002; Chiner, & Cardona, 2013; De Boer et al., 2012a; Ojok & Wormnæs, 2013;), and parents (de Boer, Pijl, & Minnaert, 2010; Starr, 2012; Gasteiger-Klicpera et al., 2013; Leyser, 2004; O'Connor, 2007; Tichenor, Heins, & Piechura-Couture, 2000; Walker et al., 2012) generally understand the benefits of inclusion and hold positive attitudes toward inclusion. However, teachers' attitudes toward inclusion in this study and U.S. research (Avramidis, Bayliss, & Burden, 2000; Avramidis, & Kalyva, 2007; Avramidis, & Norwich, 2002; De Boer, Pijl, & Minnaert, 2011) appear to be influenced by the types of the disabilities and the degree of disabilities. Although under different cultures, the certain types of disabilities and the degree of

disabilities play an influential role on the acceptance of SEN students and people's attitude toward inclusion.

Secondly, both this study and U.S. research (Allan, 2010; Chiner & Cardona, 2013; Meijer et al., 2007; Rose et al., 2010; Shevlin et al., 2013) indicate that general education teachers lack the competencies necessary to teach SEN students in their classrooms. The improvement of teachers' in-service and pre-service training should be considered as a potential solution to prepare general education teachers well to teach SEN students in their classrooms and meet their individual needs.

Thirdly, the isolation of SEN students in general education classrooms was both found in this study and previous U.S. research (Frostand, 2007; Tetler & Baltzer, 2011). Although the general public believes seems to support the social benefits of inclusion, the social isolation of SEN students in general education classrooms tends to be an phenomenon that occurs in both U.S. and Taiwanese cultures. Fourthly, a negative relationship between class size and teachers' attitudes toward inclusion were found in this study and U.S. research (Ojok, & Wormnæs, 2013). The workload associated with a larger class size negatively impacts teachers' attitudes toward inclusion.

There are also some dissimilarities between this study and U.S. research. Firstly, U.S. research showed that students with extensive contact with peers with special needs are more likely to develop greater understanding of disability and will perceive people with disabilities more positively (Vignes et al., 2009). However, in this study, non-disabled students with more years in inclusive classrooms and who have more friends with special needs are more likely to be less supportive of inclusion and see fewer social benefits for SEN students in general education classrooms.

Secondly, in U.S. research, a positive relationship between hours of special relevant trainings and attitudes of general education teachers toward inclusion, and between experience of inclusion and attitudes of general education teachers toward inclusion (Ahmmed, Sharma, & Deppeler, 2012; Avramidis, Bayliss, & Burden, 2000; Avramidis, & Kalyva, 2007; Avramidis, & Norwich, 2002; Brady, & Woolfson, 2008; Chiner, & Cardona, 2013; De Boer, Pijl, & Minnaert, 2011; Hammond, & Ingalls, 2003; Leyser, Zeiger, & Romi, 2011; Ntinas et al., 2006; Ojok, & Wormnæs, 2013). However, insignificant relationship was found in this study. Hours of special education relevant trainings and general education teachers' experiences of inclusion appear to be influential in attitudes of general education teachers toward inclusion.

Thirdly, the quantitative data from the survey portion of this study does not seem to support some of the barriers identified in previous U.S. research, including the lack of appropriate and timely assessments, appropriate assessment accommodations, funding, and collaboration among educators (Lindsay, 2003; Lipsky, 1998; Naseer, 2013; NCERI, 1994; Paliokosta & Blandford, 2010; Pivik et al., 2002). I suspect that cultural influences which lead people to answer surveys in ways that align with what the general public considers right, may lead to some inaccuracies with regards to the implementation of inclusion in Tainan City, Taiwan.

5.4 Connections to Research in Taiwan and China

Like the U.S. research, the findings of this study presented some similarities and dissimilarities to previous research in Taiwan and China. These similarities and dissimilarities may indicate that the implementation of inclusion has progressed over the past

few years, but also points out which barriers still exist in achieving a real practice of inclusion.

Firstly, this study showed that educators' attitudes towards inclusion differed based upon their roles and experience with inclusion, which is similar to the previous research in Taiwan (吳, 2004; 胡永崇, 蔡進昌, 陳正專, 2001; 汪惠玲, & 沈佳生, 2009; 呂淑芬, 林慧芬, & 張楓明, 2010; 林文田, 2007). Secondly, this study also confirms previous research in China what shows educators believe SEN students lower the quality of instruction in general education classrooms (Ellsworth, & Zhang, 2007). This study further confirms that educators still hold a generally negative image of SEN students, and see them as a burden that may affect non-disabled students' learning in the general education classroom.

Thirdly, both this study and a previous study conducted in Taiwan showed that educators thought that including SEN students in general education classrooms is unfair to general education students who are under immense pressure to perform in the high-stakes, competitive academic environment of Taiwan (Hsu, 2010). This finding might imply that several circumstances including having a heavy workload, serving a big class with 25-30 students, and lack of adequate administrative support may lead to inclusion being perceived as a burden to general education teachers.

Fourthly, both this study along with previous study, showed that most of participants tended to believe SEN students won't make adequate academic progress in general education classrooms and will fail to catch up with their non-disabled peers in academic learning (Hsu, 2010). This finding implies the need for alternative assessments for accurately evaluating academic performance of SEN students in Taiwan. During my practicum in a special education classroom at a local elementary school in Moscow, Idaho, I observed different way

to evaluate academic performance of SEN students. In Idaho, SEN students in elementary level are requested to take a computer-based NWEA (northwest evaluation association) test which includes 1.5 hours-math and 1 hour-language test. The content of NWEA test is personalized according to individual level. The scores of NWEA test help teachers know where their SEN students are, and how to improve their instruction to meet individual needs. This type of specialized, and individualized testing is not currently available in Taiwan and leads to inaccurate assumptions about student with disabilities' academic capabilities and progress.

Finally, an insignificant relationship was found between participants' attitudes toward inclusion and selected demographic variables (i.e., experience with inclusion, years of teaching, and in-service special education training). This somewhat contradictory result is quite different from what we see in the U.S. research on inclusion, but is similar to findings from a previous study on inclusion in Taiwan (Hsu, 2010).

5.5 Implications of the Study

The results of this study indicate that, within Tainan City, the populations who participated in this study (non-disabled students, parents, general education teachers, and administrators) overwhelmingly agreed with the principles of inclusion. This means that the concept that SEN students have the right to be educated with their non-disabled peers in their neighborhood schools is generally accepted. However, although most participants responding to the surveys were supportive of inclusion, this support was restricted to those students whose disabilities did not include emotional or behavioral problems, and who would be more likely to fit in academically. In order to facilitate students whose disabilities include emotional or behavioral problems to be involved in inclusive settings, administrators, general

education teachers, parents of SEN students and non-disabled students must have more exposure to positive portrayals of disability and more training in how to adequately address behavioral issues without it affecting the whole class or school. An inclusive schools requires that the school act as a community to address problems together. For example, each group of participants should problem-solve and work together to cope with a behavioral problem caused by a SEN student. School community members should share information about useful skills to resolve problems and develop a more collaborative approach to supporting students with disabilities. School community members also need to work together to ensure resources needed to help effectively prevent problems from occurring repeatedly. Also, give general education teachers a flexible schedule that they can cope with unexpected challenges in daily routines. General education teachers of SEN students with behavioral or emotional problems also need a backup person to provide support in the classroom.

While many school personnel were hesitant to attribute any academic benefits from inclusion, they strongly believed that inclusion socially benefits students with and without special needs. For more than two decades, efforts to promote inclusion in Taiwan have made a big difference in the understanding and acceptance of people with disabilities. The general public has slowly become more willing to welcome SEN students in traditional public schools. The overwhelming agreement with the concept of inclusion itself is also indicated in the public's awareness of issues of global human rights and the demonstrated willingness to embrace a diverse population in Taiwan. This finding implies that inclusion in Tainan City is moving in the right direction. Finding a way to ease school personnel's worries about the academic benefits of inclusion might help strengthen the attitudes of the general public toward inclusion. For example, when parents of SEN students ask general education teachers

about curriculum and instruction or the academic performance of their children, parents should be able to engage in open and honest conversations with general education teachers, administrators, and special education teachers. Each of these groups should be comfortable discussing the academic progress of the individual student, along with the accommodations, and assessments that are being used in the school to support and evaluate SEN students' academic performance. By doing it this way, educators have the opportunity to be more engaged with parents of SEN students and to clarify their stand on the issues and what academic progress SEN students are making toward their individual IEP goals.

Overall, the findings of this study indicate the practical implications for non-disabled students, parents of SEN students, general education teachers, and administrators. For non-disabled students, it is important for them to know and support the SEN students included in their classrooms. Understanding SEN students' interests, strengths, needs, and learning styles provides important information to help build positive relationships within classrooms. All students want to contribute, be respected, and be cared about, and SEN students are no exception. Finding ways to acknowledge and support SEN students' contribution to the classrooms and their strengths helps them build confidence and develops a community of diverse learners.

For parents of SEN students, open and honest communication between parents and educators is key to the collaboration that is required for successful inclusion. Thus, parents have to offer valuable information about their child's needs and the goal they want to achieve for their child. Also, previous research has indicated that parents can bring a different set of experiences and knowledge that can help school professionals more effectively meet the needs of their child with special needs (Bacon, 2013). Therefore, parents need to be open to

collaboration on issues of inclusion and share their remarkable experience working with their children with special needs with teachers and administrators. Parents have to be valued as equal partners and experts on teaching their children with special needs, and their involvement in inclusion can be a key factor in the overall success of an inclusive school and classroom.

For general education teachers, embedding social justice values and curricula in inclusive classrooms is crucial to successful inclusion. Establishing norms for how students and teachers treat one another helps provide a foundation and rationale for an increased commitment to social justice. Also, becoming familiar with the professional skills and knowledge required of special education teachers helps create a collaborative teaching environment and helps general education teachers more effectively address the needs of SEN students.

This study shows that administrators generally understand the benefits of inclusion and hold supportive attitudes towards inclusion. However, the interview portion of this study indicated that administrators are not aware of the knowledge, support, or resources teachers and parents need to create collaborative working relationships and inclusive classrooms. Therefore, administrators may actively support teachers and parents by providing support for solving challenging problems, providing information, interpreting regulations and policies, helping to coordinate resources and efforts to meet the needs of SEN students, and sharing leadership in the process for decision-making.

In reviewing the data as a whole, and considering the most optimal outcomes for this study, I have identified three specific areas where targeted efforts could make a significant impact on inclusive education in Tainan City, Taiwan: (a) Overall improvement in

educational personnel's preservice training and professional skill in teaching SEN students; (b) the need for the flexibility in the assessment and tracking of academic progress for SEN students; (c) the need to promote and encourage general learning about the concepts of inclusion and disability.

The majority of educators who participated in this study did not have a special education background, but they still had students with disabilities in their classrooms. Additionally, the frequent mention of ill-prepared paraprofessionals hired in inclusion programs, further served to highlight the need to strengthen both preservice preparation and in-service training for educators and support personnel. Exposure to special education related content should be essential in pre-service training programs for all educators. Developing teacher preparation programs which combines coursework and experiences relevant to inclusion rather than the typical 2-3-credit survey course on types of disabilities may be a better solution to increasing the effectiveness of inclusion in Taiwan (Kamens, Loprete, & Slostad, 2003).

In-service training is the most flexible and feasible way to help educators acquire broad special education knowledge and specific skills needed to support SEN students. The currently required three-hour- one-time training hosted by individual schools each semester in Taiwan cannot meet the needs of educators. According to my experience, general education teachers need to know where and how they can get the specific information related to the SEN students they teach, and where to ask for help when problems arise. Also, general education teachers need a clear knowledge of the law relevant to special education which can enhance teachers' understanding and motivation to implement inclusion. Local education boards should develop a series of disability related trainings which include the special

education knowledge and skills needed to teach SEN students, the law related to special education, and evidence based practices to support inclusion. The training programs should be delivered by professionals from different areas related to special education (e.g., social workers, therapists, doctors), and coordinated with classroom observations for onsite coaching and to support effective and proper implementation of best practices.

Another finding in this study showed that the majority of the participants in each group believed that SEN students in inclusive settings are left behind academically. Although SEN students programming is developed according to their individual IEP, they are not evaluated based on their IEP goals or defined outcomes. All students in Taiwan are assessed using the unified standardized tests regardless of their ability or educational program. The worst part is that SEN students are ranked academically together with their non-disabled peers. As a result, SEN students tend to be stigmatized as a result of the highly competitive academic culture in Taiwan. As pointed out in previous research by Cook & Semmel (1999), low-achieving students in academically competitive classrooms tend to be less accepted by classmates and may be marginalized because of their inability to keep up.

I strongly suggest an exception from standard tests for SEN students. What SEN students need is an alternative evaluation based on their own IEP which can reflect their present levels of academic achievement and learning. It is unfair to SEN students to rank them according to their academic performance compared to non-disabled peers in the general education class, but not by showing how much progress they made and how much effort they put towards their school learning and defined IEP goals. I believe the alternative assessment for SEN students in inclusive settings will fairly and precisely show the level of academic learning SEN students are achieving in Taiwan.

Previous research (De Boer, Pijl, & Minnaert, 2012) also points out that students are more likely to accept SEN students when they have more knowledge and understanding about disabilities in general. I believe that making people with disabilities more visible, understood, and sharing their remarkable stories, and spreading knowledge about the importance of inclusion will accelerate more successful inclusion in practice and will open up many more opportunities for people with disabilities in Taiwanese society.

In conclusion, in this study, it appears that inclusion in Taiwan is now in a transitional period in terms of conception and practice. Taking different voices from the contexts of inclusion seriously will help our government understand the need for additional efforts to develop a more effective set supports for the inclusion of students with special needs in Taiwan. For administrators, understanding what obstacles general education teachers encounter in a real practice helps them appropriately reallocate the resources needed and provide administrative assistance and timely support. For parents of SEN students, inclusion can not be fully implemented without their participation. Only through collaboration between educators and parents, ideas and experiences can be shared to make inclusion meaningful instead of only regarding it as placement. In this study, different voices from general education teachers should be given the appropriate attention so that assistance, guidance and support can be provided by higher levels of administration including local school boards and communities.

5.6 Recommendations for Future Research

The participants in this study were not drawn randomly but were purposively sampled, in which all the participants were from the inclusive elementary schools in Tainan City, and therefore the ability to generalize to other schools outside of Tainan City is limited.

Research across the whole island of Taiwan and in schools in different levels such as middle school and high school would be important to providing a more holistic understanding of inclusion in Taiwan. Moreover, the majority of the samples in this study were from urban school districts in Tainan City. The experience with SEN students may vary from rural areas to urban districts and therefore, it may be beneficial if future studies can more explicitly gather and evaluate samples from rural and remote schools.

Furthermore, another important recommendation for future research would be to evaluate the attitudes and understanding of disability and inclusion from educators, parents, and students who have had no exposure to inclusion in Taiwan. Only when we have better understanding what the general public's attitudes are regarding inclusion, can we make the changes that are critical and necessary to promote inclusion in our society.

Additionally, the present study was based on self-report surveys and interviews, it did not involve classroom observations. Therefore, it is difficult to state conclusively that the findings from this study are an accurate representation of what is happening in inclusive classrooms in Taiwan. Further research may include more classroom observations and interviews that can capture actual and vivid data of SEN students in general education classrooms, and the attitudes, supports, and challenges faces by the students and educators in those classrooms.

Finally, the lack of details in the way that questions were presented in this study might affect the way that participants responded. I suggest that having more details in questions might be able to gain more accurate responses, although more detail and specificity may reduce the overall response rate. Nevertheless, explicitly presenting different scenarios and case studies, or specific skills and information information general education teachers

need to teach SEN students in their classrooms in separate question may bring more understanding on what information teachers need and how to help structure the content of preservice and/or inservice trainings for educators in Taiwan

5.7 Summary and Conclusions

This study identified: (1) attitudes of elementary administrators , general education teachers who have SEN students included in their classrooms, parents of SEN students in inclusive settings and non-disabled students toward inclusion;(2) factors that may influence attitudes toward inclusion in four different samples such as experience with SEN students, and in-service special education training hours the year prior to the survey; (3) perceived barriers to including SEN students in general education settings identified by administrators, general education teachers, and parents of SEN students in inclusive settings; (4) social integration strategies general education teachers use to help students with and without special needs build positive relationship with peers. The survey sample was from elementary schools with inclusion programs in Tainan City. The results of the study indicate that elementary administrators, general education teachers, parents of SEN students and non-disabled students in inclusive settings held positive attitudes toward the concept of inclusion and believed in the social benefits of inclusion for both students with and without special needs. However, they did not see any academic benefits from inclusion for SEN students, and readily identified lack of knowledge and training as a significant barrier to their successful inclusion and integration of students with disabilities into the general education classroom.

Further, the results indicated that participants' background variables seemed to play an insignificant role on their attitudes towards inclusion. The results of this study showed that

the more experience non-disabled students and parents of SEN students had with inclusion, the less positive attitudes they held toward inclusion. Also, the bigger the size of the school or classroom, the less positive the attitudes educators held toward inclusion.

The responses on barriers to inclusion were mixed and difficult to interpret. A few significant barriers to inclusion were identified in this study. For example, all groups indicated that special education teachers do better job teaching SEN students than general education teachers do, which implied incapability of general education teachers to teach SEN students in their classrooms. Also, lack of effective communication among administrators, general education teachers and parents of SEN students also seemed to have negative effect of the perception and implementation of inclusion. More and higher quality in-service training is needed to equip future educators for successful inclusion. Finally, the results of this study showed that the majority of teachers taught SEN students social skills to help them interact with their non-disabled peers in an appropriate manner, which helped them build positive relationships between students with and without special needs.

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Appendices

Appendix A: Approval of Human Assurance Committee

University of Idaho

Office of Research Assurances
Institutional Review Board
875 Perimeter Drive, MS 3010
Moscow ID 83844-3010
Phone: 208-885-6162
Fax: 208-885-5752
irb@uidaho.edu

To: Matthew Wappett

From: Traci Craig, Ph.D.,
Chair, University of Idaho Institutional Review Board
University Research Office
Moscow, ID 83844-3010

Date: 5/5/2014 4:26:25 PM

Title: How Far Have We Moved Toward Inclusion in Taiwan ¿ from Different Perspectives

Project: 14-187
Approved: May 05, 2014
Renewal: May 04, 2015

On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the protocol for the above-named research project is approved as offering no significant risk to human subjects.

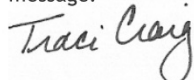
This study may be conducted according to the protocol described in the application without further review by the IRB. As specific instruments are developed, each should be forwarded to the ORA, in order to allow the IRB to maintain current records. Every effort should be made to ensure that the project is conducted in a manner consistent with the three fundamental principles identified in the Belmont Report: respect for persons; beneficence; and justice.

This IRB approval is not to be construed as authorization to recruit participants or conduct research in schools or other institutions, including on Native Reserved lands or within Native Institutions, which have their own policies that require approvals before Human Participants Research Projects can begin. This authorization must be obtained from the appropriate Tribal Government (or equivalent) and/or Institutional Administration. This may include independent review by a tribal or institutional IRB or equivalent. It is the investigator's responsibility to obtain all such necessary approvals and provide copies of these approvals to ORA, in order to allow the IRB to maintain current records.

As Principal Investigator, you are responsible for ensuring compliance with all applicable FERPA regulations, University of Idaho policies, state and federal regulations.

This approval is valid until May 04, 2015.

Should there be significant changes in the protocol for this project, it will be necessary for you to submit an amendment to this protocol for review by the Committee using the Portal. If you have any additional questions about this process, please contact me through the portal's messaging system by clicking the 'Reply' button at the top of this message.



Traci Craig, Ph.D.

University of Idaho Institutional Review Board: IRB00000843, FWA00005639

Appendix B: English of Questionnaires

- (1) Administrators' Questionnaire**
- (2) General Education Teachers' Questionnaire**
- (3) Parents' of SEN students Questionnaire**
- (4) Non-disabled Students' Questionnaire.**

Administrators' Questionnaire

Please answer each question by circling the number on the scale which best describes your response.

Values on the scale range from: strongly disagree = 1 to strongly agree = 6

Questions	Rating Scale					
	Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A. Administrators' attitudes toward inclusion						
1. I believe placement in general education class increase the interaction between SEN students and their peers without disabilities.	1	2	3	4	5	6
2. I believe SEN students will lower the quality of instruction to all students in the general education classroom.	1	2	3	4	5	6
3. I believe students without disabilities socially benefit from interacting with SN students in the general education classroom.	1	2	3	4	5	6
4. I believe SEN students included in the general education classroom puts an extra burden on general education class teachers.	1	2	3	4	5	6
5. I believe including SEN students into the	1	2	3	4	5	6

Questions	Rating Scale					
	Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
general education classroom will not affect the educational achievement of students without disabilities.						
6. I believe SEN students cannot make adequate academic progress when they are included in the general education classroom.	1	2	3	4	5	6
7. I believe general education class teachers are primarily responsible for helping SEN students get involved in the general education classroom.	1	2	3	4	5	6
8. I believe SEN students probably develop learning skills more rapidly in general education classrooms than in special classrooms.	1	2	3	4	5	6
9. I believe teaching SEN students is better done by special education teachers than by general education teachers.	1	2	3	4	5	6
10. I believe SEN students will be socially isolated by general education classroom students.	1	2	3	4	5	6
11. Regular school administrators are trained adequately to cope with inclusion.	1	2	3	4	5	6

Questions	Rating Scale					
	Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
12. Including SEN students is unfair to general education teachers who already have a heavy work load.	1	2	3	4	5	6
13. The policy of inclusion is fine in theory but does not work in practice.	1	2	3	4	5	6
B. Administrators' knowledge toward SEN students						
1. I understand the various categories of disability under the TSEA.	1	2	3	4	5	6
2. I understand the characteristics of each disability category.	1	2	3	4	5	6
3. I understand the cause of disability for each category under the TSEA.	1	2	3	4	5	6
C. Strategies adopted for promoting social integration in school.						
1. I encourage an accepting, welcoming, and inclusive environment for SEN students in the school.	1	2	3	4	5	6
2. I encourage general education teachers using cooperative learning and play through	1	2	3	4	5	6

Questions	Rating Scale					
	Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
discussions, teaming, and group activities.						
3. I educate and encourage non-disabled peers to accept and support of SEN students.	1	2	3	4	5	6
4. I provide extra time for counseling parents of SN students.	1	2	3	4	5	6
5. I provide extra time for counseling general education teachers of SEN students.	1	2	3	4	5	6
6. I encourage general education teachers to differentiate instruction to the level of SEN students and incorporate special strategies.	1	2	3	4	5	6
7. I create opportunities for SEN students to interact with peers.	1	2	3	4	5	6
8. SEN students receive accommodations and adaptations in my school.	1	2	3	4	5	6
9. The number of students in general education classroom is reduced when SEN students are placed in the classroom.	1	2	3	4	5	6
10. Teacher aids are used to support SEN students in the general education classroom.	1	2	3	4	5	6

Questions	Rating Scale					
	Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
11. Volunteers (e.g. parents, university students) are used to support SEN students in the general education classroom.	1	2	3	4	5	6
D. School management for making accommodation for students with disabilities						
1. General education classroom of SEN students included are positioned so that they can reach school facilities easier.	1	2	3	4	5	6
2. Physical environment is arranged to meet the accessibility needs of SEN students in the general education classroom.	1	2	3	4	5	6
3. SEN students are assigned in general education classroom where general education teachers are willing to involve them.	1	2	3	4	5	6
4. I am willing to apply for funding to promote physical environment to meet the accessibility needs of SEN students.	1	2	3	4	5	6
5. I am willing to apply for funding to promote assistive technology (e.g. Braille reader, computer application) to help SN students access the curriculum in the general education classroom.	1	2	3	4	5	6

Questions	Rating Scale					
	Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
6. I support using alternative assessment and assessment modifications to monitor academic progress of SEN students in the general education classroom instead of school standard test.	1	2	3	4	5	6
E. Administrators' willingness to coordinate resources offered to support inclusion						
1. I am willing to share thinking, opinions, or observations about inclusion with parents of SEN students for promoting inclusion.	1	2	3	4	5	6
2. I am willing to encourage general education teachers to collaborate with special education teachers to support SEN students.	1	2	3	4	5	6
3. I am willing to help the school with fund raising to support activities for SEN students.	1	2	3	4	5	6
4. I am willing to communicate with parents of SEN students for support and problem solving	1	2	3	4	5	6
5. I am willing to share special education related information with teachers, parents, and SEN students.	1	2	3	4	5	6

Questions	Rating Scale					
	Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
6. I am willing to encourage volunteers (e.g. parents, university students) to work with SEN students in general education classroom.	1	2	3	4	5	6
7. I am willing to attend IEP meeting to share thinking, opinions, or observations about SEN student's learning and social interaction for better IEP development.	1	2	3	4	5	6

Other Opinions:

Your additional comments are very welcome. Please feel free to share your opinions about inclusion using the space provided below. Thank you.

1. Please share your experiences and feelings about inclusion.
2. Please share what changes would be necessary in the present system to promote implementation of inclusion.

Background Information

Please write down your answer or select an answer by making an "×"

1. Gender: Male Female

2. Age: 20-25 26-30 31-35 36-40 41-45 46-50 51-55 56-60

3. Current position. Please check the one that applies.
 School principal Director (Please specify your position) Other

4. How many general classrooms in your school?

5. How many SEN students enrolled in your school this year?
 less than 5 6-10 11-15 16-20 21-25 26-30 31-40 more than 40

6. Please indicate your highest degree obtained.
 Bachelor's Master's Doctoral Other _____ (Please specify)

7. Years of teaching experience: 1-5 6-10 11-15 16-20 21-25 more than 25

8. Years of inclusion experience you have: 1-3 4-6 7-9 10-12 15-20 more than 20

9. Please indicate your special education background: None Bachelor in special education
 Master in special education Doctoral in special education In-service special education training
 Pre-service special education training in teacher preparation program

10. Please indicate approximate number of special education in-service training hours you participated in during the 2012-2014 school year.
 None 1-5 6-10 11-15 16-20 21-25 26-30 more than 30

11. If you are asked to indicate your feelings about including SEN students in general education classroom, which of following for opinions would you choose?
 Strongly Opposed Oppose Supportive Strongly Supportive

General Education Teachers' Questionnaire

Please answer each question by circling the number on the scale which best describes your response.

Values on the scale range from: strongly disagree = 1 to strongly agree = 6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A. General education teachers' attitudes toward inclusion						
1. I believe placement in general education class increase the interaction between SEN students and their peers without disabilities.	1	2	3	4	5	6
2. I believe SEN students will lower the quality of instruction to all students in the general education classroom.	1	2	3	4	5	6
4. I believe students without disabilities socially benefit from interacting with SN students in the general education classroom.	1	2	3	4	5	6
5. I believe SEN students included in the general education classroom puts an extra burden on general education class teachers.	1	2	3	4	5	6
6. I believe including SEN students into the general education classroom will not affect the educational achievement of students without disabilities.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7. I believe SEN students cannot make adequate academic progress when they are included in the general education classroom.	1	2	3	4	5	6
8. I believe general education class teachers are primarily responsible for helping SEN students get involved in the general education classroom.	1	2	3	4	5	6
9. I believe SEN students probably develop learning skills more rapidly in general education classrooms than in special classrooms.	1	2	3	4	5	6
10. I believe teaching SEN students is better done by special education teachers than by general education teachers.	1	2	3	4	5	6
11. I believe SEN students will be socially isolated by general education classroom students.	1	2	3	4	5	6
12. Regular school administrators are trained adequately to cope with inclusion.	1	2	3	4	5	6
13. Including SEN students is unfair to general education teachers who already have a heavy work load.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
14. The policy of inclusion is fine in theory but does not work in practice.	1	2	3	4	5	6
B. Teachers' knowledge toward SEN students						
1. I understand the various categories of disability under the TSEA.	1	2	3	4	5	6
2. I understand the characteristics of each disability category.	1	2	3	4	5	6
3. I understand the cause of disability for each category under the TSEA.	1	2	3	4	5	6
C. Strategies adopted for promoting special education knowledge social integration in general education classrooms.						
1. I create an accepting, welcoming, and inclusive environment.	1	2	3	4	5	6
2. I use cooperative learning and play through discussions, teaming, and group activities.	1	2	3	4	5	6
3. I establish the procedures for the peer-tutoring training.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
4. I use peer-tutoring to help SEN students.	1	2	3	4	5	6
5. I educate and encourage non-disabled peers to accept and support of SEN students.	1	2	3	4	5	6
6. I provide extra teacher time for individual assistance and support.	1	2	3	4	5	6
7. I differentiate instruction to the level of SEN students and incorporate special strategies.	1	2	3	4	5	6
8. I always create opportunities for students with and without disabilities to interact.	1	2	3	4	5	6
9. I give SEN students opportunities to make choices.	1	2	3	4	5	6
10. SEN students receive accommodations and adaptations in my class.	1	2	3	4	5	6
11. I instruct peer students to actively model how SEN students should act in order to become more effective learners.	1	2	3	4	5	6
12. I nurture mutual support and friendship between students with and without disabilities. (e.g., model non-disabled students how to play and communicate with	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
SEN students).						
13. I offer non-disabled students positive role models how to interact with a student with disabilities. (e.g., when you talk to SEN students, you speak in an age-appropriate voice so that they will do the same way.)	1	2	3	4	5	6
14. I teach non-disabled students about individuals with disabilities by providing them with relevant information (e.g. invite guest speakers to your class to discuss what it is like to have a disability and how people with disabilities lead successful lives.)	1	2	3	4	5	6
15. I educate non-disabled students about disabilities by incorporating relevant topics into the curriculum. (e.g. when you teach, you mention famous individuals with disabilities who contributed to various fields.)	1	2	3	4	5	6
D. Classroom management built for making accommodation for SN students						
1. SEN students are positioned so that they can see and participate in what is going on.	1	2	3	4	5	6
2. SEN students are positioned so that classmates and teachers may easily interact	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
with them.						
3. I establish clear routines in nonacademic area for SEN students to easily follow.	1	2	3	4	5	6
4. I establish brief, specific, and clearly-understood classroom rules.	1	2	3	4	5	6
5. I monitor SEN student's classroom behaviors frequently.	1	2	3	4	5	6
E. Administrators' willingness to coordinate resources offered to support inclusion						
1. I am willing to share thinking, opinions, or observations about SEN student's learning with special teachers for curriculum adaption.	1	2	3	4	5	6
2. I am willing to educate and collaborate with other subject teachers to support SEN students.	1	2	3	4	5	6
3. I am willing to help the school with fund raising to support activities for SEN students.	1	2	3	4	5	6
4. I am willing to communicate with parents of SEN students for support and problem solving.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
5. I am willing to share special education related information with teachers, parents, and SEN students.	1	2	3	4	5	6
6. I am willing to collect data regularly for IEP team to make program changes.	1	2	3	4	5	6
7. I am willing to attend IEP meeting to share thinking, opinions, or observations about SN student's learning and social interaction for better IEP development.	1	2	3	4	5	6

Other Oppinions:

Your additional comments are very welcome. Please feel free to share your opinions about inclusion using the space provided below. Thank you.

1. Please share your experiences and feelings about inclusion.
2. Please share what changes would be necessary in the present system to promote implementation of inclusion.

Background Information

Please write down your answer or select an answer by making an "x"

1. Gender: ___Male ___Female
2. Age: ___ 20-25 ___ 26-30 ___ 31-35 ___ 36-40 ___ 41-45 ___ 46-50 ___ 51-55 ___ 56-60
3. Please indicate your highest degree obtained.

- ___ Bachelor's ___ Master's ___ Doctoral Other _____ (Please specify)
4. How many general classrooms in your school?
5. Years of teaching experience: ___ 1-5 ___ 6-10 ___ 11-15 ___ 16-20 ___ 21-25 ___ more than 25
6. Years of teaching experience with SN students: ___ 1-3 ___ 4-6 ___ 7-9 ___ 10-12 ___ 15-20 ___ more than 20
7. Please indicate your special education background: ___ None ___ Bachelor in special education
 ___ Master in special education ___ Doctoral in special education ___ In-service special education training
 ___ Pre-service special education training in teacher preparation program
8. How many number of SEN students in your class this school year?
9. How many typical developing students are in your class:
 ___ less than 10 ___ 11-15 ___ 16-20 ___ 21-25 ___ 26-30 ___ 31-35 ___ 36-40
10. Categories of SEN students you have been worked with :
 ___ intellectual disabilities ___ visual impairments ___ hearing impairments ___ communication/speech
 disorders ___ physical impairments ___ cerebral palsy ___ health impairments ___ emotional disorders
 ___ learning disabilities ___ multiple impairments ___ Autism ___ developmental delays ___ other disabilities/
 please name the categories: _____.
11. Please indicate approximate number of special education in-service training **hours** you participated in
 during the 2012-2014 school year.
 ___ None ___ 1-5 ___ 6-10 ___ 11-15 ___ 16-20 ___ 21-25 ___ 26-30 ___ more than 30
12. If you are asked to indicate your feelings about including SEN students in general education classroom,
 which of following for opinions would you choose?
 ___ Strongly Opposed ___ Oppose ___ Supportive ___ Strongly Supportive

Parents' of SEN Students Questionnaire

Please answer each question by circling the number on the scale which best describes your response.

Values on the scale range from: strongly disagree = 1 to strongly agree = 6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A. Parents' attitudes toward inclusion						
1. I believe placement in general education class increase the interaction between my child and his/her peers without disabilities.	1	2	3	4	5	6
2. I believe my child has more possibilities for enhancement in the general education classroom.	1	2	3	4	5	6
3. I believe my child has favorable influence for self-confidence and self-assurance in the general education classroom.	1	2	3	4	5	6
4. I believe my child included in the general education classroom puts an extra burden on general education class teachers.	1	2	3	4	5	6
5. I believe including my child into the general education classroom will not affect the educational achievement of students without disabilities.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
6. I believe my child can make adequate academic progress when he/she is included in the general education classroom.	1	2	3	4	5	6
7. I believe general education class teachers are primarily responsible for helping my child get involved in the general education classroom.	1	2	3	4	5	6
8. I believe my child probably develops learning skills more rapidly in general education classrooms than in special classrooms.	1	2	3	4	5	6
9. I believe teaching SEN students is better done by special education teachers than by general education teachers.	1	2	3	4	5	6
10. I believe my child will be socially isolated by general education classroom students.	1	2	3	4	5	6
11. I believe my child gets more advancement of independence in daily activities in general education classroom.	1	2	3	4	5	6
12. I believe my child has more benefit from positive examples of their peers in general education classroom.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
B. Strategies general education teachers adopted for promoting my child's social integration in general education classrooms						
1. A general education teacher can create an accepting, welcoming, and inclusive environment for my child in a general education classroom.	1	2	3	4	5	6
2. A general education teacher can use cooperative learning and play through discussions, teaming, and group activities.	1	2	3	4	5	6
3. A general education teacher can educate and encourage non-disabled peers to accept and support of my child.	1	2	3	4	5	6
4. A general education teacher is willing to provide my child extra teacher time for individual assistance and support.	1	2	3	4	5	6
5. A general education teacher is able to differentiate instruction to the level of my child and incorporate special strategies.	1	2	3	4	5	6
6. A general education teacher can create opportunities for my child to interact with peers.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7. A general education teacher can give my child opportunities to make choices.	1	2	3	4	5	6
8. My child receives accommodations and adaptations in general education classroom.	1	2	3	4	5	6
9. A general education teacher can instruct peer students to actively model how my child should act in order to become more effective learners.	1	2	3	4	5	6
10. I feel confident in general education teachers' ability to teach my child.	1	2	3	4	5	6
C. My child's experience in general education classroom.						
1. My child is not challenged enough at general education classroom.	1	2	3	4	5	6
2. My child has confidence in his general education teacher.	1	2	3	4	5	6
3. My child likes going to general education classroom.	1	2	3	4	5	6
4. My child sometimes has difficulties with his general education teacher.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
5. My child feels comfortable in general education classroom.	1	2	3	4	5	6
6. My child complains about general education classroom at home.	1	2	3	4	5	6
7. My child has been ridiculed with his/her peers in general education classroom.	1	2	3	4	5	6
8. My child has excluded with his/her peers in general education classroom.	1	2	3	4	5	6
9. My child is treated in a rough manner in general education classroom.	1	2	3	4	5	6
10. Peers in general education classroom always take care of him/her.	1	2	3	4	5	6
11. My child accomplishes less in general education classroom.	1	2	3	4	5	6
12. My child achieves quite good results within his/her own limits in general education classroom.	1	2	3	4	5	6
13. My child feels accepted with his/her classmates in general education classroom.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
14. My child never meets his/her peer classmates outside school hours.	1	2	3	4	5	6
D. Classroom management for making accommodation for my child.						
1. My child is positioned so that he/she can see and participate in what is going on.	1	2	3	4	5	6
2. My child is positioned so that classmates and teachers may easily interact with them.	1	2	3	4	5	6
3. A general education teacher can establish clear routines in nonacademic area for my child to easily follow.	1	2	3	4	5	6
4. A general education teacher can establish brief, specific, and clearly-understood classroom rules.	1	2	3	4	5	6
5. A general education teacher can monitor my child's classroom behaviors frequently.	1	2	3	4	5	6
E. General education teachers' willingness to coordinate resources offered to support inclusion						
1. general education teacher is willing to share thinking, opinions, or observations about my	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
child are learning with me.						
2. A general education teacher is willing to educate and collaborate with other subject teachers to support my child.	1	2	3	4	5	6
3. A general education teacher is willing to pass on of information.	1	2	3	4	5	6
4. A general education teacher is willing to help the school with fund raising to support activities for SEN students.	1	2	3	4	5	6
5. A general education teacher is willing to communicate with me for support and problem solving.	1	2	3	4	5	6
6. A general education teacher is willing to help me gain knowledge and skills about what I can do to help my child learning.	1	2	3	4	5	6
7. A general education teacher is willing to let me know about the good things my child does.	1	2	3	4	5	6
8. A general education teacher is available when I need to talk.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
9. A general education teacher shows respect for my family's values and beliefs.	1	2	3	4	5	6
10. A general education teacher is willing to attend IEP meeting to share thinking, opinions, or observations about my child's learning and social interaction for better IEP development.	1	2	3	4	5	6
F. Parents' satisfaction about inclusion & Parents' involvement in inclusion.						
1. I feel school accepted the parents' view.	1	2	3	4	5	6
2. I feel school tried to comply with the parents' wishes.	1	2	3	4	5	6
3. I am satisfied with the passing on of information.	1	2	3	4	5	6
4. I am satisfied with the parent-teacher cooperation.	1	2	3	4	5	6
5. I am satisfied with the quality of education my child receives in general education classroom.	1	2	3	4	5	6
6. I am willing to attend IEP meeting.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7. I am willing to cooperate with school to cope with my child's problem.	1	2	3	4	5	6
8. I am willing to contribute to school activities related to inclusion.	1	2	3	4	5	6

Other Opinions:

Your additional comments are very welcome. Please feel free to share your opinions about inclusion using the space provided below. Thank you.

1. Please share your experiences and feelings about inclusion.
2. Please share what changes would be necessary in the present system to promote implementation of inclusion.

Background Information

Please write down your answer or select an answer by making an "x"

1. Gender: Male Female
2. Age: 20-25 26-30 31-35 36-40 41-45 46-50 51-55 56-60
3. What is your education background: Elementary level Middle school level High school level
 Community college level Bachelor's degree Master's degree Doctoral degree
4. House hold annual income: below NTD300,000 NTD300,000-500,000 NTD500,001-700,000
 NTD700,001-900,000 NTD900,001-1,100,000 more than NTD1,100,000
5. Your child's gender: male female

6. What grade is your child in:
7. Years of inclusion experience your child has had: 1 year 2 years 3 years 4 years 5 years
 6 years more than 6 years
8. How many general classrooms in your child's school? Less than 12 13-40 41-70 more than 70
9. How many students are in your child's general education class:
 less than 10 11-20 21-32 more than 32
10. Categories of your child : intellectual disabilities visual impairments hearing impairments
 communication/speech disorders physical impairments cerebral palsy health impairments
 emotional disorders learning disabilities multiple impairments Autism
 developmental delays other disabilities/ please name the categories: _____.
11. What therapy your child is receiving now: None
 Physical therapy speech treatment other therapies _____ .
12. Does your child participate in any school activity:
 None
 Yes, _____ (please name all of them)
13. Does your child participate in any after school activity:
 None
 Yes, _____ (please name all of them)
14. If you are asked to indicate your feelings about including SEN students in general education classroom,
 which of following for opinions would you choose?
 Strongly Opposed Oppose Supportive Strongly Supportive

Non-disabled Students' Questionnaire

Please answer each question by circling the number on the scale which best describes your response.

Values on the scale range from: strongly disagree = 1 to strongly agree = 6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A. Students' attitudes toward inclusion						
1. I believe placement in general education class increase the interaction between SEN students and their peers without disabilities.	1	2	3	4	5	6
2. I believe students without disabilities socially benefit from interacting with SEN students in the general education classroom.	1	2	3	4	5	6
3. I believe SEN students included in the general education classroom puts an extra burden on general education class teachers.	1	2	3	4	5	6
4. I believe including SEN students into the general education classroom will not effect the educational achievement of students without disabilities.	1	2	3	4	5	6
5. I believe SEN students cannot make adequate academic progress when they are included in the general education classroom.	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
6. I believe special education teaching is better done by special education teachers than by general education teachers.	1	2	3	4	5	6
7. I believe SEN students will be socially isolated by general education classroom students.	1	2	3	4	5	6
B. Administrators' knowledge toward SEN students						
1. My homeroom teacher has taught us the category of disability SN student included is in under the TSEA.	1	2	3	4	5	6
2. My homeroom teacher has taught us the characteristics of disability category SN student included.	1	2	3	4	5	6
3. I understand the cause of disability for category of SEN student included.	1	2	3	4	5	6
C. Non-disabled students' attitudes toward SEN students.						
1. I am willing to communicate with SEN students included in my class.	1	2	3	4	5	6
2. SEN students should be included in general	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
class.						
3. SEN students will take up too much of the teacher aides' time.	1	2	3	4	5	6
4. SEN students perform bad in group activities in general classroom.	1	2	3	4	5	6
5. Regardless of whether the behavioral problems of SEN students, the including placement should be supported.	1	2	3	4	5	6
6. Conflicts occurred often between SEN students and classmates in general classroom.	1	2	3	4	5	6
7. SEN students receive accommodations and adaptations in my class.	1	2	3	4	5	6
8. SEN students will take up too much of the teachers' time.	1	2	3	4	5	6
9. I would help SN students get good adjustment in general education classroom.	1	2	3	4	5	6
10. I would tutor SEN students when they have problem learning.	1	2	3	4	5	6
11. SEN students are welcome to my general	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
classroom.						
12. I would befriend SEN students in general education classroom.	1	2	3	4	5	6
13. I would play with SEN students during recess.	1	2	3	4	5	6
14. I would involve SEN students in general education classroom.	1	2	3	4	5	6
15. I would stop people excluding or teasing SEN students.	1	2	3	4	5	6
D. Classroom management built for making accommodation for SEN students						
1. SEN students are positioned so that they can see and participate in what is going on.	1	2	3	4	5	6
2. SEN students are positioned so that classmates and teachers may easily interact with them.	1	2	3	4	5	6
3. My homeroom teacher establishes clear routines for SEN students to easily follow.	1	2	3	4	5	6
4. My homeroom teacher establishes brief, specific, and clearly-understood classroom	1	2	3	4	5	6

Questions	Rating Scale Circle the number that best represents your response to each question.					
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
rules.						
5. My homeroom teacher demonstrates us how to get along with SEN students.	1	2	3	4	5	6
6. My homeroom teacher spends extra time helping SEN students learning.	1	2	3	4	5	6

Background Information

Please write down your answer or select an answer by making an "x"

- Gender: Female Male
- Please circle the grade in which you are in. 3rd 4th 5th 6th
- Years of experience being in inclusive classroom? 1 2 3 4 5 6
- Please indicate your experience with people with disabilities.
A lot Some Limited Very limited None
- Do you have friend with disability? Yes No
- Do you have family member with disability? Yes No
- Do you have you any SEN student in your class? No.
Yes, I have SEN student(s) included in my class.
- How many students are in your class: less than 10 11-20 21-32 more than 32
- If you are asked to indicate your feelings about including SEN students in general class, which of following for opinions would you choose?
Strongly Opposed Oppose Supportive Strongly Supportive

Appendix C: Chinese Version of Questionnaires

- (1) Administrators' Questionnaire (行政人員問卷)**
- (2) General Education Teachers' Questionnaire (普通班教師問卷)**
- (3) Parents' of SEN students Questionnaire (特教學生家長問卷)**
- (4) Non-disabled Students' Questionnaire (普通班學生問卷)**

敬愛的校長，您好：

我是台南市崇學國小教師-黃珍芳，目前是美國愛達荷大學 (University of Idaho) 特殊教育系的博士候選人。我和我的指導教授正在進行關於台灣融合教育(將身心障礙學童安置於普通班就讀)的現況調查研究，調查對象包含行政人員 (校長及主任)、普通班教師、身心障礙學童的家長和普通班學生。我非常想了解您對融合教育的看法，問卷內容包括:您對融合教育的態度、您所具備的特殊教育知識、身心障礙學童在學校或普通班內的適應情況……等。

此研究 (問卷、訪談或教室觀察) 採自願參加，研究方法包含:問卷、訪談。研究者對個人資料、問卷、訪談的內容均會嚴加保密，研究結果只會做學術上的應用。您有絕對的權利拒絕回答任何您認為不適當的問題，或中途退出此研究。為了減少紙張的浪費，您在問卷、訪談及教室觀察的參與將等同同意書的效力，不再另行簽署同意書。您的參與將對了解台灣融合教育的現況有所助益。此研究已經獲得美國愛達荷大學批准。在此，我再次誠摯的邀請您參與此研究來分享您寶貴的意見。非常感謝您的協助與參與。

研究者

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多元角度談台灣的融合教育現況

行政人員問卷

請圈選評量表上的數字來描述你對每一個問題的看法。

分數等級為: 非常不同意=1 到 非常同意=6

問題	評量表					
	圈選最合適的數字來代表您對問題的看法					
	非 常 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	非 常 同 意
A.						
1. 我認為讓身心障礙學生進普通班融合，有助於他們和同儕間的互動。	1	2	3	4	5	6
2. 我認為讓身心障礙學生進普通班融合，會降低教學品質。	1	2	3	4	5	6
3. 我認為讓身心障礙學生進普通班與一般學生互動，有助於普通班學生的社交能力發展。	1	2	3	4	5	6
4. 我認為讓身心障礙學生進普通班融合，會額外增加普通班老師的教學負擔。	1	2	3	4	5	6
5. 我認為讓身心障礙學生進普通班融合，不會影響到普通班學生的學業成績。	1	2	3	4	5	6
6. 我認為身心障礙學生在普通班中無法勝任課業進度。	1	2	3	4	5	6

問題	評量表					
	圈選最合適的數字來代表您對問題的看法					
	非 常 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	非 常 同 意
7. 我認為普通班教師應該擔負身心障礙學生在普通班學習的主要責任。	1	2	3	4	5	6
8. 我認為讓身心障礙學生安置在普通班，比在特教班中更容易培養學習技巧。	1	2	3	4	5	6
9. 我認為特教老師比普通班老師更擅長於指導身心障礙學生。	1	2	3	4	5	6
10. 我認為讓身心障礙學生進普通班融合，可能會受到同儕的社交孤立。	1	2	3	4	5	6
11. 普通學校的行政人員有接受足夠的融合教育訓練。	1	2	3	4	5	6
12. 我認為讓身心障礙學生進普通班融合，對原本工作量大的普通班教師是不公平的。	1	2	3	4	5	6
13. 融合教育的理論是良善的，但在現實上是行不通的。	1	2	3	4	5	6
B.						
1. 我了解特殊教育法涵蓋的各種障礙類別。	1	2	3	4	5	6
2. 我了解特殊教育法中各種障礙類別的特徵。	1	2	3	4	5	6
3. 我了解特殊教育法中各種障礙類別的形成原因。	1	2	3	4	5	6
C.						

問題	評量表					
	圈選最合適的數字來代表您對問題的看法					
	非 常 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	非 常 同 意
1. 我鼓勵營造對身心障礙學生接納、歡迎與包容的環境。	1	2	3	4	5	6
2. 我鼓勵普通班教師透過討論、分組和團體活動來進行合作學習。	1	2	3	4	5	6
3. 我鼓勵並教育普通學生接納與支持身心障礙學生。	1	2	3	4	5	6
4. 我願意提供額外時間與身心障礙學生的家長進行諮商。	1	2	3	4	5	6
5. 我願意提供額外時間與身心障礙學生的普通班教師進行諮商。	1	2	3	4	5	6
6. 我鼓勵普通班教師針對不同程度的身心障礙學生，使用特殊教學策略以進行適合個別程度的教學。	1	2	3	4	5	6
7. 我積極創造身心障礙學生與同儕間的互動機會。	1	2	3	4	5	6
8. 在我任教的學校內，身心障礙學生都適應良好。	1	2	3	4	5	6
9. 普通班內班級人數有依照身心障礙學生安置法規定而酌量減少。	1	2	3	4	5	6
10. 實習教師會被分派到安置有身心障礙學生的班級協助身心障礙學生。	1	2	3	4	5	6
11. 志工(如:家長、大學實習生)會被分派到安置有身心障礙學生的班級協助身心障礙學生。	1	2	3	4	5	6

問題	評量表					
	圈選最合適的數字來代表您對問題的看法					
	非 常 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	非 常 同 意
D.						
1. 身心障礙學生的普通班教室安排，以方便其使用校園設備為原則。	1	2	3	4	5	6
2. 設計無障礙空間以滿足身心障礙學生在普通班的需求。	1	2	3	4	5	6
3. 校方會將普通班教師對身心障礙學生的接納意願，列入對身心障礙學生的班級安置考量。	1	2	3	4	5	6
4. 我願意爭取經費來提升符合身心障礙學生需求的硬體設備。	1	2	3	4	5	6
5. 我願意申請經費，採購身心障礙學生在普通班學習課程所需的科技輔具(如:盲文閱讀，電腦應用程式)。	1	2	3	4	5	6
6. 我支持以多元評量及彈性修改評量內容的方式，取代學校統一測驗來評量身心障礙學生的學科表現。	1	2	3	4	5	6
E.						
1. 我願意與身心障礙學生的家長分享我對融合教育的觀點、評論與觀察。	1	2	3	4	5	6
2. 我願意鼓勵普通班教師與特教老師合作來支持身心障礙學生。	1	2	3	4	5	6
3. 我願意協助學校為身心障礙學生所舉辦的募款活動。	1	2	3	4	5	6

問題	評量表					
	圈選最合適的數字來代表您對問題的看法					
	非 常 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	非 常 同 意
4. 我願意與身心障礙學生的家長溝通來協助他們解決問題。	1	2	3	4	5	6
5. 我願意與老師、家長及身心障礙學生分享與特殊教育相關的資訊。	1	2	3	4	5	6
6. 我願意鼓勵志工(如:家長、大學生)到普通班協助身心障礙學生。	1	2	3	4	5	6
7. 我願意參與個別教學計畫會議並分享我對身心障礙學生在學習和社會互動上的觀察及看法，讓個別教學計畫更完善。	1	2	3	4	5	6

其他意見:

歡迎您提供對融合教育的任何評論或看法。請利用以下空白處來分享您寶貴的意見，謝謝。

1. 請分享您個人對融合教育的經驗與感受。
2. 融合教育在台灣仍未臻於成熟，在現行制度中需要做哪些改變來讓融合教育的施行更完善?

背景資料

請寫下答案或在答案處打“~”

1. 性別：男 女

2. 年齡(歲)：小於 36 36-40 41-45 46-50 51-55 56-60 大於 61
3. 請勾選目前職務：校長 _____主任(請填入服務處室) 其他_____。
4. 服務學校班級數？12 班以下 13-40 班 41-70 班 多於 70 班
5. 本學年度的身心障礙學生人數(人)？
- 少於 5 6-10 11-15 16-20 21-25 26-30 31-40 多於 40
6. 請勾選您的最高學歷：
- 學士 碩士 博士 其他_____ (請詳細說明)
7. 教學/服務年資(年)：1-5 6-10 11-15 16-20 21-25 多於 25
8. 教導身心障礙學生年資(年)：無 1-3 4-6 7-9 10-12 15-20 多於 20
9. 請勾選您的特殊教育背景：無 特殊教育學士 特殊教育碩士 特殊教育博士
- 在職接受特殊教育訓練 職前特殊教育師資培育訓練
10. 請勾選在 102 學年度(本學年度)您接受大約多少小時的特殊教育相關研習？
- 無 1-5 6-10 11-15 16-20 21-25 26-30 多於 30
11. 請您表達您對身心障礙學生融入普通班學習的看法？
- 非常反對 反對 支持 非常支持

敬愛的老師，您好：

我是台南市崇學國小教師-黃珍芳，目前是美國愛達荷大學 (University of Idaho) 特殊教育系的博士候選人。我和我的指導教授正在進行關於台灣融合教育(將身心障礙學童安置於普通班就讀)的現況調查研究，調查對象包含行政人員 (校長及主任)、普通班教師、身心障礙學童的家長和普通班學生。我非常想了解您對融合教育的看法，問卷內容包括:您對融合教育的態度、您所具備的特殊教育知識、身心障礙學童在學校或普通班內的適應情況……等。

此研究 (問卷、訪談或教室觀察) 採自願參加，研究方法包含:問卷、訪談。研究者對個人資料、問卷、訪談的內容均會嚴加保密，研究結果只會做學術上的應用。您有絕對的權利拒絕回答任何您認為不適當的問題，或中途退出此研究。為了減少紙張的浪費，您在問卷、訪談及教室觀察的參與將等同同意書的效力，不再另行簽署同意書。您的參與將對了解台灣融合教育的現況有所助益。此研究已經獲得美國愛達荷大學批准。在此，我再次誠摯的邀請您參與此研究來分享您寶貴的意見。非常感謝您的協助與參與。

研究者

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多元角度談台灣的融合教育現況 普通班教師問卷

請圈選評量表上的數字來描述你對每一個問題的看法。

分數等級為: 非常不同意=1 到 非常同意=6

問 題	評量表 圈選最合適的數字來代表您對問題的看法					
	非常 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	非 常 同 意
A.						
1. 我認為讓身心障礙學生進普通班融合，有助於他們和同儕間的互動。	1	2	3	4	5	6
2. 我認為讓身心障礙學生進普通班融合，會降低教學品質。	1	2	3	4	5	6
3. 我認為讓身心障礙學生進普通班與一般學生互動，有助於普通班學生的社交能力發展。	1	2	3	4	5	6
4. 我認為讓身心障礙學生進普通班融合，會額外增加普通班老師的教學負擔。	1	2	3	4	5	6
5. 我認為讓身心障礙學生進普通班融合，不會影響到普通班學生的學業成績。	1	2	3	4	5	6
6. 我認為身心障礙學生在普通班中無法勝任課業進度。	1	2	3	4	5	6
7. 我認為普通班教師應該擔負身心障礙學生在普通班學習的主要責任。	1	2	3	4	5	6
8. 我認為讓身心障礙學生安置在普通班，比在特教班中更容易培養出學習技巧。	1	2	3	4	5	6
9. 我認為特教老師比普通班老師更擅長於指導身心障礙學生。	1	2	3	4	5	6
10. 我認為讓身心障礙學生進普通班融合，可能會受到同儕的社交孤立。	1	2	3	4	5	6
11. 我認為讓身心障礙學生進普通班融合，對原本工作量大的普通班教師是不公平的。	1	2	3	4	5	6

12.融合教育的理論是良善的，但在現實上是行不通的。	1	2	3	4	5	6
B.	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
1. 我了解特殊教育法涵蓋的各種障礙類別。	1	2	3	4	5	6
2. 我了解特殊教育法中各種障礙類別的特徵。	1	2	3	4	5	6
3. 我了解特殊教育法中各種障礙類別的形成原因。	1	2	3	4	5	6
C.	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
1. 我鼓勵營造對身心障礙學生接納、歡迎與包容的環境。	1	2	3	4	5	6
2. 我運用討論、分組和團體活動的教學方式來促進班級合作學習。	1	2	3	4	5	6
3. 我教導普通班學生學習如何對身心障礙學生進行同儕教學。	1	2	3	4	5	6
4. 我運用同儕教學策略來幫助身心障礙學生學習。	1	2	3	4	5	6
5. 我鼓勵並教育普通學生接納與支持身心障礙學生。	1	2	3	4	5	6
6. 我願意提供額外時間來個別協助和指導身心障礙學生。	1	2	3	4	5	6
7. 我能針對不同程度的身心障礙學生使用特殊教學策略，以適合個別程度的教學。	1	2	3	4	5	6
8. 我能積極創造身心障礙學生與普通班學生間的互動機會。	1	2	3	4	5	6
9. 我讓身心障礙學生有自己做選擇的機會。	1	2	3	4	5	6
10. 在我班級的身心障礙學生都適應良好。	1	2	3	4	5	6
11. 我會指導同儕學生為身心障礙學生作學習示範，讓他們成為更有效率的學習者。	1	2	3	4	5	6

12.我會鼓勵普通班學生與身心障礙學生相互支持並建立友誼。	1	2	3	4	5	6
13.我會示範普通班學生如何與身心障礙學生正向互動。	1	2	3	4	5	6
14.我會提供相關的特教知識來教導普通班學生認識身心障礙學生(如: 邀請來賓來談論身心障礙學生的感受及分享身心障礙人士如何過成功的生活)。	1	2	3	4	5	6
15.我會將特教相關主題融入課程來教導普通班學生(如:在相關主題的教學,提及傑出身心障礙人士在各個領域的貢獻)。	1	2	3	4	5	6
D.	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
1. 身心障礙學生的座位被安排在容易觀察與參與班級教學活動的地方(不是安置在教室角落與同儕隔離)。	1	2	3	4	5	6
2. 身心障礙學生的座位被安排在容易與老師及同學互動的地方。	1	2	3	4	5	6
3. 我能替身心障礙學生建立明確的作息表,讓他們知道什麼時候該做什麼事。	1	2	3	4	5	6
4. 我建立簡潔、明確、容易了解的班級規則。	1	2	3	4	5	6
5. 我經常觀察並掌控身心障礙學生的教室行為。	1	2	3	4	5	6
E.	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
1. 我願意與特教老師分享我對身心障礙學生學習的看法、評論與觀察來協助課程調整。	1	2	3	4	5	6
2. 我願與科任教師合作來支持協助身心障礙學生。	1	2	3	4	5	6
3. 我願意協助學校為身心障礙學生所舉辦的募	1	2	3	4	5	6

5. 教學/服務年資(年)：1-5 6-10 11-15 16-20 21-25 多於 25
6. 教導身心障礙學生年資(年)：無 1-3 4-6 7-9 10-12 15-20 多於 20
7. 請勾選您的特殊教育背景：無 特殊教育學士 特殊教育碩士
特殊教育博士 在職接受特殊教育訓練 職前特殊教育師資培育訓練
8. 102 學年度您的班級共安置有幾位身心障礙學生？1 2 3 4 5
9. 102 學年度您的班級共有幾位學生？
10 人以下 11-20 人 21-32 人 32 人以上
10. 您曾經教導過的身心障礙學生所屬障礙類別：
智能障礙 視覺障礙 聽覺障礙 溝通/語言障礙
肢體障礙 腦性麻痺 身體病弱 情緒障礙 學習障礙 多重障礙
自閉症 發展遲緩 其他障礙類別(列出類別名)
11. 請勾選在 102 學年度(本學年度)您接受大約多少小時的特殊教育相關研習？
無 1-5 6-10 11-15 16-20 21-25 26-30 多於 30
12. 請您表達您對身心障礙學生融入普通班學習的看法？
非常反對 反對 支持 非常支持

敬愛的家長，您好：

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分數等級為：非常不同意=1 到 非常同意=6

問 題	評量表 圈選最合適的數字來代表您對問題的看法					
	非常 不同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	非 常 同 意
A.						
1. 我認為將孩子安置在普通班中，有助於他(她)和普通班學生間的互動。	1	2	3	4	5	6
2. 我相信讓我的孩子在普通班學習比較有可能進步。	1	2	3	4	5	6
3. 我相信將我的孩子安置在普通班中，對她(他)的自信心有正面的影響。	1	2	3	4	5	6
4. 我認為將我的孩子安置於普通班中，會額外增加普通班教師的教學負擔。	1	2	3	4	5	6
5. 我認為將我的孩子安置於普通班中，不會影響到普通班學生的學業成績。	1	2	3	4	5	6
6. 我認為將我的孩子安置在普通班中，能讓她(他)的課業學習比較進步。	1	2	3	4	5	6
7. 我認為普通班教師應該擔負身心障礙學生在普通班學習的主要責任。	1	2	3	4	5	6
8. 我認為將我的孩子安置在普通班中，會比在特教班中更容易培養出學習技巧。	1	2	3	4	5	6
9. 我認為特教老師比普通班老師更擅長於指導身心障礙學生。	1	2	3	4	5	6

10. 我認為將我的孩子安置在普通班中，他(她)將受到同儕的社交孤立。	1	2	3	4	5	6
11. 我相信普通班的日常活動能讓我孩子獨立自主的能力更進步。	1	2	3	4	5	6
12. 我相信我的孩子在普通班中，能受惠於同儕間的正向互動。	1	2	3	4	5	6
B.	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
1. 普通班教師能營造接納、歡迎與包容我孩子的教學環境。	1	2	3	4	5	6
2. 普通班教師能運用討論、分組和團體活動來進行合作學習。	1	2	3	4	5	6
3. 普通班老師能鼓勵並教育普通學生接納與支持我的孩子。	1	2	3	4	5	6
4. 普通班老師願意提供額外的時間個別協助我的孩子。	1	2	3	4	5	6
5. 普通班教師能使用特殊教學策略，進行適合我孩子個別程度的教學。	1	2	3	4	5	6
6. 普通班教師能鼓勵普通班學生與我孩子互動。	1	2	3	4	5	6
7. 普通班教師能提供我孩子自己做選擇的機會。	1	2	3	4	5	6
8. 我的孩子在普通班適應良	1	2	3	4	5	6

好。						
9. 普通班老師會指導普通班學生作正確的學習方式示範，讓我的孩子成為更有效率的學習者。	1	2	3	4	5	6
10. 我對普通班老師教導我的孩子的能力有信心。	1	2	3	4	5	6
C.	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
1. 普通班的學習對我的孩子而言缺乏挑戰。	1	2	3	4	5	6
2. 我的孩子信賴他(她)的普通班老師。	1	2	3	4	5	6
3. 我的孩子喜歡在普通班學習。	1	2	3	4	5	6
4. 有時候我的孩子和她(他)的普通班老師相處有困難。	1	2	3	4	5	6
5. 我的孩子在普通班感到自在。	1	2	3	4	5	6
6. 我的孩子在家會抱怨他在普通班的待遇。	1	2	3	4	5	6
7. 我的孩子在普通班受到同學的嘲弄。	1	2	3	4	5	6
8. 我的孩子受到他(她)普通班同學的排擠	1	2	3	4	5	6
9. 我的孩子在普通班遭受無理的對待。	1	2	3	4	5	6
10. 普通班學生總是會照顧我的孩子。	1	2	3	4	5	6
11. 我的孩子在普通班學習較	1	2	3	4	5	6

無成就感。						
12. 我的孩子雖然能力有限，但他(她)在普通班仍然有學習成就。	1	2	3	4	5	6
13. 我的孩子覺得他(她)被普通班同學包容接納。	1	2	3	4	5	6
14. 我的孩子在放學後從未和普通班同學連絡(互動)。	1	2	3	4	5	6
D.	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
1. 我孩子的座位被安排在容易觀察與參與班級教學活動的地方(不是安置在教室角落與同儕隔離)。	1	2	3	4	5	6
2. 我孩子的座位被安排在容易與老師及同學互動的地方。	1	2	3	4	5	6
3. 普通班老師能為我的孩子建立明確的作息表，讓他/她知道什麼時候該做什麼事。	1	2	3	4	5	6
4. 普通班老師有建立簡潔、明確、容易了解的班級規則。	1	2	3	4	5	6
5. 普通班老師經常並觀察掌控我孩子的教室行為。	1	2	3	4	5	6
E.	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
1. 普通班教師願意與我分享	1	2	3	4	5	6

我對我孩子學習的看法、評論與觀察。						
2. 普通班教師願意與科任教師合作，來支持協助我孩子的學習。	1	2	3	4	5	6
3. 普通班教師願意協助傳達學校的訊息給我。	1	2	3	4	5	6
4. 普通班教師願意協助學校為身心障礙學生所舉辦的募款活動。	1	2	3	4	5	6
5. 普通班教師願意與我溝通來協助我解決問題。	1	2	3	4	5	6
6. 普通班教師願意協助我去學習如何能幫助我孩子的相關知識技能。	1	2	3	4	5	6
7. 普通班教師願意與我分享我孩子在學校的好行為或好事。	1	2	3	4	5	6
8. 當我需要與普通班教師對話時，她(他)也願意回應我的要求。	1	2	3	4	5	6
9. 普通班教師對我的家庭價值觀和信念表示尊重。	1	2	3	4	5	6
10. 普通班教師願意參與個別教學計劃會議，來分享她(他)對我孩子學習和社會互動的觀察、看法，來讓個別教學計畫更完善。	1	2	3	4	5	6
E.	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
1. 我覺得校方能接受家長的觀點。	1	2	3	4	5	6
2. 我覺得校方能盡力滿足家長的需求。	1	2	3	4	5	6

3. 我對校方傳遞訊息的效率感到滿意。	1	2	3	4	5	6
4. 我對親師合作的模式感到滿意。	1	2	3	4	5	6
5. 我對我孩子所接受融合教育的品質感到滿意。	1	2	3	4	5	6
6. 我願意參加我孩子的個別教學計畫(IEP)會議。	1	2	3	4	5	6
7. 我願意配合校方來處理我孩子的問題。	1	2	3	4	5	6
8. 我願意協助參與校方所舉辦和融合教育相關的活動。	1	2	3	4	5	6

其他意見:歡迎您提供對融合教育的任何評論或看法。請利用以下空白處來分享您寶貴的意見，
謝謝。

1.請分享您個人對融合教育的經驗與感受。

2.融合教育在台灣仍未臻於成熟，在現行制度中需要做哪些改變來讓融合教育的實行更完善?

背景資料

請寫下答案或在答案處打“~”

1.性別:男 女

2.年齡(歲): 20-25 26-30 31-35 36-40 41-45
 46-50 51-56 56-60

3.請勾選您的最高學歷：小學 國中 高中職 專科 大學 碩士 博士

4.家庭年收入:低於新台幣三十萬 新台幣三十萬到五十萬
新台幣五十萬到七十萬 新台幣七十萬到九十萬
新台幣九十萬到一百一十萬 高於新台幣一百一十萬

5.您孩子的性別:男 女

6.您的孩子目前就讀的年級:1年級 2年級 3年級 4年級
5年級 6年級

7. 您的孩子有幾年融合教育經驗: 1年 2年 3年 4年 5年
6年 6年以上
8. 您孩子所就讀學校的班級數? 12班以下 13-40班 41-70班
多於70班
9. 您孩子所融入班級的學生數? 10人以下 11-20人 21-32人
32人以上
10. 您的孩子屬於何種身心障礙類別:
- 智能障礙 視覺障礙 聽覺障礙 溝通/語言障礙
肢體障礙 腦性麻痺 身體病弱 情緒障礙 學習障礙 多
重障礙 自閉症 發展遲緩 其他障礙類別(列出類別名)
11. 您的孩子目前有接受何種治療: 無,請說明原因:
物理治療 語言治療 其他治療:
12. 您的孩子有參加任何學校社團嗎?
無,請說明原因:
有, (請列出社團名稱)
13. 您孩子有參加任何課後活動嗎?
無,請說明原因:
有, (請列出課後活動名稱)
14. 請您表達您對身心障礙學生融入普通班學習的看法?
非常反對 反對 支持 非常支持

敬愛的小朋友，

我是台南市崇學國小教師-黃珍芳，目前是美國愛達荷大學 (University of Idaho) 特殊教育系的博士候選人。我和我的指導教授正在進行關於台灣融合教育(將身心障礙學童安置於普通班就讀)的現況調查研究，調查對象包含行政人員 (校長及主任)、普通班教師、身心障礙學童的家長和普通班學生。我非常想了解您對融合教育的看法，問卷內容包括:您對融合教育的態度、您所具備的特殊教育知識、身心障礙學童在學校或普通班內的適應情況……等。

此研究 (問卷、訪談) 採自願參加，研究方法包含:問卷、訪談及教室觀察。研究者對個人資料、問卷、訪談的內容均會嚴加保密，研究結果只會做學術上的應用。您有絕對的權利拒絕回答任何您認為不適當的問題，或中途退出此研究。為了減少紙張的浪費，您在問卷、訪談及教室觀察的參與將等同同意書的效力，不再另行簽署同意書。您的參與將對了解台灣融合教育的現況有所助益。此研究已經獲得美國愛達荷大學批准。在此，我再次誠摯的邀請您參與此研究來分享您寶貴的意見。非常感謝您的協助與參與。

研究者

黃珍芳

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多元角度談台灣的融合教育現況

普通班學生問卷

請圈選評量表上的數字來描述你對每一個問題的看法。

分數等級為: 非常不同意=1 到 非常同意=6

問題	評量表					
	圈選最合適的數字來代表您對問題的看法					
	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
A.						
1. 我認為讓身心障礙學生進普通班融合，有助於他們和同儕間的互動。	1	2	3	4	5	6
2. 我認為讓身心障礙學生進普通班與一般學生互動，有助於普通班學生的社交能力發展。	1	2	3	4	5	6
3. 我認為讓身心障礙學生進普通班融合，會額外增加普通班老師的教學負擔。	1	2	3	4	5	6
4. 我認為讓身心障礙學生進普通班融合，不會影響到普通班學生的學業成績。	1	2	3	4	5	6
5. 我認為身心障礙學生在普通班中無法跟上普通班的課業進度。	1	2	3	4	5	6
6. 我認為特教老師比普通班老師更適合指導身心障礙學生。	1	2	3	4	5	6
7. 我認為讓身心障礙學生進普通班融合，可能會受到同儕的社交孤立。	1	2	3	4	5	6
B.						

問題	評量表					
	圈選最合適的數字來代表您對問題的看法					
	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
1. 級任老師曾教導我們關於班上身心障礙同學在特殊教育法中所屬的障礙類別。	1	2	3	4	5	6
2. 級任老師曾教導我們關於班上身心障礙同學所屬障礙類別的特徵。	1	2	3	4	5	6
3. 級任老師曾教導我們關於班上身心障礙同學所屬障礙類別的形成原因。	1	2	3	4	5	6
C.						
1. 我願意與班上身心障礙學生溝通。	1	2	3	4	5	6
2. 我認為身心障礙學生應該被安置在普通班。	1	2	3	4	5	6
3. 我認為教導身心障礙學生占據太多普通班老師的時間。	1	2	3	4	5	6
4. 我認為身心障礙學生在普通班的團體活動表現不佳。	1	2	3	4	5	6
5. 不管身心障礙學生有何種行為問題，我都支持將他們安置在普通班。	1	2	3	4	5	6
6. 在普通班內，身心障礙學生和普通班學生常發生衝突。	1	2	3	4	5	6
7. 身心障礙同學在我的班上適應良好。	1	2	3	4	5	6
8. 身心障礙學生會占據老師太多時間。	1	2	3	4	5	6
9. 我願意協助身心障礙學生來適應普通班。	1	2	3	4	5	6
10. 當身心障礙學生有學習上的困難時，我願意協助他們。	1	2	3	4	5	6
11. 我的班級歡迎身心障礙學生的融入。	1	2	3	4	5	6

問題	評量表					
	圈選最合適的數字來代表您對問題的看法					
	非常不同意	不同意	有些不同意	有些同意	同意	非常同意
12. 我願意和身心障礙學生交朋友。	1	2	3	4	5	6
13. 我下課時間願意和身心障礙學生一起玩。	1	2	3	4	5	6
14. 我願意包容接納身心障礙學生。	1	2	3	4	5	6
15. 我願意制止欺負身心障礙學生的行為。	1	2	3	4	5	6
D.						
1. 班上身心障礙同學的座位被安排在容易觀察與參與班級教學活動的地方(不是安置在教室角落與同儕隔離)。	1	2	3	4	5	6
2. 班上身心障礙同學的座位被安排在容易與老師及同學互動的地方。	1	2	3	4	5	6
3. 我的班級老師能為身心障礙學生建立明確的作息表，讓他(她)知道什麼時候該做什麼事。	1	2	3	4	5	6
4. 我的班級老師能為身心障礙學生建立簡潔、明確、容易了解的班級規則。	1	2	3	4	5	6
5. 我的班級老師曾教導我們如何與身心障礙學生相處。	1	2	3	4	5	6
6. 我的班級老師能花費額外的時間指導身心障礙學生學習。	1	2	3	4	5	6

背景資料：

請寫下答案或在答案處打 “√”

1. 性別：男 女

2. 年級：3年級 4年級 5年級 6年級

3. 你有幾年的經驗與身心障礙學生同班？1年 2年 3年 4年 5年 6年

4. 請勾選你平常與身心障礙人士相處的經驗？經常 偶爾 很少 非常少 無

5. 你有身心障礙的朋友嗎？ 無 有

6. 你有身心障礙的家庭成員嗎？ 無 有

7. 你的班上有身心障礙學生嗎？ 無. 有，1 2 3 4 5(人)

8. 你的班上共有幾位學生？ 10人以下 11-20人 21-32人 32人以上

9. 請您表達您對身心障礙學生進入普通班學習的看法？
非常反對 反對 支持 非常支持

Appendix D: Consent Forms

(1) Adult Participants Informed Form

(2) Minor Participants Informed Consent Form

Adult Participant Informed Consent Form

You are being asked to participate in a survey research project entitled “How Far Have We Moved Toward Inclusion in Taiwan – from Different Perspectives “ which is being conducted by Jane-Fang Huang, a graduate student at the University of Idaho. The purpose of this study is to investigate implementation of inclusion in Taiwan.

The study should take approximately **10-15** minutes. This survey is anonymous. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer. Your completion of the survey serves as your voluntary agreement to participate in this research project.

Questions regarding the purpose or procedures of the research should be directed to Jane-Fang Huang at 06-2603979 (Taiwan) or jane1971@vandals.uidaho.edu. The University of Idaho Institutional Review board has approved this study. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 208-885-6162 or irb@uidaho.edu.

Researcher

Jane-Fang Huang

Collage of Education

University of Idaho

Moscow, ID 83844-0000

06-2603979 (Taiwan) or 208-885-5816 (U.S.A.)

敬愛的校長，老師，家長，您好：

我是台南市崇學國小教師-黃珍芳，目前是美國愛達荷大學(University of Idaho)特殊教育系的博士候選人。我和我的指導教授正在進行關於台灣融合教育(將身心障礙學童安置於普通班就讀)的現況調查研究，調查對象包含行政人員(校長及主任)、普通班教師、身心障礙學童的家長和普通班學生。我非常想了解您對融合教育的看法，問卷內容包括：您對融合教育的態度、您所具備的特殊教育知識、身心障礙學童在學校或普通班內的適應情況……等。

此研究(問卷、訪談)採自願參加，研究方法包含：問卷或訪談。研究者對個人資料、問卷、訪談的內容均會嚴加保密，研究結果只會做學術上的應用。您有絕對的權利拒絕回答任何您認為不適當的問題，或中途退出此研究。為了減少紙張的浪費，您在問卷、訪談的參與將等同同意書的效力，不再另行簽署同意書。您的參與將對了解台灣融合教育的現況有所助益。此研究已經獲得美國愛達荷大學批准。在此，我再次誠摯的邀請您參與此研究來分享您寶貴的意見。非常感謝您的協助與參與。

研究者

黃珍芳

博士候選人

美國愛達荷大學教育學院

e-mail: jane1971@vandals.uidaho.edu

電話: 208-885-5816 (美國)

0931838787 (台灣)

Minor Participant Informed Consent Form

Dear parents/guardians,

Your child is being asked to participate in a survey research project entitled “How Far Have We Moved Toward Inclusion in Taiwan – from Different Perspectives “ which is being conducted by Jane-Fang Huang, a graduate student at the University of Idaho. The purpose of this study is to investigate implementation of inclusion in Taiwan.

The study should take approximately **5-10** minutes. ***This survey is anonymous.*** No one, including the researcher, will be able to associate your child’s responses with his/her identity. Your child’s participation is voluntary. ***He/She may choose not to take the survey, to stop responding at any time, or to skip any questions that he/she does not want to answer. Considering your child’s willingness to answer the questionnaire, his/ her verbal agreement will be obtained before the survey starts. Your child will be also acknowledged all the risks and his/her rights verbally before asking their agreement to participating in this survey.*** Your child’s completion of the survey serves as his/her voluntary agreement to participate in this research project.

Questions regarding the purpose or procedures of the research should be directed to Jane-Fang Huang at 06-2603979 (Taiwan) or jane1971@vandals.uidaho.edu. The University of Idaho Institutional Review board has approved this study. If you have concerns or questions about your child’s rights as a research participant, you may contact the IRB Administrator at 208-885-6162 or irb@uidaho.edu.

Parent’s / Guardian’s Signature:

Researcher
Jane-Fang Huang
Collage of Education
University of Idaho
Moscow, ID 83844-0000
06-2603979 (Taiwan) or 208-885-5816 (U.S.A.)

國小學童參與融合教育研究家長同意書

親愛的家長，您好：

我是台南市崇學國小教師-黃珍芳，目前是美國愛達荷大學(University of Idaho)特殊教育系的博士候選人。我和我的指導教授正在進行關於台灣**融合教育**(將身心障礙學童安置於普通班就讀)的現況調查研究。此研究採自願參加，問卷填答時間為 5-10 分鐘，這過程中您的孩子可隨時退出此研究。研究者對個人資料、問卷的內容均會嚴加保密，教室觀察將以不干擾課堂學習為第一考量。此研究結果只會做學術上的應用。研究者將於分發問卷或觀察前再次取得您孩子的口頭同意。您的孩子有絕對的權利拒絕回答問卷上任何他認為不適當的問題，或中途退出此研究。此研究已經獲得美國愛達荷大學批准。**若您不同意您的孩子參與此研究，在研究進行當中，您的孩子將不會被納入教室觀察對象，也不需填寫問卷。**在此，我再次誠摯的邀請您的孩子參與此研究來分享他寶貴的意見。非常感謝您的同意與對此研究的支持。

研究者:美國愛達荷大學教育學院 博士候選人 黃珍芳

電話: 208-885-5816(USA)/0931838787(台灣)

家長同意簽名:

日期:_____.

Appendix E: Interview Records /訪談內容記錄

(1) 張明輝校長 (Principal Ming-Hui, Zhang)

(2) 林志政校長 (Principal Zhi-Zheng, Lin)

(3) 施柏羽老師 (Bo-Yu, Shi)

(4) 陳秋月老師 (Qiu-Yue, Chen)

(5) 許惠民先生 (Hui-Min, Xu)

(6) 曾蕙蘭老師 (Hui-Lan, Zeng)

(7) 林冠汝老師 (Guan- Rou, Lin)

張明輝校長(Principal Ming-Hui, Zhang)/ 南市成功國小/ June 02,2014

1. 你認為融合教育的優點何在?

融合教育的資源教室教學師生比例高 (1:15)，一個老師只教 15 個特教生，每一堂課最多只教 4 個特教生，老師將特教生的學科能力分級後，將能力相等的特教生安排到同一堂課，比較能針對特教生個別能力教學，滿足特教生個別需求。在課堂學生數少的情況下，特教生的學習比較專注，學習效果也比較好。我贊成將特教生的學科學習抽出到資源教室上課，這樣的教學安排能降低特教生在普通班學習落後的挫折感，也能減少普通班教師的教學負擔。再者，特教生融合在普通班能增加和普通生互動的機會，彼此學習如何包容與接納來自不同背景的同儕，學習如何愛人、如何彼此照顧與尊重，是很好的社會行為學習環境。

2. 你認為融合教育的缺點何在?

目前雖有抽離教學來輔導特教生的學科學習，但是資源班特教老師仍然短缺，因此工作量較大，因此每個特教生分配的時間仍然不足。再者，資源班的小組教學仍有一定難度，因為每個特教生的學習特性差異大，學科能力的落差也大，對特教老師也是很大的挑戰和負擔。我們學校的特教生人數一直很高，為了保持教學品質只好將超額特教生轉介到鄰近的學校/或學區外學校就讀，這對家長來說是一大困擾。

3. 可否分享您在融合教育經費運用上的經驗?

基本上教育局給的特教經費名目是固定的，一學年兩次，如：交通費、特教老師補助費、特教生津貼(補助金額視殘障類別或等級不同)，基本上特教補助金額並不多，但校長仍有權限視各校個別需求做專案申請。當然我會提醒自己不要因為不注意公文而讓孩子喪失他們的權益。台灣的家長基本上沒機會參與學校特教經費的安排與運用，經費真的太少....

Actually, the board distributes grants for inclusion twice each school year to support subsidies for SN students and special education teachers, which doesn't cover whole expense

needed in inclusion. And, I always remind myself not to miss any document of applying for funding since I know it is very important to SEN students.

4. 校長是否定期參加 IEP 會議？

不一定，有時工作太忙或時間無法配合就無法參加。

林志政校長(Principal Zhi-Zheng, Lin)/南市歸仁國小/ June 11,2014

1. 您覺得校長這個職務隊融合教育實務面有什麼樣的影響？

基本上我先說我的特教背景，我是學特教的，本身也有一段時間在台南縣政府特幼課服務，因此在特教行政、融合教育政策推廣、特教法令及經費爭取上有一定的優勢。其實很多老師、主任及校長對特教法令缺乏認識，讓校長在做法令宣導或政策推廣時效果不彰，學生權益當然無形中受影響。而我的做法通常是告訴第一線的老師”如何做”，給個明確的執行步驟。(有些老師會抱怨行政人員講的不清楚，當然有可能行政人員自己也不清楚才無法說明白)。

其實校長可以做的事情很多：

- (1) 協助導師或特教老師處理特教生個案問題，特教生所引發的問題通常比較複雜，甚至還有家長的問題在內(如:家長不願意帶孩子做鑑定、家暴.....)，校長有比較多的資源可以運用，有校長的協助老師的壓力可以減少，老師也比較有意願提報或處理問題。
- (2) 一般而言，小學分配的特教資源十分有限，校長可以”自籌經費”(如:義賣活動、聯合勸募、或在家長會費中成立特教專戶)來增加財源。通常台灣特教助理人員/paraprofessional 是採鐘點制，而且規定只有”智障”、”自閉”、及”情障”這三種類別可以申請，但情障的通過率極低。若普通班老師或資源班特教老師友反應孩子需要更多終點特教助理人員的協助，校長就可利用自籌的經費來給付鐘點費，這

樣也不會增加家長的經濟負擔。

2. 可否解釋校長在爭取特教經費的權限？

教育局給的特教經費十分有限。這個部分通常各校校長可主動提案爭取，校長可利用職權位特教生謀福利(校長若不提出孩子的權益當然受損)。但這部分校長需要老師的配合，當老師在教學上有任何需求或發現特教生在學習上有需求時，就要向學校反映。(有些老師不會主動提出，他們認為那是行政人員的工作)。通常只要我學校的老師提出要求，我都會積極爭取。

Truly, inclusion funding from the board is very limited. Principals are authorized to make funding proposals; we even can wield our power to make difference if we are really willing to.

3. 融合教育在執行面上有何難度？

這問題牽涉到小學主任或組長級的職務背景要求。在小學，輔導主任不需要有輔導或特教背景，而擔任輔導或特教組長職務也部要求有相關專業背景，這樣的現況讓融合教育的推廣有一定難度。有些專業教學問題是第一線老師或組長就能解決的。校長的工作偏重在資源協調(如:融合班特教生的班級安置，我不會讓老師抽籤決定，我會開個安置會議讓大家把個案提出來討論，做出對特教生最有利的安置方式)，或協助老師和家長溝通(如:有些家長不願意帶孩子做鑑定，這時校長就比較有說服力)。

4. 您參加過 IEP 會議嗎？

針對這點我要特別說明，特教老師和班級老師應該主動說明他們要我協助或配合的地方。IEP 會議通常都由輔導室負責籌畫舉辦，若老師有提早 1-2 星期告知，我一定參加;但如果臨時告知，就得視我的行程安排決定是否參加。

Both general education teachers and special teachers should let their principals know what they exactly need in their classrooms, not just waiting for help without saying anything.

Besides, we need time to schedule out for attending IEP meetings. Do not blame on your principal's absence from IEP meeting due to teacher's abrupt notice just two days before the meeting.

施柏羽老師(Bo-Yu,Shi)/ 崇學國小/ June 12,2014

1. 您個人認為的班級經營重點為何?

我想融合教育的精神應該是讓學生學習對不同的人的尊重和包容 接納。我傾向特教生在普通班的人際互動適應及社會互動技巧的學習，學科成績只要孩子盡力了就不勉強。爾且我觀察到特教生真的能運用所學到的互動技巧來交朋友或解決和普通生間的衝突。我這孩子有較嚴重的情緒問題，情緒一來大家都控制不了他。剛開始我輔導他的重點放在課業學習，但在課樣上的要求只是讓彼此間的衝突不斷提升，我意識到我必須修正目標，先和他和平共處取得信任後才能協助他提生課業學習意願。

“Teaching SEN students social integration skills has high priority in our classes”, and “we observed SEN students applying social skills learned to make friends and solve conflicts in a relationship with peers.”

2. 在融合教育中你想從特教生家長互動中最大的學習是什麼?

我這孩子的家庭比較特殊，孩子的父親絕對權威，若讓他知道孩子在校有問題，這個孩子就慘了(會被揍得很慘)，因此所有的問題我都和母親私下溝通。母親的心態是想把孩子”藏起來”，說時在的她可以協助孩子的地方有限，我學會站在他的角度思考問題，在溝通時儘量安撫她，把問題客觀呈現後明確的告訴他如何配合我的要求，當然不能強人所難，讓她覺得孩子沒救了。就是學會要耐心的做充分的溝通，尊重特教生家長的意見。

3. 這孩子如何安置到你班上的?

由學校隨機分配，學校並沒有考慮普通班老師的意願，也沒有安置會議。

Administrators did not take account of their willingness for SEN students' assignment, and there was no assignment meeting for SEN students' assignment

4. 有教導孩子社會溝通技巧嗎？

當然要教。我們班的孩子有些會霸凌特教生，知道她無法控制情緒反而故意激怒他，喜歡跟他惡作劇。我剛帶這孩子時，家長一直強調這孩子”不會表達”，後來我觀察到不是孩子不會表達，而是他不知道”如何表達”，乾脆就”抓狂尖叫”，這樣的反應反而增強了戲弄他的學生的行為，變成惡性循環。我訓練她遇到這樣的情況，縱使很生氣，一定要”深呼吸”先把自己冷靜下來，回到教室找老師，慢慢和老師溝通，把事發原由整理出來。這種”冷靜”- “求援”- “溝通”的方法對他的情緒管理幫助很大。

5. 你認為融合教育的的優缺點為何？

優點當然是讓學生學習尊重個別差異，包容與接納和你不一樣的人。缺點是班級人數太多，資源協助卻太少，真的心有餘力不足。

陳秋月老師(Qiu-Yue,Chen)/ 崇學國小/ June 12,2014

1. 請先介紹您的學生和他的安置過程。

這孩子是學習障礙，學習障礙是由學校特教老師鑑定的，只要學業成績嚴重落後年級標準但智商高於 70 就屬於學習障礙。我們學年的特教生安置是抽籤決定，沒有所謂的安置會議。我個人不覺得孩子有學習障礙，反而覺得他是屬於文化不利的範疇。。她來自社經地位低的家庭，父母都做資源回收的工作。父母的教育程度也低，工作繁忙，這樣的教養背景讓孩子的學習情況不穩定也缺乏學習意願，導致學習成就低落。

2. 這孩子如何安置到你班上的？

由學校隨機分配，學校並沒有考慮普通班老師的意願，也沒有安置會議。

Administrators did not take account of their willingness for SEN students' assignment, and there was no assignment meeting for SEN students' assignment

3. 您可以分享參加個別教學計畫 (IEP) 的經驗嗎?

輔導室會傳個別計畫給導師，但事實上並沒有開這個會議。

4. 有教導孩子社會溝通技巧嗎?

這孩子的個性很溫和，不會和同學起衝突，也沒有不融入/不適應普通班的問題。除了到資源班上部分國語和數學課，大部分的時間都在普通班，也都和同學相處得很好。

5. 你有使用一些教學技巧來協助特教生在普通班的學習嗎?

3年級時沒調整，因為安親班老師都讓她抄襲作業答案，這樣誤導我對她的學習評估。一直到4年級，我發現她的功課都是抄答案的後，我才加強對她的個別輔導，也視她的學習情況酌量減少作業量。調整後她反而比較願意寫功課，學習成就也提升了。目前她沒有到安親班，她參加學校的課後輔導班，課後班的老師也能配合我的要求，針對她的程度做1對1教學，成績慢慢進步當中。

6. 你認為融合教育的的優缺點為何?

優點當然提供多樣性的學習環境來增加互動機會。但我覺得教導特教生不該讓學科學習凌駕他們在普通班的社會適應。

“Teaching SEN students, we should not fetishize academic learning over their social accommodations.”

許惠民先生(Hui-Min, Xu)/中度自閉症學童家長/ June 17,2014

1. 可否請您先介紹您的孩子?

我的孩子是中度自閉症，是屬於沒有語言的那一類，但他有時有鸚鵡式語言出現，可以覆誦別人的短句，對於自己喜歡聽的歌也能哼得出來(心情好的時候)。在家

裡，生活自理的起點行為都訓練得不錯(如:可以自己如廁，但有時褲子卡得太緊需要協助拉下)，也能服從指令(如:排隊等候用餐、生活禮儀訓練)，雖然沒有自發性語言但還是可以溝通的。我曾尋求民間團體協助(自閉症基金會)但後來退出了。我發現基金會的規模小，人力資源十分短缺，都是由志工擔任(大學生)，也很少拿到政府補助(政府補助的門檻高，申請過程繁複冗長，乾脆放棄申請)。再者，基金會得有限資源多用在自閉症光譜上有語言得一環(特別是亞斯柏格)，像我兒子這樣的個案是很少能獲得資源的。

2. 您兒子入學時的班級安置有召開安置會議嗎?

政府規定是要有安置會議的，而且家長可以指定較適合的導師班級安置。我的孩子的導師是我們挑選的，他有教導亞斯柏格的經驗，但不是中度自閉症，我覺得導師缺乏能力教導我的孩子。學校也都有有按規定舉辦 IEP 會議，我都有參加，但是學校不太接納家長的建議，我的問題也都只的到官僚式的回答，對問題的解決幫助不大。

The school hosted classroom assignment meeting for my boy because he is eligible to choose the homeroom teacher he can fit in, but it did not help a lot. My son's general education teacher only has experience working with a student having Asperger, not Autism like my son has, and who possesses a very limited language and needs a lot of help in his daily life. I feel his teacher is really incapable of teaching him.

3. 您覺得您在融合教育中所受到的障礙有哪些?

當然孩子被”標籤化”，標籤化最可怕的地方是強化孩子的弱點，誤導人對他的認識，無形中阻斷了他與人溝通互動的機會也降低了他的學習潛能。我覺得目前社會對這類孩子的認識仍不足，接受度也低。雖然學校有做特教宣導，但都是表面的無法深根；再者，導師的專業訓練太少因此也無法在融合班級中給予態都學祝與支持。再來是特教助理人員的專業背景和訓練嚴重不足，也缺乏工作熱忱(鐘點費太低)，如:我孩子的特教助理員不准他下課時上廁所，怕他和同學推擠發生危險，一旦有小朋友想

接近他和他互動就把他拉開，怕我孩子有時尖叫會嚇到別人，這種為了減少麻煩而隔離孩子和同儕互動機會的做法我不認同，我向校方反映過，但學校回答我”助理員的薪資低不好找，無法更換。”學校和老師對待這類孩子的態度是比較消極的，只要孩子在校安全就好，不太需要”教導”他們，因為這種理念，對孩子有時過度保護，忽略了孩子本身的起始行為和學習能力。在台灣，功利主義盛行，學校的學習還是以課業優先的環境下對融合教育也是一大障礙。

我打算 2 年級把孩子轉入特教班，但還在候補名單，我覺得政府提倡融合教育的目的是要減少特教經費支出(特教班的師生比較高)。但這一年我的孩子在普通班不但沒什麼進步，反而有些行為還退步了，我覺得特教老師的專業訓練較充足經驗較豐富，比較能指導我的孩子在生活技能、社會互動和學科上的學習。

The worst part was the paraprofessional assigned to him; she was very ill-prepared for her job. She intentionally set my son apart from his non-disabled peers for the purpose of avoiding any conflict occurs during interactions. She just did not want to help my son get involved in the class and made his school day hard. I have filed grievance against the paraprofessional assigned, but the principal responded that we did not have any choice in this situation since paraprofessional is a low-paid job and there is a big shortage on the list.

曾蕙蘭老師(Hui-Lan, Zeng)/ 崇學國小/ Oct 09,2014 (電話訪問)

在我的問卷分析結果中，有個現象十分有趣，參與者都認為特教生在普通班會干擾通生的課堂學習，但不會影響普通生的成績表現。想聽你的意見。

我個人認為，在台灣學習環境十分競爭，普通班學生放學後都上補習班，補習班進度又比學校快，學生在補習班的學會了，特教聲再多麼干擾課堂進行，也不會影響他們的考試成績。

“In Taiwan, competitive academic learning environment forces most students to go to cram schools for academic learning in advance, which means students have learned what they are supposed to learn in cram schools not regular schools. Even SEN students really delay or interfere the instruction, that won't lower non-disabled students' academic performance.

林冠汝老師(Guan- Rou, Lin)/ 興南國小/ Oct 10,2014 (電話訪問)

在我的問卷分析結果中，有個現象十分有趣，參與者都認為特教生在普通班會干擾普通生的課堂學習，但不會影響普通生的成績表現。想聽你的意見。

我不認為普通班老師會把注意力放在特教生的學習上，我們大部分還是以普通生的學習為主。

I do not think that general education teachers put much attention on SEN students in their classes; most of us focus on non-disabled students' academic learning in general education classrooms.

Appendix F: Table F1 to Table F4

Table F1

Descriptive Statistics of Non-disabled Students Attitudes toward Inclusion

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of S Agree	% of Strongly Agree	Category
Sc05: Regardless of whether the behavioral problems of SEN students, the including placement should be supported.	140	4.150	1.488	7.9	5.0	18.6	24.3	21.4	22.9	PO
Sc02: SEN students should be included in general class.	138	4.152	1.429	6.5	5.8	18.8	23.2	26.1	19.6	PO
Sa01: I believe placement in general education class increase the interaction between SEN students and their peers without disabilities.	141	4.851	1.247	3.5	2.1	8.5	12.1	39.0	34.8	BS
Sa02: I believe students without disabilities socially benefit from interacting with SN students in the general education classroom.	140	4.885	1.212	2.1	3.6	6.4	17.1	32.9	37.9	BS
Sa05: I believe SEN students cannot make adequate academic progress when they are included in the general education classroom.	138	3.717	1.700	13.8	11.6	21.0	19.6	10.9	23.2	BS
Sa07: I believe SEN students will be socially isolated by general education classroom students.	136	3.632	1.729	14.0	14.7	22.8	14.0	11.8	22.8	BS
Sa03: I believe SEN students included in the general education classroom puts an extra burden on general education class teachers.	140	3.843	1.693	14.3	7.9	20.0	17.1	18.6	22.1	PA

Table F 1 (continued)										
Sa04: I believe including SEN students into the general education classroom will not effect the educational achievement of students without disabilities.	140	4.743	1.375	5.7	0	12.9	14.3	30.0	37.1	PA
Sa06: I believe special education teaching is better done by special education teachers than by general education teachers.	136	2.919	1.420	19.1	19.9	30.9	17.6	5.1	7.4	PA
Sc03: SEN students will take up too much of the teacher aides' time.	139	4.158	1.616	10.1	7.9	12.2	22.3	20.9	26.6	PA
Sc08: SEN students will take up too much of the teachers' time.	138	4.321	1.429	4.3	5.8	18.8	24.6	18.1	28.3	PA

Note. PO= Philosophical orientation; BS= Benefit to students with and without special needs; PA= Practical application.
Bold survey item=the item were coded in the reverse order, so that high Mean scores always meant positive attitudes.

Table F2

Descriptive Statistics of Parents' Attitudes toward Inclusion

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of S Disagree	% of Strongly Agree	Category
Pa04: I believe my child included in the general education classroom puts an extra burden on general education class teachers.	74	3.405	1.323	4.1	24.3	29.7	17.6	17.6	6.8	PA
Pa07: I believe general education class teachers are primarily responsible for helping my child get involved in the general education classroom.	74	4.135	1.102	1.4	6.8	20.3	25.7	40.5	5.4	PA
Pa09: I believe special education teaching is better done by special education teachers than by general education teachers.	74	2.162	.937	24.3	45.9	20.3	8.1	1.4	0	PA
Pa01: I believe placement in general education class increase the interaction between my child and his/her peers without disabilities.	74	5.014	.749	0	0	4.1	14.9	56.8	24.3	BS
Pa02: I believe my child has more possibilities for enhancement in the general education classroom.	74	4.742	.877	0	1.4	6.8	25.7	48.6	17.6	BS
Pa03: I believe my child has favorable influence for self-confidence and self-assurance in the general education classroom.	74	4.446	1.148	1.4	6.8	9.5	25.7	41.9	14.9	BS

Table F2 (continued)

Pa05: I believe including my child into the general education classroom will not affect the educational achievement of students without disabilities.	74	4.500	1.306	4.1	6.8	6.8	20.3	41.9	20.3	BS
Pa06: I believe SN my child can make adequate academic progress when he/she is included in the general education classroom.	74	4.392	1.031	1.4	5.4	9.5	27.0	50.0	6.8	BS
Pa08: I believe my child probably develops learning skills more rapidly in general education classrooms than in special classrooms.	74	4.162	1.086	0	10.8	14.9	25.7	44.6	4.1	BS
Pa10: I believe my child will be socially isolated by general education classroom students.	73	3.658	1.30.4	1.4	20.5	27.4	21.9	19.2	9.6	BS
Pa11: I believe my child gets more advancement of independence in daily activities in general education classroom.	74	4.703	.677	0	0	4.1	29.7	58.1	8.1	BS
Pa12: I believe my child has more benefit from positive examples of their peers in general education classroom.	73	4.658	.786	0	0	5.5	37.0	43.8	13.7	BS

Note. BS= benefit to students with and without special needs; PA= practical application.

Bold survey item—the item were coded in the reverse order, so that high Mean scores always meant positive attitudes.

Table F3

Descriptive Statistics of General Education Teachers' Attitudes toward Inclusion

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of S Disagree	% of Strongly Agree	Category
Ta12: The policy of inclusion is fine in theory but does not work in practice.	99	3.071	1.319	14.1	18.2	34.3	15.2	16.2	2.0	PO
Ta02: I believe SEN students will lower the quality of instruction to all students in the general education classroom.	101	3.238	1.141	4.0	25.7	28.7	27.7	11.9	2.0	PA
Ta04: I believe SEN students included in the general education classroom puts an extra burden on general education class teachers.	101	2.693	1.255	16.8	32.7	28.7	8.9	11.9	1.0	PA
Ta05: I believe including SEN students into the general education classroom will not affect the educational achievement of students without disabilities.	100	4.400	1.214	2.0	8.0	12.0	17.0	48.0	13.0	PA
Ta07: I believe general education class teachers are primarily responsible for helping SEN students get involved in the general education classroom.	101	3.406	1.320	7.9	18.8	24.8	26.7	16.8	5.0	PA
Ta09: believe teaching SEN students is better done by special education teachers than by general education teachers.	101	2.030	1.100	31.7	49.5	10.9	3.0	2.0	3.0	PA

Table F3 (continued)

Ta11: Including SEN students is unfair to general education teachers who already have a heavy work load.	99	3.172	1.238	11.1	17.2	30.3	29.3	9.1	3.0	PA
Ta01: I believe placement in general education class increase the interaction between SEN students and their peers without disabilities.	101	4.376	1.085	4.0	2.0	8.9	30.7	46.5	7.9	BS
Ta03: I believe students without disabilities socially benefit from interacting with SEN students in the general education classroom.	99	4.475	1.024	2.0	3.0	9.1	26.3	50.5	9.1	BS
Ta06: I believe SEN students cannot make adequate academic progress when they are included in the general education classroom.	101	2.475	1.064	18.8	34.7	31.7	9.9	5.0	0	BS
Ta08: I believe my child probably develops learning skills more rapidly in general education classrooms than in special classrooms.	101	3.238	1.242	7.9	19.8	33.7	20.8	14.9	3.0	BS
Ta10: I believe SEN students will be socially isolated by general education classroom students.	101	3.248	1.126	4.0	19.8	42.6	17.8	12.9	3.0	BS

Note. PO= philosophical orientation; BS= benefit to students with and without special needs; PA= practical application.
 Bold survey item—the item were coded in the reverse order, so that high Mean scores always meant positive attitudes.

Table F4

Descriptive Statistics of Administrators' Attitudes toward Inclusion

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of S Disagree	% of Strongly Agree	Category
Aa13: The policy of inclusion is fine in theory but does not work in practice.	61	4.000	1.183	4.9	3.3	24.6	26.2	36.1	4.9	PO
Aa02: I believe SEN students will lower the quality of instruction to all students in the general education classroom.	63	2.778	1.054	6.3	44.4	19.0	25.4	4.8	0	PA
Aa04: I believe SEN students included in the general education classroom puts an extra burden on general education class teachers.	62	2.597	1.336	22.6	30.6	27.4	4.8	12.9	1.6	PA
Aa05: I believe including SN students into the general education classroom will not effect the educational achievement of students without disabilities.	63	4.714	1.113	0	4.8	12.7	12.7	46.0	23.8	PA
Aa07: I believe general education class teachers are primarily responsible for helping SN students get involved in the general education classroom.	63	3.984	1.276	1.6	11.1	27.0	19.0	30.2	11.1	PA
Aa09: believe teaching SEN students is better done by special education teachers than by general education teachers	63	1.937	.948	34.9	46.0	12.7	3.2	3.2	0	PA

Table F4 (continued)										
Aa12: Including SEN students is unfair to general education teachers who already have a heavy work load.	63	3.730	1.234	3.2	15.9	22.2	25.4	30.2	3.2	PA
Aa01: I believe placement in general education class increase the interaction between SN students and their peers without disabilities.	63	5.111	.698	0	0	1.6	14.3	55.6	28.6	BS
Aa03: I believe students without disabilities socially benefit from interacting with SN students in the general education classroom.	63	5.000	.718	0	0	3.2	15.9	58.7	22.2	BS
Aa06: I believe SEN students cannot make adequate academic progress when they are included in the general education classroom.	63	3.206	1.152	6.3	20.6	36.5	19.0	17.5	0	BS
Aa08: I believe SEN students probably develop learning skills more rapidly in general education classrooms than in special classrooms.	63	4.016	1.143	0	9.5	23.8	33.3	22.2	11.1	BS
Aa10: I believe SEN students will be socially isolated by general education classroom students.	63	3.889	1.166	0	11.1	31.7	22.2	27.0	7.9	BS

Note. PO= philosophical orientation; BS= benefit to students with and without special needs; PA= practical application.
 Bold survey item=the item were coded in the reverse order, so that high Mean scores always meant positive attitudes.

Appendix G: Table G1 to G2

Table G1

Association of General Education Teachers' Characteristics to Attitudes (General Education Teachers' Questionnaire)

Survey Item	Category	Class size	Number of SEN students	Years of service	Years of inclusion experience	Special education background	In-service special education training hours	Feelings about inclusion
Ta12	PO	-.116	-.019	-.057	-.010	.064	.027	.465**
Ta02	PA	.024	.206*	.118	.177	.011	.065	-.483**
Ta04	PA	-.005	-.183	-.133	-.039	-.032	-.048	.484**
Ta05	PA	-.137	-.115	.059	.185	.074	-.098	.400**
Ta07	PA	-.124	.034	.020	.056	.006	-.032	.305**
Ta09	PA	.082	-.106	.216*	.254*	-.070	.086	.113
Ta11	PA	-.024	-.176	-.225*	.040	-.051	-.184	.504**
Ta01	BS	-.060	-.307	.011	.084	-.020	.080	.430**
Ta03	BS	-.129	.012	-.019	.103	.153	.074	.463**
Ta06	BS	-.107	.122	-.080	-.055	-.107	.154	.229*
Ta08	BS	-.198*	-.015	.029	.144	-.070	.048	.508**
Ta10	BS	-.041	.088	.089	-.047	.022	.034	.254*

Note. **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed). PO= philosophical orientation; BS= benefit to students with and without special needs; PA= practical application.

Table G2

Association of Administrators' Characteristics to Attitudes (Administrators' Questionnaire)

Survey Item	Category	School size	Number of SEN students	Years of service	Years of inclusion experience	Special education background	In-service special education training hours	Feelings about inclusion
Aa13	PO	-.303*	-.185	-.018	.229	-.082	-.128	.388**
Aa02	PA	.155	.189	.045	-.028	-.015	.044	-.171
Aa04	PA	-.074	-.142	-.086	.075	.072	.011	-.165
Aa05	PA	-.473**	-.471**	-.122	.035	-.125	-.208	.297*
Aa07	PA	-.176	-.051	.128	.107	-.033	.023	.381**
Aa09	PA	.101	.109	.016	.096	.156	.275*	.052
Aa12	PA	-.262*	-.199	-.046	.217	-.044	-.108	.289*
Aa01	BS	-.083	-.090	.114	.070	-.221	.000	.296*
Aa03	BS	-.313*	-.259*	.021	.099	-.022	-.115	.403**
Aa06	BS	-.031	-.037	-.030	.021	.126	-.093	.209
Aa08	BS	-.125	-.004	-.048	.174	.002	-.032	.453**
Aa10	BS	-.004	.016	.091	.100	-.159	-.076	.080

Note. **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed). PO= philosophical orientation; BS= benefit to students with and without special needs; PA= practical application.

Appendix H: Table H1 to Table H11

Table H1

Descriptive Statistics of SEN Students' Experience in General Education Classroom by Non-disabled Students

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of S Agree	% of Strongly Agree
Sc07: SEN students receive accommodations and adaptations in my class.	137	4.110	1.503	8.8	5.8	16.1	25.5	22.6	21.2
Sc01: I am willing to communicate with SEN students included in my class.	140	4.686	1.430	5.7	2.9	10.7	15.7	27.9	37.1
Sc04: SEN students perform bad in group activities in general classroom.	136	4.081	1.633	9.6	8.1	17.6	23.5	11.8	29.4
Sc09: I would help SEN students get good adjustment in general education classroom.	136	4.588	1.411	5.9	2.2	12.5	18.4	28.7	32.4
Sc10: I would tutor SEN students when they have problem learning.	137	4.664	1.313	3.6	2.9	9.5	25.5	24.1	34.3
Sc11: SEN students are welcome to my general classroom.	139	4.525	1.476	7.2	2.2	12.2	21.6	23.0	33.8
Sc12: I would befriend SN students in general education classroom.	141	4.596	1.404	6.4	1.4	9.2	26.2	22.7	34.0
Sc13: I would play with SN students during recess.	138	4.181	1.515	9.4	2.9	15.2	31.2	15.2	26.1
Sc14: I would involve SEN students in general education classroom.	138	4.601	1.327	5.1	2.2	7.2	29.7	24.6	31.2
Sc15: I would stop people excluding or teasing SEN students.	136	4.875	1.220	3.7	0.7	4.4	26.5	25.0	39.7

Note. Bold survey item=the item were coded in the reverse order, so that high Mean scores always meant positive attitudes.

Table H2

Descriptive Statistics of SEN Students' Experience in General Education Classroom by Their Parents

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of S Agree	% of Strongly Agree
Pc02: My child has confidence in his general education teacher.	74	4.689	1.046	1.4	2.7	8.1	20.3	48.6	18.9
Pc04: My child sometimes has difficulties with his general education teacher.	73	4.343	1.157	1.4	5.5	16.4	24.7	38.4	13.7
Pc01: My child is not challenged enough at general education classroom.	72	4.181	1.304	1.4	11.1	18.1	23.6	29.2	16.7
Pc03: My child likes going to general education classroom.	73	4.589	.879	0	1.4	9.6	30.1	46.6	12.3
Pc05: My child feels comfortable in general education classroom.	74	4.392	1.070	0	6.8	10.8	32.4	36.5	13.5
Pc11: My child accomplishes less in general education classroom.	74	3.581	1.355	2.7	25.7	18.9	24.3	20.3	8.1
Pc12: My child achieves quite good results within his/her own limits in general education classroom.	74	4.568	.778	0	0	9.5	32.4	50.0	8.1
Pc06: My child complains about general education classroom at home.	74	4.027	1.271	2.7	9.5	24.3	18.9	35.1	9.5
Pc07: My child has been ridiculed with his/her peers in general education classroom.	74	4.027	1.394	2.7	12.2	25.7	14.9	28.4	16.2
Pc08: My child has excluded with his/her peers in general education classroom.	74	4.216	1.347	2.7	6.8	25.7	14.9	31.1	18.9
Pc09: My child is treated in a rough manner in general education classroom.	72	4.514	1.332	2.8	4.2	16.7	20.8	26.4	29.2
Pc10: Peers in general education classroom always take care of him/her.	74	4.311	1.158	2.7	5.4	9.5	36.5	32.4	13.5

Table H2 (continued)

Pc13: My child feels accepted with his/her classmates in general education classroom.	73	4.384	.995	0	2.7	16.4	32.9	35.6	12.3
Pc14: My child never meets his/her peer classmates outside school hours.	72	3.472	1.529	8.3	23.6	23.6	12.5	20.8	11.1

Note. Bold survey item—the item were coded in the reverse order, so that high Mean scores always meant positive attitudes.

Table H3

Descriptive Statistics of Learning Support in General Education Classroom by Administrators

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of S Agree	% of Strongly Agree
Ac01: I encourage an accepting, welcoming, and inclusive environment for SEN students in the school.	63	5.587	.586	0	0	0	4.8	31.7	63.5
c02: I encourage general education teachers using cooperative learning and play through discussions, teaming, and group activities.	63	5.476	.564	0	0	0	3.2	46.0	50.8
Ac03: I educate and encourage non-disabled peers to accept and support of SEN students.	63	5.651	.513	0	0	0	1.6	31.7	66.7
Ac04: I provide extra time for counseling parents of SEN students.	63	5.444	.590	0	0	0	4.8	46.0	49.2
Ac05: I provide extra time for counseling general education teachers of SEN students.	63	5.429	.560	0	0	0	3.2	50.8	46.0
Ac06: I encourage general education teachers to differentiate instruction to the level of SEN students and incorporate special strategies.	63	5.349	.626	0	0	0	7.9	49.2	42.9
Ac07: I create opportunities for SEN students to interact with peers.	63	5.318	.618	0	0	0	7.9	52.4	39.7
Ac08: SEN students receive accommodations and adaptations in my school.	63	4.952	.705	0	0	1.6	22.2	55.6	20.6

Table H4

Descriptive Statistics of Learning Support in General Education Classroom by Parents of SEN Students

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of Agree	% of Strongly Agree
Pb01: A general education teacher can create an accepting, welcoming, and inclusive environment for my child in general education classroom.	74	4.662	.816	0	1.4	8.1	23.0	58.1	9.5
Pb02: A general education teacher can use cooperative learning and play through discussions, teaming, and group activities.	74	4.770	.820	0	1.4	5.4	23.0	55.4	14.9
Pb03: A general education teacher can educate and encourage non-disabled peers to accept and support of my child.	73	4.740	.746	0	0	4.1	31.5	50.7	13.7
Pb04: A general education teacher is willing to provide my child extra teacher time for individual assistance and support .	74	4.365	.945	0	5.4	8.1	39.2	39.2	8.1
Pb05: A general education teacher is able to differentiate instruction to the level of my child and incorporate special strategies.	74	4.08	1.102	0	12.2	16.2	28.4	39.2	4.1
Pb06: A general education teacher can create opportunities for my child to interact with peers.	73	5.507	.631	0	0	2.7	21.9	49.3	24.7
Pb07: A general education teacher can give my child opportunities to make choices.	74	4.635	.821	0	0	8.1	33.8	44.6	13.5
Pb08: My child receives accommodations and adaptations in general education classroom.	74	4.568	.893	0	1.4	8.1	37.8	37.8	14.9
Pb09: A general education teacher can instruct peer students to actively model how my child should act in order to become more effective learners.	74	4.649	.867	0	1.4	6.8	32.4	44.6	14.9

Table H5

Descriptive Statistics of Special Education Knowledge

Survey Item	Participants	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of Disagree	% of Strongly Agree
Sb01/Tb01/Ab01: I understand the various categories of disability under the TSEA.	Non-disabled students	139	4.619	1.299	4.3	2.9	9.4	21.6	33.8	28.1
	Teachers	100	4.280	.900	0	5.0	12.0	36.0	44.0	3.0
	Administrators	62	4.936	.787	0	0	3.2	24.2	48.4	24.2
Sb02/Tb02/Ab02: I understand the characteristics of each disability category.	Non-disabled students	138	4.616	1.309	2.9	7.2	5.1	23.9	31.9	29.0
	Teachers	101	4.030	.921	0	6.9	16.8	45.5	7.7	3.0
	Administrators	62	4.581	.879	0	1.6	8.1	33.9	43.5	12.9
Sb03/Tb03/Ab03: I understand the cause of disability for each category under the TSEA.	Non-disabled students	138	4.464	1.253	5.1	5.8	13.0	17.4	31.2	27.5
	Teachers	100	3.840	.907	0	8.0	25.0	43.0	23.0	1.0
	Administrators	62	4.387	.981	1.6	0	14.5	37.1	35.5	11.3

Table H6

Descriptive Statistics of School Accommodation by Administrators

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of S Agree	% of Strongly Agree
Ac10: Teacher aids are used to support SEN students in the general education classroom.	60	4.733	.954	0	3.3	8.3	16.7	55.0	16.7
Ac11: Volunteers (e.g. parents, university students) are used to support SEN students in the general education classroom.	60	4.700	.980	1.7	1.7	8.3	15.0	60.0	13.3
Ad01: General education classroom of SEN students included are positioned so that they can reach school facilities easier.	61	5.508	.649	0	0	1.6	3.3	37.7	57.4
Ad03: SEN students are assigned in general education classroom where general education teachers are willing to involve them.	61	5.246	.722	0	0	3.3	6.6	52.5	37.7
Ac09: The number of students in general education classroom is reduced when SEN students are placed in the classroom.	61	5.557	.646	0	0	0	8.2	27.9	63.9
Ad02: Physical environment is arranged to meet the accessibility needs of SEN students in the general education classroom.	61	5.590	.560	0	0	0	3.3	34.4	62.3
Ad04: I am willing to apply for funding to promote physical environment to meet the accessibility needs of SEN students.	61	5.672	.473	0	0	0	0	32.8	67.2
Ad05: I am willing to apply for funding to promote assistive technology (e.g. Braille reader, computer application) to help SN students access the curriculum in the general education classroom.	61	5.525	.659	0	0	0	3.3	41.0	55.7

Table H7

Descriptive Statistics of Classroom Accommodation

Survey Item	Participants	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of Agree	% of Strongly Agree
Pd01/Sd01/Td01: SEN students are positioned so that they can see and participate in what is going on.	Non-disabled students	139	4.777	1.368	4.3	4.3	6.5	18.0	28.1	38.8
	Parents of SN students	73	4.671	1.155	2.7	4.1	4.1	23.3	43.8	21.9
	General education teachers	100	4.870	.950	1.0	1.0	3.0	27.0	41.0	27.0
Pd0/Sd02/Td02: SEN students are positioned so that classmates and teachers may easily interact with them.	Non-disabled students	138	4.942	1.243	3.6	2.2	5.1	15.2	33.3	40.6
	Parents of SN students	73	4.616	.088	2.7	2.7	6.8	20.5	52.1	15.1
	General education teachers	100	4.730	.962	1.0	1.0	7.0	26.0	45.0	20.0
Pd03/Sd03/Td03: My homeroom teacher establishes clear routines for SEN students to easily follow.	Non-disabled students	137	4.800	1.357	6.6	0.7	3.6	22.6	28.5	38.0
	Parents of SN students	74	4.689	.875	0	1.4	8.1	25.7	50.0	14.9
	General education teachers	100	4.610	.875	1.0	1.0	5.0	34.0	47.0	12.0
Pd04/Sd04/Td04: My homeroom teacher establishes brief, specific, and clearly-understood classroom rules.	Non-disabled students	140	4.864	1.254	3.5	1.4	7.1	20.0	28.6	39.3
	Parents of SN students	74	4.770	.732	0	0	4.1	28.4	54.1	13.5
	General education teachers	100	4.940	.679	0	0	0	26.0	54.0	20.0

Table H8

Descriptive Statistics of Educators' Support for Inclusion by General Education Teachers

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of S Agree	% of Strongly Agree
Te01: I am willing to share thinking, opinions, or observations about SN student's learning with special teachers for curriculum adaption.	100	5.040	.751	1.0	0	0	16.0	59.0	24.0
Te02: I am willing to educate and collaborate with other subject teachers to support SN students.	100	5.100	.732	0	0	1.0	12.0	61.0	26.0
Te03: I am willing to help the school with fund raising to support activities for SN students.	99	4.535	1.043	3.0	0	10.1	27.3	46.5	13.1
Te04: I am willing to communicate with parents of SN students for support and problem solving.	100	5.190	.631	0	0	0	12.0	57.0	31.0
Te05: I am willing to share special education related information with teachers, parents, and SEN students.	99	5.040	.669	0	0	2.0	14.1	61.6	22.2
Te06: I am willing to collect data regularly for IEP team to make program changes.	100	4.330	1.045	2.0	2.0	16.0	30.0	41.0	9.0
Te07: I am willing to attend IEP meeting to share thinking, opinions, or observations about SEN student's learning and social interaction for better IEP development.	100	4.550	.903	0	2.0	10.0	31.0	45.0	12.0

Table H9

Descriptive Statistics of Educators' Support for Inclusion by Administrators

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of S Agree	% of Strongly Agree
Ae01: I am willing to share thinking, opinions, or observations about inclusion with parents of SEN students for promoting inclusion.	61	5.492	.536	0	0	0	1.6	47.5	50.8
Ae02: I am willing to encourage general education teachers to collaborate with special education teachers to support SEN students.	61	5.656	.479	0	0	0	0	34.4	65.6
Ae03: I am willing to help the school with fund raising to support activities for SEN students.	61	5.197	.853	0	0	4.9	13.1	39.3	42.6
Ae04: I am willing to communicate with parents of SEN students for support and problem solving.	61	5.574	.499	0	0	0	0	42.6	57.4
Ae05: I am willing to share special education related information with teachers, parents, and SEN students.	61	5.541	.502	0	0	0	0	45.9	54.1
Ae06: I am willing to encourage volunteers (e.g. parents, university students) to work with SEN students in general education classroom.	61	5.426	.531	0	0	0	1.6	54.1	44.3
Ae07: I am willing to attend IEP meeting to share thinking, opinions, or observations about SN student's learning and social interaction for better IEP development.	61	5.393	.640	0	0	0	8.2	44.3	47.5

Table H10

Descriptive Statistics of Educators' Support for Inclusion by Parents of SEN Students

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of Agree	% of Strongly Agree
Pe01: A general education teacher is willing to share thinking, opinions, or observations about my child's learning with me.	73	4.781	.870	0	1.4	4.1	30.1	43.8	20.5
Pe02: A general education teacher is willing to educate and collaborate with other subject teachers to support my child.	70	4.814	.748	0	0	0	38.6	41.4	20.0
Pe03: A general education teacher is willing to pass on of information.	73	4.959	.753	0	0	0	30.1	43.8	26.0
Pe04: A general education teacher is willing to help the school with fund raising to support activities for SN students.	68	4.618	.947	0	4.4	4.4	30.9	45.6	14.7
Pe05: A general education teacher is willing to communicate with me for support and problem solving.	72	4.931	.845	0	1.4	2.8	22.2	48.6	25.0
Pe06: A general education teacher is willing to help me gain knowledge and skills about what I can do to help my child learning.	73	4.726	.947	1.4	1.4	5.5	23.3	52.1	16.4
Pe07: A general education teacher is willing to let me know about the good things my child does.	73	4.795	.865	0	1.4	4.1	28.8	45.2	20.5
Pe08: A general education teacher is available when I need to talk.	72	5.000	.732	0	0	2.8	18.1	55.6	23.6
Pe09: A general education teacher shows respect for my family's values and beliefs.	73	4.918	.682	0	0	2.7	19.2	61.6	16.4
Pe10: A general education teacher is willing to attend IEP meeting to share thinking, opinions, or observations about my child's learning and social interaction for better IEP development.	71	4.704	.885	0	0	11.3	23.9	47.9	16.9

Table H11

Descriptive Statistics of Parents' of SN Students Satisfactions and Willingness to Inclusion

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of Agree	% of Strongly Agree
Pf01: I feel school accepted the parents' view.	73	4.493	.868	0	4.1	6.8	30.1	53.4	5.5
Pf02: I feel school tried to comply with the parents' wishes.	73	4.397	.968	1.4	2.7	11.0	31.5	16.6	6.8
Pf03: I am satisfied with the passing on of information.	73	4.507	.835	0	2.7	8.2	30.1	53.4	5.5
Pf04: I am satisfied with the parent-teacher cooperation.	72	4.736	.839	0	2.8	2.8	26.4	54.2	13.9
Pf05: I am satisfied with the quality of education my child receives in general education classroom.	73	4.658	.885	1.4	1.4	2.7	31.5	50.7	12.3
Pf06: I am willing to attend IEP meeting.	72	4.806	.833	0	1.4	4.2	25.0	51.4	18.1
Pf07: I am willing to cooperate with school to cope with my child's problem.	73	5.014	.677	0	0	1.4	17.8	58.9	21.9
Pf08: I am willing to contribute to school activities related to inclusion.	72	4.764	.864	0	1.4	4.2	30.6	44.4	19.4

Appendix I: Table I

Table I

Descriptive Statistics of Social Integration Skills Adopted by General Education Teachers

Survey Item	N	Mean	Std. Deviation	% of Strongly Disagree	% of Disagree	% of Somewhat Disagree	% of Somewhat Agree	% of Agree	% of Strongly Agree	Category
Tc01: I create an accepting, welcoming, and inclusive environment.	101	5.149	.639	0	0	0	13.9	57.4	28.7	PA
Tc05: I educate and encourage non-disabled peers to accept and support of SEN students.	100	5.200	.586	0	0	0	9.0	62.0	29.0	PA
Tc08: I always create opportunities for students with and without disabilities to interact.	101	4.782	.808	0	2.0	3.0	24.8	55.4	14.9	PA
Tc10: SEN students receive accommodations and adaptations in my class.	100	4.270	.886	1.0	2.0	13.0	41.0	39.0	4.0	PA
Tc03: I establish the procedures for the peer-tutoring training.	101	4.950	.684	0	0	1.0	22.8	56.4	19.8	PT
Tc04: I use peer-tutoring to help SEN students.	100	4.910	.818	1.0	1.0	1.0	19.0	59.0	19.0	PT
Tc11: I instruct peer students to actively model how SN students should act in order to become more effective learners.	100	4.700	.772	1.0	0	3.0	30.0	56.0	10.0	PT
Tc02: I use cooperative learning and play through discussions, teaming, and group activities.	101	4.881	.778	1.0	0	1.0	23.8	56.4	17.8	SS
Tc09: I give SEN students opportunities to make choices.	100	4.710	.729	0	0	1.0	42.0	42.0	15.0	SS
Tc12: I nurture mutual support and friendship between students with and without disabilities. (e.g., model non-disabled students how to play and communicate with SEN students).	100	5.030	.658	0	0	1.0	17.0	60.0	22.0	SS

Table I (continued)										
Tc13: I offer non-disabled students positive role models how to interact with a student with disabilities. (e.g., when you talk to SEN students, you speak in an age-appropriate voice so that they will do the same way.)	99	4.859	.714	0	0	1.0	30.3	50.5	18.2	SS
Tc06: I provide extra teacher time for individual assistance and support.	100	4.710	.844	1.0	0	6.0	26.0	54.0	13.0	C
Tc07: I differentiate instruction to the level of SEN students and incorporate special strategies.	101	4.347	.974	2.0	2.0	9.9	39.6	38.6	7.9	C
Tc14: I teach non-disabled students about individuals with disabilities by providing them with relevant information (e.g. invite guest speakers to your class to discuss what it is like to have a disability and how people with disabilities lead successful lives.)	99	4.212	.940	1.0	3.0	14.1	43.4	32.3	6.1	C
Tc15: I educate non-disabled students about disabilities by incorporating relevant topics into the curriculum. (e.g. when you teach, you mention famous individuals with disabilities who contributed to various fields.)	100	4.440	.891	0	2.0	10.0	41.0	36.0	11.0	C

Note. PA= peer acceptance; PT= peer tutoring; SS= social skills; C= curriculum.