香港教育大學
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of Hong Kong

Department of Special Education and Counselling

Honours Project

No Child Left Behind:

An Investigation into Teachers' Attitudes toward Including Students

with SEN in Secondary Inclusive Classroom

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Submission Date: 05-05-2017

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An Investigation into Teachers' Attitudes toward Including Students

with SEN in Secondary Inclusive Classroom

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Submitted in Conformity with the Requirements for the Degree of

Bachelor of Education

May 2017

<u>Declaration</u>

I, <u>Ms. Lo Hei Ting</u>   , declare that this research report represents my own work

under the supervision of <u>Dr. Tsang Kwan Lan Vicky</u>, and that it has not been submitted

previously for examination to any tertiary institution.

Signature:

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Abstract

Over the past decade, the Hong Kong education sector has gradually implemented certain policies and practices so as to cater for students' diverse needs. Attention and awareness have been raised apparently in schools and classrooms to take care of student diversity since inclusion becomes more prevalent in classrooms in Hong Kong. The aim of this study was to investigate the attitudes of regular secondary school teachers regarding inclusive education, in a Direct Subsidy School, located in Yau Tsim Mong District. A questionnaire was distributed (N=40) to examine teachers' attitudes toward inclusion in which three teachers were randomly invited to take an in-depth interview to identify the challenges they were facing and adapted strategies in inclusive classrooms. The major findings revealed that younger (less than 30 years old) and less-experienced (less than 5 years) teachers tended to hold more positive attitudes in teaching students with special education needs (SEN). In addition, there were significant differences in positive attitudes related to age and teaching experiences. In-service inclusive training was strongly suggested by teachers in order to enhance their confidence and abilities in teaching students with SEN and coping with their behavioral problems appropriately.

TABLE OF CONTENTS

CHAPTER 1
INTRODUCTION

Statement of the Problem

Over the past few years, inclusive education has become more prevalent in classrooms all over the world. Hong Kong is not exceptional. As suggested by the Education Bureau (2008), it is essential for educators to change attitudes, beliefs, behavior and actions within the school.

After the No Child Left Behind Act (NCLB) was established in 2002, it has gradually covered all students, including subtypes of students identified with disabilities and special education needs (Dee & Jacob, B, 2011). In order to synchronize the development of inclusion in school with western countries, the Hong Kong Government has established three inter-connected dimensions of school life consisting of culture, policies and practices: 1) Creating inclusive cultures by building community and establishing inclusive values ; 2) Evolving inclusive practices by orchestrating learning and mobilizing support and resource; 3) Producing inclusive policies by developing a school for all and organizing support for diversity (Education Bureau, 2008, Dimension section, para. 1).

In school, teachers play a significant role in inclusive classrooms as their teaching would directly determine if the student is encouraged or discouraged from learning, especially to those with SEN. In other words, students' learning motivation is directly affected by teachers' teaching attitudes. Different studies have been carried out in various countries to find out teachers' attitudes towards inclusion and the results varied widely.

Research Purpose

It is believed that teachers' attitudes towards inclusion is a contributing factor to its success or failure. Avramidis & Norwich (2002) indicated that teachers hold positive attitudes toward inclusion and are generally interested in teaching students in inclusive classroom. However, some studies also indicated that teachers do not receive enough support in teaching an inclusion classroom in which they feel stressful and discouraged. In addition, their attitudes differ in gender, level of experience, age, etc.

There are many relevant studies conducted in foreign countries, e.g. Greece, India, Turkey, Canada, etc. but only a few are carried out in Hong Kong which makes the research more valuable. As a pre-service teacher, it is inevitable to teach in an inclusive classroom (no matter elementary or secondary). Therefore, it is crucial to examine teachers' attitudes towards inclusion in Hong Kong since they play such an important role in the process.

Research Questions

1) Are there differences in attitude toward inclusion related to age, gender, educational level, teaching experiences and attendance of special education courses?

2) What challenges are the teachers facing in an inclusive classroom?

3) What classroom management strategies do teachers think to be the most beneficial within an inclusive classroom?

CHAPTER 2
LITERATURE REVIEW

Historical Background

The Hong Kong Government has been providing certain resources and support for ordinary schools to cater for students with SEN since 1970. In addition, "The Whole School Approach to Integrated Education" advocated by the United Nations Educational, Scientific and Cultural Organization has been promoted since September 1997 to provide a high-quality of local integrated education that caters for all students (Education Bureau, 2010, Introduction section, para. 1). The Education Bureau (EBD) also suggested developing and exploring the potentials of every student, promoting mutual respect of individual diversity among teachers and students, as well as creating a harmonious learning environment by cultivating inclusive school cultures (EBD, 2010, para. 3).

In order to ensure that individual differences can be accepted with the least obstacles in learning, teachers should neither teach with only one method or approach for the whole class nor assume that all students can attain the same academic level by single evaluation criteria after the Integrated Education Policy is established (EBD, 2010, Overview section, para. 3)

The guidance of the policy also stated that "All schools should adopt various accommodation measures to facilitate the development of students' multiple intelligence" (Integrated Education Policy, 2010, para. 1). Another significant view is that EBD (2010) pointed that people's attitude including teachers or students' discrimination against people with disabilities, giving-up attitude or low expectation were the barriers to learning.

Types of Students with SEN

Regarding the information provided in EBD (2010), there are basically eight types of SEN which are:

(1) Specific Learning Difficulties (SpLD)

(2) Intellectual Disability

(3) Autism Spectrum Disorders (ASD)

(4) Attention Deficit/Hyperactivity Disorder (AD/HD)

(5) Physical Disability

(6) Visual Impairment (VI)

(7) Hearing Impairment (HI)

(8) Speech and Language Impairments (SLI)

Controversy of Inclusion

According to the thesis from Kern (2006), the controversy of inclusion:

As with any issue in education, inclusion is both criticized and praised. Arguments against inclusion include the possibility that students with special needs may be tormented or ridiculed by classmates; that teachers may not be prepared for inclusive education; that teachers may not be capable of appropriately servicing special needs students; and that every classroom may not be equipped with the proper services. (cited in Mastropieri & Scruggs, 2004; Zionts & Callicott, 2002; Salend & Duhaney, 1999).

However, there is also a bright side which indicates that primary students with mild level of SEN build up more confidence by demonstrating standardized test scores, satisfied grades, and therefore reveal less disruptive behaviors and create a more positive view towards the learning environment (Kern, 2006).

In addition, normal students can learn to accept their peers with different characteristics (Romer & Haring, 1994) and develop appreciation and empathy for students with special needs (Doulkeridou, Evaggelinou, Mouratidou, Koidou, Panagiotou, & Kudlacek, 2011) (cited in Lieber, Capell, Sandal, Wolfberg, Horn & Bechman, 1998).

Teachers' Attitude

Defined by Sherrill (2004), attitude is a contributing factor that could possibly change behaviors of people. It is essential that teachers are prepared to teach a class comprised of students with diverse needs considering the psychological field. Previous studies indicated that positive attitudes teachers hold toward the whole class and the general atmosphere they create in the classroom cause a vital influence on academic and social achievement of all students, particularly to those with SEN (Bhatnagar and Das, 2014). They also argued that "teachers' knowledge and skills, together with their attitudes and beliefs, are crucial in the development of inclusive practice." (p.18). However, Bhatnagar and Das (2014) also suggested that to some extent teachers who are unprepared and hold negative attitudes toward inclusion tend to adopt less effective strategies. This may result in students with SEN having a poor academic performance (cited in D'Alonzo, Giordano, & VanLeeuwen, 1997).

CHAPTER 3
METHODOLOGY

Research Method and Design

Both quantitative and qualitative research design were adapted in this study to investigate secondary teachers'attitudes toward inclusive education in Hong Kong.

Quantitative data was presented by a questionnaire assessing teachers'attitudes. The study comprises of quantitative analysis by using the results of the questionnaires. Frequencies were examined via Excel for statistics. One-way ANOVA was performed to analyze the relationships of attitudes among gender, age, education level, teaching experiences and attendance of inclusive training of the respondents.

For the in-depth interview, it is a prolonged version of the questionnaire to figure out the concrete inclusive situation. Interview content was used as qualitative analysis.

Participants

A total of 40 in-service teachers (N=male: 7; female: 33) working in a Direct Subsidy Secondary School located in Yau Tsim Mong District that implements inclusive education practices had completed the questionnaires on attitudes to inclusion, classroom learning environment, challenges and adapted classroom management strategies while three teachers were randomly invited to take an in-depth interview. All participants in this study had received a consent letter (for individual) before they took part in the research (see Appendix D) to further confirm their permission while the school consent letter was also signed by the Principal for the approval of conducting the research on campus.

Data Collection and Analysis

1) Questionnaire

   Viewing the literature as a whole, there was no specific scale that could comprehensively address the information needed in this study. Therefore, this questionnaire, *Teacher Attitudes towards Inclusive Education* (see Appendix A), is a modified version combining with the research paper (Kern, 2006) and the academic journal (Doulkeridou, Evaggelinou, Mouratidou, Koidou, Panagiotou, & Kudlacek, 2011). Three-dimension questionnaires with 64 questions in total were distributed to assess secondary teachers' teaching attitudes: Part A Demographic Characteristics, which contains 8 questions collecting teachers' demographic information, including gender, age, education level, years of teaching experiences, whether they have received inclusive training and experiences of teaching students with SEN, types of inclusive training received, as well as confidence in teaching students with SEN; Part B Attitudes toward Teaching Students with SEN in Inclusive Classroom, which consists of 50 questions related to teachers' attitudes toward inclusion. Teachers were required to respond to each statement with the 4-point Likert Scale (SD: Strongly Disagree; D: Disagree; A: Agree; SA: Strongly Agree) ; Part C Adapted Classroom Management Strategies or Recommendation, which consists of 5 questions related to types of classroom management strategies teachers would use to cope with students with SEN or behavioral problems, the strategies teachers thought would most benefit them in effectively teaching the inclusive classroom, teachers' teaching style, and 1 open-ended question about recommendation. This questionnaire was designed to respond to the three research questions (mentioned in Chapter 1) separately.

Statistical Program for Social Sciences (SPSS) 24.0—One-way ANOVA was used for quantitative data

analysis to analyze the relationships of attitudes among gender, age, education level, teaching experiences

and attendance of inclusive training of the respondents. The value of statistical significance was at $p < .05$.

2) In-depth Interview

Three teachers were chosen to take the interview for more concrete inclusive situation in Hong Kong.

There were five questions (See Appendix B—Interview Guide) focusing on the challenges they faced in

inclusive classroom, the adapted strategies and whether they were beneficial to students with SEN, as

well as suggestions on how to benefit students with SEN the most in classroom. These five in-depth

questions were to acquire more information which could be collected in the questionnaire while

responding to the research questions. The results from the interview were used as qualitative analysis.

Research Procedures

After the ethical review application was submitted for approval in October, the research started during my

second block practice. The consent letters were signed by the school principal and the volunteered teachers

before the questionnaires were distributed and the interview was taken (mentioned in Chapter 3—

Participants). After collecting the questionnaires, the in-depth interview which lasted for approximately 20

minutes also began. Transcription had been made once the interview was completed in which

audio-recording was required with interviewees' permission.

CHAPTER 4
RESULTS

Demographic Description

Table 1 indicates the demographic description of the survey. The total number of respondents and percentages are shown in each categorized element. A total number of 40 valid questionnaires were collected successfully. The collection rate was 100% (N=40). It is clearly presented that the majority of the respondents were females (N=33) with 82.5% while the rest were males (N=7) with 17.5%. The mass majority of the respondents were young teachers ranging from 25 to 29 years old (37.5%) with a Master's Degree and had less than 10 years teaching experiences (55%). 8 teachers (20%) reported that they did not have any experience in teaching students with SEN but this did not affect the research results since they could continue to declare their positions and answer the questions in Part B and C respectively. In addition, 55% of teachers did not receive inclusive training and 70% of them possessed an average level of teaching confidence in inclusive classroom while 27.5% possessed a low level.

Table 1 Teacher's Demographic Information

Characteristics	n	%
1. Gender		
Male	7	17.5
Female	33	82.5
2. Age		
25-29 years	15	37.5
30-34 years	8	20
35-39 years	5	12.5
$\geq$ 40 years	12	30
3. Highest Level of Education		
Bachelor's Degree or its equivalent	14	35
Master's Degree	25	62.5
Doctor's Degree	1	2.5
4. Years of Teaching Experience		
0-5 years	11	27.5
6-10 years	15	37.5
11-19 years	8	20
$\geq$ 20 years	6	15
5. Training in Inclusive Education		
Yes	18	45
No	22	55
6. Types of Training in Inclusive Education		
Workshop	4	10
Course	11	27.5
Seminar	2	5
Minor	1	2.5
Nil	22	55
7. Experience in Teaching Students with SEN		
Yes	32	80
No	8	20
8. Confidence in Teaching Students with SEN		
Very Low	-	-
Low	11	27.5
Average	28	70
High	1	2.5
Very High	-	-

Statistical Results from Questionnaire (Quantitative)

Table 2 responds to the Research Question 1 "Are there differences in attitude toward inclusion related to age, gender, educational level, teaching experiences and attendance of special education courses?" employing One-way ANOVA for testing the differences.

According to Allinder (1994), level of teaching confidence can be a factor that reflects the attitudes of teaching no matter it is positive or negative. Therefore, One-way ANOVA was employed to determine if there are any significant differences between level of teaching confidence and the five variables. From the results, we can see that no respondents chose the scale of *Very Low* or *Very High*. There were significant differences found in teachers' age and teaching experience since their p value were smaller than .05 with .033 and .032 respectively, which indicates that the younger and less experienced teachers are, the more confident they are. The mean score from age 25 to 29 was 2.93 ranking the highest while age 35 to 39 scored 2.20 ranking the lowest. Teaching experience from 0-5 years scored 3.00 ranking the highest while 11-19 years scored 2.50 ranking the lowest. No differences were found in other variables.

Table 2 Descriptive Statistics and One-Way ANOVAs for Differences in Level of Confidence in Teaching Students with SEN among Gender, Age, Educational Level, Teaching Experiences and Attendance of Special Needs Courses

Variable	n	Scale			Mean	SD	Sig.
		Low	Average	High			
Gender							
Male	7	2	5	-	2.71	.488	
Female	33	9	23	1	2.76	.502	.84
Age							
25-29	15	2	12	1	2.93	.458	
30-34	8	2	6	-	2.75	.463	
35-39	5	4	1	-	2.20	.447	.033*
≥ 40	12	3	9	-	2.75	.452	
Education Level							
Bachelor's Degree or its equivalent	14	2	11	1	2.93	.475	
Master's Degree	25	8	17	-	2.68	.476	.096
Doctor's Degree	1	1	-	-	2.00	.494	
Teaching Experience							
0-5	11	-	11	-	3.00	.000	
6-10	15	6	8	1	2.67	.617	
11-19	8	4	4	-	2.50	.535	.032*
≥ 20	6	1	5	-	2.83	.408	
Inclusive Education Training							
Yes	18	5	12	1	2.73	.456	.752
No	22	6	16	-	2.78	.548	

*$p < .05$

Table 3 describes teachers' responses to each statement regarding their attitudes toward teaching students with SEN. As Kelley, Clark, Brown & Sitzia (2003) suggested that a good survey for research paper should be categorized into few domains in order to make a clear analysis. The 50 questions (statements) were categorized into 7 sub-domains for better analysis, including Students' Situation, Administrative or Colleagues' Support, Influence on Learning Progress, Influence on Students' Development, Teachers' Personal Feeling, Inclusive Training and application of Individual Education Plan (IEP).

In the sub-domain of Students' Situation, teachers generally agreed that students who were hyperactive or with autism, mild disabilities (e.g. speech or language difficulties) or without overt behavioral problems should be educated within the regular classroom. Surprisingly, 65% of them admitted that their students with SEN used to experience discrimination in class.

In the sub-domain of Administrative or Colleagues' Support, most teachers gained support from their colleagues and administrators. They also found their administrators approachable about inclusion issues. However, a vast majority of teachers admitted that they were not given sufficient time to attend conferences or workshops related to inclusive education.

In the sub-domain of Influence on Learning Progress, over 50% of respondents reported that including students with SEN would influence (tend to be negative) teaching and learning progress but consistently agreed because of that, students could learn to accept their peers and therefore, a harmonious learning atmosphere was created.

Considering Teachers' Personal Feeling, it was reported that most teachers held relatively positive

attitudes in treating students with SEN and were willing to offer help although their workload would

increase and their lesson planning would become more difficult.

Last but not least are Inclusive Education Training and the Use of IEP. Over 50% of respondents agreed

that their educational background did not prepare them to teach students with SEN in which they felt

stressful and discouraged. Over 60% of them believed that they needed more in-service training so as to

enhance the ability of handling students' behavioral problems. There was a vast chasm found in the use of

IEP. Over 70% of respondents denied that they had written an IEP and approximately 75% of them found it

hard to design and set up an IEP.

Table 3 Frequencies of Teachers' Response in Each Sub-domain from the Survey

Sub-domain / Questions	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Students' Situation				
Q5 Students who are diagnosed as autistic need to be in special education classrooms	-	50%	47.5%	2.5%
Q6 Students who are diagnosed mentally retarded should be in special education classes	2.5%	17.5%	75%	5%
Q7 All efforts should be made to educate students with SEN in regular education classroom	7.5%	40%	42.5%	10%
Q16 All students who have any types of SEN (without concerning the level) should not receive their education in a regular classroom	17.5%	75%	5%	2.5%
Q17 Students who display speech and language difficulties should be in special education classroom	2.5%	52.5%	40%	5%
Q20 Students who are identified any type of SEN but do not display overt disruptive behavior should be in regular education classes	-	12.5%	85%	2.5%
Q31 Students with SEN used to experience discrimination in my classes	-	35%	65%	-
Q36 Students who have difficulties in expressing their thoughts verbally should be in regular classrooms	-	47.5%	52.5%	-
Q38 Students who are hyperactive should not be in regular classes	-	65%	32.5%	2.5%
Q40 Students who need communicative technologies (e.g. audio-aid) can receive their education in regular classes	-	5%	90%	5%

	Response			
Sub-domain / Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
Administrative/Colleagues' Support				
Q3 I am encouraged by my administrators to attend conferences/workshops on teaching students with special education needs	2.5%	45%	52.5%	-
Q4 My colleagues are willing to help me with issues which may arise when I have students with special education need in my classroom	-	10%	82.5%	7.5%
Q10 I feel supported by my administrators when facing challenges presented by students with behavioral difficulties in my classroom	-	27.5%	70%	2.5%
Q13 I am provided with enough time in order to attend conferences/workshops in teaching students with special education needs	22.5%	52.5%	25%	-
Q14 I can approach my colleagues for assistance when needed if I have students with special education needs in my classroom	-	5%	90%	5%
Q19 My colleagues are approachable when I ask for their advice on teaching students with special education needs	-	7.5%	90%	2.5%
Influence on Learning Progress				
Q8 Adopting classroom management strategies helps maintain my teaching progress	-	-	80%	20%
Q9 Including students with SEN or disabilities will affect school's reputation and lower the average academic results	15%	60%	25%	-
Q22 Including students with SED in my class will make the teaching more difficult	-	25%	67.5%	7.5%

16

Sub-domain / Questions	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Influence on Learning Progress				
Q23 Including students with SED in my class will retard the teaching process	2.5%	42.5%	52.5%	2.5%
Q26 Including students with SED in my class will make lesson planning and preparation much more difficult	-	22.5%	72.5%	5%
Q32 Students with SEN will slow down instruction and progress in my class	-	40%	60%	-
Q37 It will be difficult to give appropriate attention to all students in an inclusive classroom	-	5%	72.5%	22.5%
Q50 I adopt classroom management strategies and they work in class	-	17.5%	82.5%	-
Influence on Students' Development				
Q21 Including students with physical disabilities in my classroom will help students without disabilities learn to interact with persons with physical disabilities	2.5%	-	82.5%	15%
Q25 Including students with SED in my class will encourage students without SEN to help each other	-	30%	62.5%	7.5%
Q29 Including students with SED in my class will teach students greater tolerance	-	25%	67.5%	7.5%
Q30 Inclusion will have a positive effect on the development of personalities of students with SEN (e.g. self-esteem, feeling of belonging)	-	27.5%	70%	2.5%
Q33 Inclusion will help my students learn to show mutual respect and appreciate each other	-	10%	77.5%	12.5%
Q34 Including students with SEN in my class will foster students' cooperation	-	17.5%	75%	7.5%

17

Sub-domain / Questions	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers' Personal Feeling				
Q15 Regular education teachers should not be responsible for teaching children with SEN	7.5%	62.5%	22.5%	7.5%
Q18 I should only be responsible for teaching students who are not identified as having special education needs	12.5%	77.5%	10%	-
Q24 I want to teach a class in which no student is identified as having special education needs	10%	37.5%	50%	2.5%
Q35 I am concerned that students with disabilities will not be accepted by the rest of the class	-	15%	85%	-
Q39 My workload will increase if I have students with SEN in my class	-	15%	75%	10%
Q41 I would feel depressed if I had a disability	-	32.5%	62.5%	5%
Q42 I will be more stressed if I have students with SEN in my class	-	37.5%	55%	7.5%
Q43 I am afraid of looking at a person with a disability directly	25%	60%	15%	-
Q44 The reason that students frequently fail exams is due to their laziness	20%	62.5%	17.5%	-
Q45 I would talk with those students who frequently fail exams and figure out the reason behind	-	12.5%	75%	12.5%
Q46 I will be shocked initially when meeting people with severe disabilities	10%	67.5%	22.5%	-
Q49 Every time when I am disturbed by students' misbehavior, I feel helpless	-	77.5%	22.5%	-

18

Sub-domain / Questions	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Inclusive Education Training				
Q1 My educational background has prepared me to teach students with cognitive delays and deficits in daily living skills effectively	5%	55%	37.5%	2.5%
Q2 I need more training in order to teach students with special education needs and cope with their learning and behavioral problems appropriately	-	10%	65%	25%
Q11 My educational background has prepared me to teach students with behavioral difficulties effectively	2.5%	52.5%	42.5%	2.5%
Q12 I am provided with sufficient in-service training which allows me to teach students with special education needs	12.5%	57.5%	30%	-
Q47 I am worried that I do not have enough knowledge and skills to teach students with special education needs	-	30%	57.5%	12.5%
Use of Individual Education Plan				
Q27 I have written Individual Education Plan (IEP) for students with SEN before	25%	47.5%	17.5%	-
Q28 I find it hard to set up an Individual Education Plan (IEP) for students with SEN	2.5%	20%	70%	7.5%
Q48 I know how to design an Individual Education Plan (IEP)	22.5%	50%	27.5%	-

Chart 1 explains that 65% of teachers adopted Authoritative Style as their main classroom management style while 28% and 7% of them adopted Indulgent Style and Permissive Style respectively whereas none of them chose Authoritarian Style. The chart is partially related to the Research Question 3 "What classroom management strategies do teachers think to be the most beneficial within an inclusive classroom?" since it is necessary to figure out what kind of teaching style and classroom management strategies they adopt first, so that those strategies which benefit them the most can be evaluated.

Chart 1 Adopted Classroom Managing Style

Adopted Classroom Managing Style

28%

7%

65%

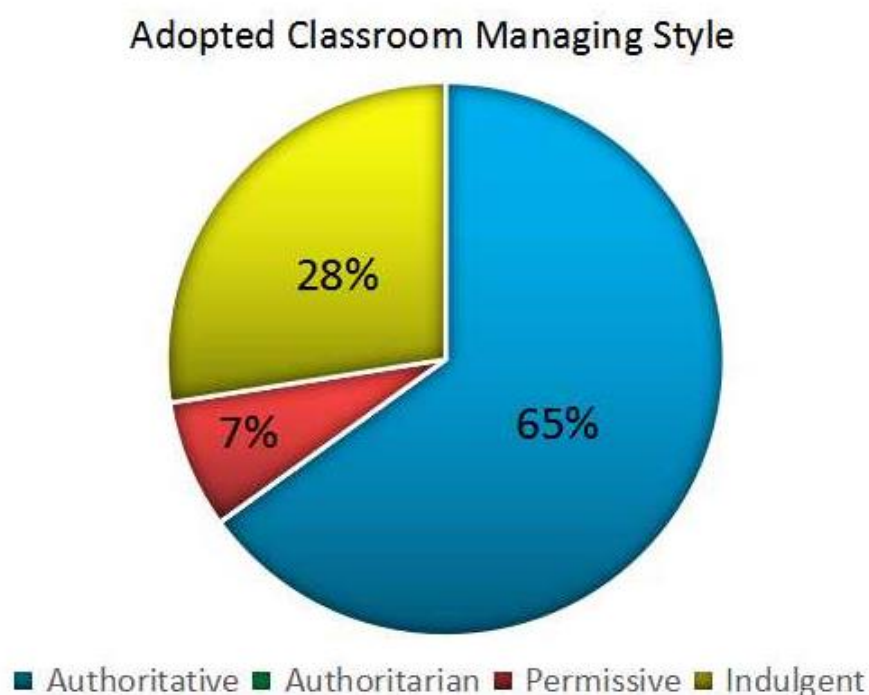■ Authoritative ■ Authoritarian ■ Permissive ■ Indulgent

Chart 2 and Chart 3 separately show that the most adopted and beneficial strategies teachers thought were 1) Can-do-attitude, 2) Creating a Friendly Environment and 3) Proximity Interference. In other words, the strategies they adopted the most were the strategies they found the most beneficial.

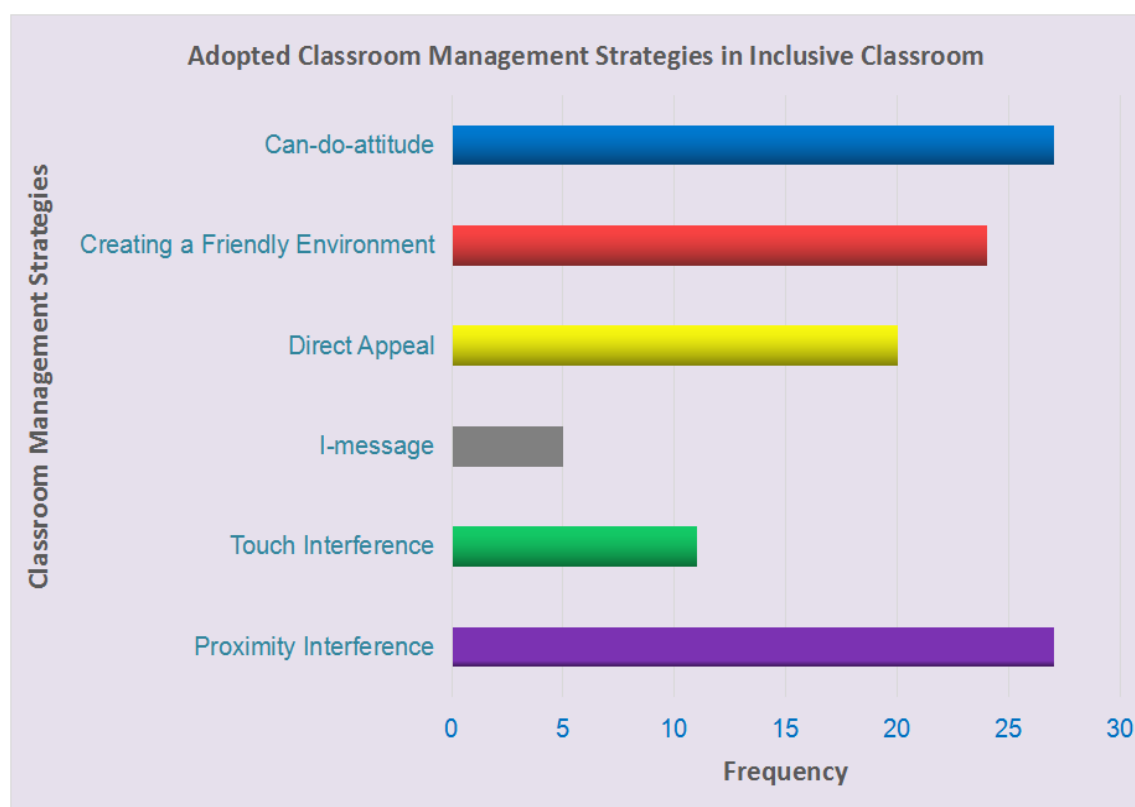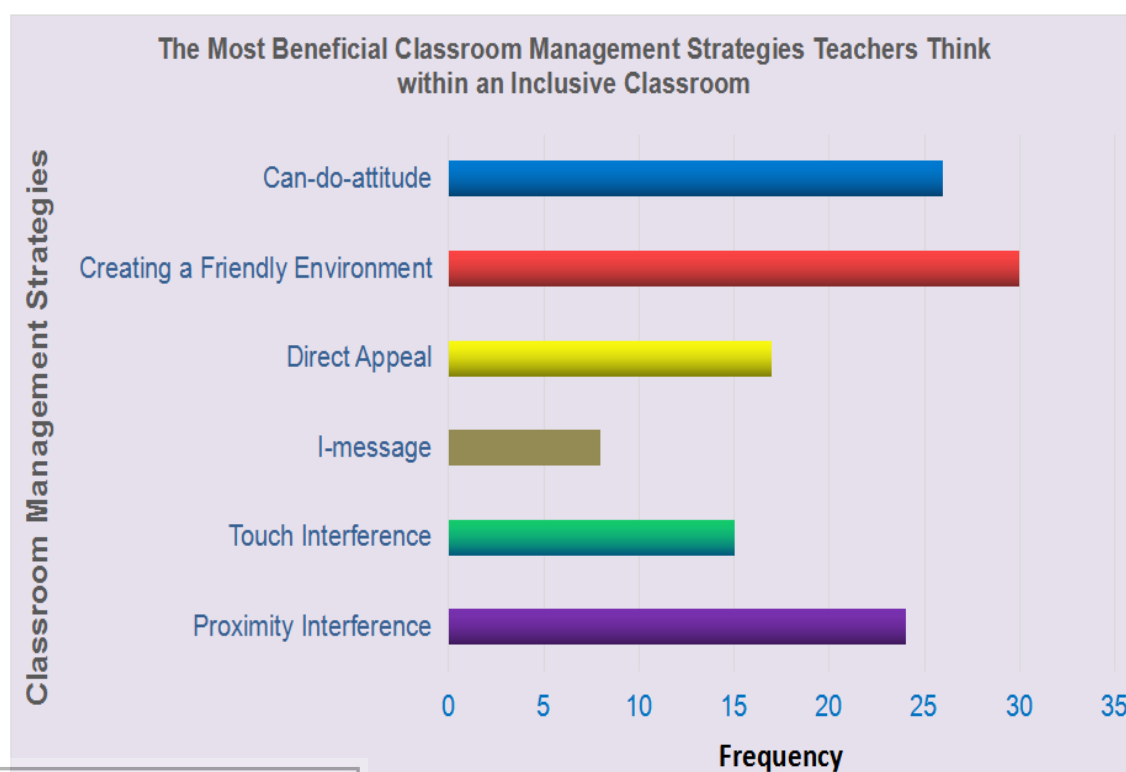**Chart 2 Adopted Classroom Management Strategies in Inclusive Classroom**

Chart 3 The Most Beneficial Classroom Management Strategies Teachers Think within an Inclusive Classroom

21

In-depth Interview Summary (Qualitative)

There were five focused questions (see Appendix B) asked in the one-on-one interview in which three randomly selected teachers who completed the questionnaire were invited separately. The answers from the three teachers in each question were then combined as a script (see Appendix C). Two of them were Physical Education Teachers (1 male and 1 female; age range from 25-29; teaching experience: 4-5 years) and another was Religious Education Teacher (female; age range: ≥ 40; teaching experience: ≥ 20).

This qualitative data is associated with the Research Question 2 "What challenges are the teachers facing in an inclusive classroom?" Summarizing their answers, it was reported that the common challenges the three interviewed teachers faced were the dilemma of making a balance between ensuring students' learning progress and forgiving, i.e. between justice and forgiveness. They found it hard to stop students' disruptive behaviors without labeling them. At the same time, they needed to spend additional time to take care of those students with poor concentration and make sure they could catch up with the progress. Sometimes, they would modify their "bottom line" and allowance towards students with SEN.

Three of them had experienced different cases which impressed them, including students with AD/HD, unclassified depressed syndromes and dyslexia. They all revealed that they could stop the behavioral problems initially but admitted that it was not a long-term solution. It was beyond their ability to help those students resolve their problems. Therefore, they decided to transfer the case to the specialist such as social worker. In addition, they agreed that Authoritative Style was the most idealistic teaching style in which they could build up the mutual trust and mentor-relationship with students. It was beneficial for both teachers' teaching and students' learning. From the conversation, they also mentioned that they were confident enough

to handle those students with mild level of SEN, but not the medium or severe level. Nevertheless, they

would try their best to offer help and figure out the best for the students.

In self-development aspect, three teachers held the same attitude that they should keep learning, especially

related to students' development or the subject they were teaching. They also believed that "Inclusive

Education" was hard to implement successfully within the school in the reality though it was idealistic. It

took time to see the effectiveness and depended on the whole school approach and practices.

CHAPTER 5
DISCUSSION

Findings

 There were no significant differences found between gender and their attitudes toward inclusion. This

result was consistent with the existing research paper which suggests no statistically differences exists

between male and female teachers in relation to their attitudes regarding inclusive education (Kern, 2006).

Whereas, significant differences were found in teachers' age and teaching experience since their p value

were smaller than .05 with .033 and .032 respectively. Teachers between the age 25-29 and with 0-5 teaching

experiences held the highest (positive) attitude towards inclusive education among other age ranges and

years of teaching experience. The results were consistent with the existing researches and journals indicating

teachers who were more positive about inclusive education were younger teachers (less than 40 years of age),

less experienced (less than 10 years) (Bhatnagar & Das, 2014; Kern, 2006; Hastings & Logan, 2013;

Doulkeridou, Evaggelinou, Mouratidou, Koidou, Panagiotou & Kudlacek, 2011). One of the reasons to

explains the phenomenon of "the younger and less experienced teachers are, the more confident they are" is

that the curriculum in tertiary education has been changing over years and years which is able to equip new

teachers with the ability to coping with students with SEN. As a result, their teaching confidence can be

enhanced and build up a positive attitude. As Monsen, Ewing & Kwoka (2014) assumed, "Younger teachers

are more up-to-date with training and are therefore more accepting of adopting inclusive education policies"

(p.123). According to Unianu (2012), some basic or foundation course regarding special education, children

with special educational needs, inclusion, learning difficulties, etc. are provided by the educational

curriculum of the faculties in bachelor's degree. In Hong Kong, since students with SEN becomes more prevalent than the situation in the 1970s-1990s, more intensive trainings are provided in universities.

Currently, pre-service teacher training is provided in four universities, e.g. the Education University of Hong Kong, the University of Hong Kong, etc. as electives (Special Education/ Inclusive Education), Bachelor of Education (Special Education), teachers' professional development courses (Diverse Education Needs) (Sin, 2014) Under this curriculum, recent graduates (new teachers) are given more opportunities to learn about Inclusive Education. As Kern (2006) mentioned, "A more positive attitude is held by younger (new) teachers since they have had exposure to courses in teaching children with special needs" (p.50). By contrast, elder teachers did not receive enough inclusive education training when they were studying. Their education background did not adequately allow them to acquire enough knowledge about Inclusive Education. Consequently, they lacked confidence to teach in inclusive classroom. Also, Monsen, Ewing & Kwoka (2014) has cited a previous research conducted by Forlin, Keen & Barrett (2008) suggesting "teachers' concerns over threats to their professional competency and integrity increased with age" (p. 123). This could possibly help explain why elder teachers held a reluctant and less positive teaching attitude towards inclusion. Elder teachers might prefer not to face additional challenges of students with SEN who present learning difficulties in classroom because this could directly reflect their teaching ability and if they truly lacked certain trainings which led to less teaching confidence, their weakness would be revealed (Monsen, Ewing & Kwoka, 2014).

Another possible factor to explain why teachers with less experience are more confident than those who are more experienced is that less experienced teachers are younger teachers generally, whose passion and

willingness to learn and try in teaching are relatively stronger, whereas more experienced teachers have adapted to the education field and teaching environment over years and years which lessens their motivation. Forlin, Douglas & Hattie (1996) indicated that as educators become more experienced, their willingness of accepting a student with disabilities or special education needs in their classroom decreases. This clearly supported that why more experienced teachers were less positive towards inclusion. Not only they have received less training, but also related to their adaption and senior experiences in education.

The results shown in Chapter 4 that 70% of teachers possessed an average level of teaching confidence in inclusive classroom while 27.5% possessed a low level imply that teachers' teaching confidence in teaching students with SEN is average but not high enough. Indeed, it was encouraging to see that most teachers had chosen "Average". However, the reason why only one "High" was voted and no "Very High" was seen though some teachers received related trainings can be attributed to the incomprehensiveness of the inclusive education (IE) training. According to a survey conducted by the Hong Kong Federation of Education Workers in May 2016, 30-hr, 60-hr and 90-hr special education trainings are provided in which teachers reflected that the courses were too theoretical with few application sections that made them hard to apply what they had learnt in the reality in coping with the real situation. This reflects that IE trainings are fully provided but the content is less applicable which also explains why teachers still think that they lack training though they have attended certain trainings.

In the in-depth interview, we know that the most common type of SEN the three interviewed teachers experienced was AD/HD. It generally happens in other schools in Hong Kong. According to the statistical results shown in the above-mentioned survey, the majority type of the enrolled students with SEN is AD/HD

with 98%. Approximately 60% of interviewed schools included 50 or above students with SEN. Therefore, challenges are necessarily occurring in inclusive classroom.

Results shown in Chart 1 explains that Authoritative Style was the most adopted classroom management style with 65% while Indulgent Style (28%) and Permissive Style (7%) came with the second and third. None of them chose Authoritarian Style. As Walker (2009) stated that authoritative teaching style enables teachers' teaching excellence to affect students' academic and social dimensions, it was not surprised that Authoritative Style was adopted the most. Also, students studying in an authoritative classroom mostly have higher achievements. As a result, the percentage of dropouts are decreased (Glasgow & Hicks, 2009). Most teachers seemed to know the effectiveness of Authoritarian Style and therefore, they made a wise choice.

Indulgent Style and Permissive Style are similar. Teachers with these two styles are responsive but not demanding. They tend to be lenient and always try to avoid conflicts with students (Gelb & Leibowitz, 2013). It is believed that teachers who chose Indulgent Style and Permissive Style aimed to build up a positive relationship with students and create a harmonious atmosphere. And the possible reason for no one choosing Authoritarian Style can be due to the strict and demanding impression giving to students in which it is the least popular (Gelb & Leibowitz, 2013).

Interestingly, the top 3 strategies teachers adopted the most were the top 3 strategies they found the most beneficial. They were 1) Can-do-attitude, 2) Creating a Friendly Environment and 3) Proximity Interference. From the in-depth interview, it was revealed that the effectiveness of Proximity Interference and Can-do-attitude could be seen promptly in short-term but did not last long. Sooner or later, when students

realized the teacher using the same strategy to treat them, they would ignore the advice. Creating a Friendly Environment is relatively effective in managing students' behavioral problems as students understand teachers' effort on managing the class well. It is noticed that teachers clearly knew what strategies suited in teaching their students.

Limitations

The sample size (N=40) is not big enough to reflect the actual situation in Hong Kong. Also, the working environment is relatively better with comprehensive and advanced facilities and resources since it is a direct subsidy school with high banding. Most teachers working in there possess a higher job satisfaction which may affect their teaching attitudes toward inclusion.

In addition, only minority of students are with SEN. Therefore, teachers' teaching attitudes tend to be relatively positive and less pressured. This cannot reflect the actual difficulties and challenges in other inclusive classrooms.

Lastly, the designated survey utilized is a modified and combined version from a research paper and journal in which it is less recognized for validity and reliability. It would be better if a complete and comprehensive survey was found in supported literature. The results would be more convincing.

Future Implications in Teaching

Inclusive Education Policy has been implemented for over 10 years but there are still plenty of rooms for improvement. We, as educators (no matter pre-service, new in-service, senior in-service teachers), are facing numerous challenges and difficulties in inclusive classroom considering if the pre-service trainings and in-service trainings are sufficient. Therefore, this section is to suggest some possible ways according to teachers' comments in the designated survey and the survey conducted by the Hong Kong Federation of Education Workers dedicating to our brilliant educators:

1) Small Class Teaching

Since teachers need to spend additional time to take care of students with SEN (particularly focusing on their learning progress and behavioral problems) in which the entire class progress would be affected, small class teaching could be considered (e.g. student-teacher ratio falls to 20:1 instead of 30:1). Fewer students can help teachers pay more attention on each one (particularly to students with SEN) and easily to handle the class. As a result, teachers' workload might be lightened and they would have additional time for receiving IE trainings out of school (as some teachers stated that they did not have sufficient time for IE trainings due to the heavy workload even if they wanted to). It is also recommended that schools can hire additional teaching assistants (TA) to take care of students with SEN if possible. As I know, some schools in Hong Kong have already hired several TAs specializing in students with SEN and it is quite successful so far.

2) Modification of the Content in IE Trainings

As some teachers reflected that the content in IE training was too theoretical with few application sections that made them hard to apply in the reality (The Hong Kong Federation of Education Workers,

2016), it is suggested that more application sections should be included and the theories can be simplified

with real-life experience sharing for better understanding. To be concrete, concepts of inclusion and

instructional techniques for diversity are essential but simultaneously, some inspiring and applicable sections

can be considered such as experiencing the disabilities, real-life experience sharing, mock teaching (Sin,

2014). This may provide a better absorption for teachers towards the concepts and ability to cater for

students' diverse needs.

3) Increasing the Number of Educational Psychologist in School

As Shingjergji (2014) stated, "The school psychologist is the center of gravity in school offering solution

alternatives and keeping direct relationships with students, teachers and community" (p.3). Teachers can be

benefited from getting professional advice of catering for diverse needs in which they would be less

confused and stressful about teaching in inclusive classroom. However, 70% of teachers revealed that the

service of educational psychology was inefficient (The Hong Kong Federation of Education Workers, 2016).

Without sufficient specialists in supporting inclusion, it is hard for schools to promote the whole school

approach. Therefore, the number of educational psychologists should be increased to help provide

professional support in school. Through the collaboration among school, educators and specialists, it is

believed that the Inclusive Education Policy could be implemented efficiently in the long run.

Conclusion

In conclusion, the Inclusive Education Policy aims to have every person educated equally, so it strives to provide an optimal learning environment for all students, regardless of their diverse needs. Findings in this research have significantly suggested that most teachers in the interviewed school tended to hold positive attitudes towards inclusive education, especially younger (age under 30) and less experienced (0-5 years) teachers, when comparing with other age ranges and years of teaching experience. Teachers' responses in those statements categorized into seven subdomains reflect that teachers receive limited IE training, which can be a factor discouraging them from teaching in inclusive classroom. It is known that teachers are facing numerous of challenges in inclusive classroom through the in-depth interview but it is a great comfort to see that they are willing to offer help to students in need despite their occasional exhaustion. Appropriate classroom management strategies are adopted according to their effectiveness. And the adopted teaching style is determined by teachers' experiences, teaching purposes and characters. Hopefully, this research can raise the public awareness towards teachers' teaching attitudes and challenges faced in inclusive classroom, and therefore realize that there is still a long way to see the success of implementing inclusive education.

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APPENDIX A

TEACHER ATTITUDES TOWARDS INCLUSION QUESTIONNAIRE

<u>Part A Demographics 個人資料</u>

Please fill in the following information and use "✓" to indicate the appropriate choice. 請填上以下資料，在空格裡填上"✓"號以表示適當選項。

1. Gender 性別: Male 男 ☐   Female 女 ☐

2. Age 年齡: 20-24 ☐   25-29 ☐   30-34 ☐   35-39 ☐   ≥40 ☐

3. Teaching subject(s) and grade level(s) 任教科目與班級: _____
   _____

4. My highest level of education completed is 最高教育程度為:
   ☐   Bachelor's Degree or its equivalent 大學學位或與其相等程度
   ☐   Master's Degree 碩士學位
   ☐   Doctor's Degree 博士學位
   ☐   Others, please specify 其他請註明:_____

5. Years of teaching experience 教學經驗 (年):
   0-5 years 年 ☐   6-10 years 年 ☐   11-19 years 年 ☐   20 or above years 年 ☐

6. Any training in Inclusive Education (e.g. workshop, seminar, etc.)?
   曾否參與任何與融合教育有關的培訓 (如工作坊, 座談會等)?
   ☐ Yes, please specify 有,請註明:_____
   ☐ No 沒有

7. Experience of teaching any students with Special Education Needs (SEN) (e.g. ASD, AD/HD, Dyslexia, etc.)? 曾否教授過有特殊學習需要的學生 (如自閉症, 專注力失調及過度活躍症,讀寫障礙等)?
   ☐ Yes 有   ☐ No 沒有

8. My level of confidence in teaching students with SEN is
   我對於教授有特殊學習需要學生的信心程度為:
   ☐ Very Low 很低   ☐ Low 低   ☐ Average 正常   ☐ High 高   ☐ Very High 很高

Part B Teacher Survey 教師問卷

The following questions mainly focus on exploring 下列問題主要探討:

i) teachers' attitudes toward teaching students with SEN in inclusive classroom

教師對於在課室裡教授有特殊學習需要之學生的態度

ii) challenges or difficulties faced by teachers within an inclusive classroom

教師在融合教育教學上遇到的困難與挑戰

Instructions: Please complete the following scale by using "✓"to indicate the appropriate response corresponding to your belief. Use the following key to determine your answer. 指示: 請按照你的想法在空格裡填上"✓"號以表示適當選項。以下是每項程度的縮寫。

SD=Strongly Disagree 強烈不同意

D=Disagree 不同意

A=Agree 同意

SA=Strongly Agree 強烈同意

	Statement	SD 強烈不同意	D 不同意	A 同意	SA 強烈同意
1.	My educational background has prepared me to teach students with cognitive delays and deficits in daily living skills effectively.				
2.	I need more training in order to teach students with special education needs and cope with their learning and behavioral problems appropriately.				
3.	I am encouraged by my administrators to attend conferences/workshops on teaching students with special education needs.				
4.	My colleagues are willing to help me with issues which may arise when I have students with special education need in my classroom.				
5.	Students who are diagnosed as autistic need to be in special education classrooms.				
6.	Students who are diagnosed mentally retarded should be in special education classes.				
7.	All efforts should be made to educate students with SEN in regular education classroom.				
8.	Adopting classroom management strategies helps maintain my teaching progress.				
9.	Including students with SEN or disabilities will affect school's reputation and lower the average academic results.				
10.	I feel supported by my administrators when facing challenges presented by students with behavioral difficulties in my classroom.				
11.	My educational background has prepared me to teach students with behavioral difficulties effectively.				

		Statement	SD 強烈不同意	D 不同意	A 同意	SA 強烈同意
12.		I am provided with sufficient in-service training which allows me to teach students with special education needs.				
13.		I am provided with enough time in order to attend conferences/workshops in teaching students with special education needs.				
14.		I can approach my colleagues for assistance when needed if I have students with special education needs in my classroom.				
15.		Regular education teachers should not be responsible for teaching children with SEN.				
16.		All students who have any types of SEN (without concerning the level) should not receive their education in a regular classroom.				
17.		Students who display speech and language difficulties should be in special education classroom.				
18.		I should only be responsible for teaching students who are not identified as having special education needs.				
19.		My colleagues are approachable when I ask for their advice on teaching students with special education needs.				
20.		Students who are identified any type of SEN but do not display overt disruptive behavior should be in regular education classes.				
21.		Including students with physical disabilities in my classroom will help students without disabilities learn to interact with persons with physical disabilities.				
22.		Including students with SED in my class will make the teaching more difficult.				

	Statement	SD 強烈不同意	D 不同意	A 同意	SA 強烈同意
23.	Including students with SED in my class will retard the teaching process.				
24.	I want to teach a class in which no student is identified as having special education needs.				
25.	Including students with SED in my class will encourage students without SEN to help each other.				
26.	Including students with SED in my class will make lesson planning and preparation much more difficult.				
27.	I have written Individual Education Plan (IEP) for students with SEN before.				
28.	I find it hard to set up an Individual Education Plan (IEP) for students with SEN.				
29.	Including students with SED in my class will teach students greater tolerance.				
30.	Inclusion will have a positive effect on the development of personalities of students with SEN (e.g. self-esteem, feeling of belonging..)				
31.	Students with SEN used to experience discrimination in my classes.				
32.	Students with SEN will slow down instruction and progress in my class.				
33.	Inclusion will help my students learn to show mutual respect and appreciate each other.				
34.	Including students with SEN in my class will foster students' cooperation.				
35.	I am concerned that students with disabilities will not be accepted by the rest of the class.				
36.	Students who have difficulties in expressing their thoughts verbally should be in regular classrooms.				

		Statement	SD 強烈不同意	D 不同意	A 同意	SA 強烈同意
37.	It will be difficult to give appropriate attention to all students in an inclusive classroom.				
38.	Students who are hyperactive should not be in regular classes.				
39.	My workload will increase if I have students with SEN in my class.				
40.	Students who need communicative technologies (e.g. audio-aid) can receive their education in regular classes.				
41.	I would feel depressed if I had a disability.				
42.	I will be more stressed if I have students with SEN in my class.				
43.	I am afraid of looking at a person with a disability directly.				
44.	The reason that students frequently fail exams is due to their laziness.				
45.	I would talk with those students who frequently fail exams and figure out the reason behind.				
46.	I will be shocked initially when meeting people with severe disabilities.				
47.	I am worried that I do not have enough knowledge and skills to teach students with special education needs.				
48.	I know how to design an Individual Education Plan (IEP).				
49.	Every time when I am disturbed by students' misbehavior, I feel helpless.				
50.	I adopt classroom management strategies and they work in class.				

Part C Adapted Classroom Management Strategies or Recommendation

課堂管理策略及建議

1. In an inclusive classroom, which of the following types of students do you think you should adopt classroom management strategies when coping with them? (Please choose 3 types you think they are more significant by using "✓")

   在融合教育的課室裡，你認為以下哪 3 種特殊學習需要類型較為需要推行課堂管理策略？

   ☐ Specific Learning Difficulties (SpLD) e.g. dyslexia 特殊學習困難如：讀寫障礙

   ☐ Intellectual Disability 智力殘障

   ☐ Autism Spectrum Disorders (ASD)自閉症

   ☐ Attention Deficit/Hyperactivity Disorder (AD/HD)專注力失調及過度活躍症

   ☐ Physical Disability 身體殘障

   ☐ Visual Impairment (VI) 視力障礙

   ☐ Hearing Impairment (HI) 聽力障礙

   ☐ Speech and Language Impairments (SLI) 語言障礙

   ☐ Others 其他:_____

2. In an inclusive classroom, which of the following behaviors do you think you should adopt classroom management strategies when coping with them? (Please choose 3 types you think they are more significant by using "✓")

   在融合教育的課室裡，你認為以下哪 3 種行為表現較為需要推行課堂管理策略？

   ☐ Talking aloud 大聲說話

   ☐ Fidgeting 坐立不定

   ☐ Sleeping 睡覺

   ☐ Being Inattentive 專注力不足

   ☐ Being emotional 情緒不穩, 如大喊大笑

   ☐ Others 其他:_____

3. In an inclusive classroom, which of the following classroom management strategies would you use in an inclusive classroom? (You can choose more than one) 在融合教育的課室裡，你會使用以下哪些課堂管理策略?(可以選擇多於一項)

☐ Proximity interference 走近學生

☐ Touch interference 觸碰提示

☐ "I-message" 用「我」訊息

☐ Direct appeal 直接勸籲

☐ Creating a friendly environment 營造和諧環境

☐ Can-do-attitude 使用「你可以的」鼓勵性說話

☐ Others 其他:_____

4. Which of the following classroom management strategies do you think to be the most beneficial within an inclusive classroom? (Please choose 3 items you think they are more beneficial by using "✓") 在融合教育的課室裡，你認為以下哪些課堂管理策略最為見效及對有特殊學習需要之學生有利?(請選擇 3 項)

☐ Proximity interference 走近學生

☐ Touch interference 觸碰提示

☐ "I-message" 用「我」訊息

☐ Direct appeal 直接勸籲

☐ Creating a friendly environment 營造和諧環境

☐ Can-do-attitude 使用「你可以的」鼓勵性說話

☐ Others 其他:_____

5. Which of the following classroom managing styles are you adapting? (Choose ONE only) 你是採用以下哪種課堂管理風格?(只選擇 1 項)

☐ Authoritative 權威型

☐ Authoritarian 專制型

☐ Permissive 放縱型

☐ Indulgent 遷就型

6. Please give any recommendation or comments which you believe would be helpful in teaching an inclusive classroom (If any).

請寫出任何你認為能對教師實行融合教育可行的建議或意見(如有)。

_____

_____

_____

_____

THANK YOU FOR YOUR TIME AND IMPUT

APPENDIX B
INTERVIEW GUIDE

The in-depth interview will consist of FIVE questions.

Q1. What challenges are you facing in an inclusive classroom? Can you further explain the concrete situation?

Q2. What are the classroom management strategies do you usually use within an inclusive classroom? How do they exactly work in your classroom?

Q3. Can you share your experience about how you dealt with students with special education needs? (one to two impressive experiences)

Q4. What is self-development to you? Do you think you have enough training about teaching students special education needs? Why or why not?

Q5. What is an ideal teaching style to you? Do you think inclusion contributes to a better learning environment for students?

*Interview content will be audio-recorded with the consent of the interviewee.

APPENDIX C
INTERVIEW SCRIPT (CANTONESE VERSION)

Q: 您通常在融合教育的課室裡會遇到什麼挑戰？可否講述一下具體的情況？

Teacher A: 我想最容易見到的挑戰應該是小朋友比較活躍。因為我所接觸的有些是 ADHD，那你會留意到的就是…他們能夠專注的時間真的很短，所以很快他們就會坐立不定，晃動得好屬害，因為我要維持秩序，所以好多時要留意著他們，例如叫他們甚至行近拍拍他們，細聲跟他們說一兩句，這是最顯而易見及最常發生的。另外亦有些 ADHD 學生需要吃藥物，有時看見他們疲倦的一面，但我又要教學，所以都會左右兩難，如果在知道及合理的情況下有時我也會容讓他們伏在桌上休息。我盡量會在教學及體諒取個平衡，但亦不能讓這長期發生，所以真的不容易處理，在同一班要同時兼顧一般學生及他們。我會傾向遷就一般學生的學習進度，幸好我教的這一科不用考試，所以我的容讓度相對較寬一些，即是不一定強迫他們要專心上課。還有聽覺障礙的學生，她需要帶耳機上課，其家長一開始已通知學校有關情況，老師們亦已知道，加上她清楚自己的狀況，所以她很專注，pay 很多 effort 下去，令課堂好像平常一樣。另外有些是讀寫障礙的，不過我在這一科而言不是大問題，只是他們的專注時間亦很短，要大聲朗讀聖經時盡量就不會找他們，免得他們尷尬。

Teacher B: 有時會遇到一些過度活躍的學生，會擾亂課堂秩序，所以我在控制課堂秩序方面就要花一些功夫，既不能過分將他們分類，但同時又怕其行為會影響其他同學，令我的角色較左右兩難。我不希望標籤他們，但有時又要有一定程度的標籤，所以我們作為老師的角色有時真的頗困難。

Teacher C: 我遇過一些有未 classified 的 depression syndrome 的學生。我這一科會在不同場地上課，有的在較高層地方如九樓，曾試過有學生（有 depressed symptoms）在高處望下去時有想跳下去結束生命的念頭，那我就要想想如何避免在這麼高層的場地上課，在場地及活動選擇要花心思，說話方面都會傾向正面些。

Q: 您通常在融合教育的課室裡採用哪些課室管理策略？這些方法管用嗎？

Teacher A: 有時我會放 video，若我看見這些學生的專注力不足或想打嗑睡時，我就會走近並拍拍他們作提醒，若情況持續我會問他們是否需要去洗手間洗洗臉，讓他們出去走走再回來，希望其專注力會有所改善及精神一點，而這個方法是 work 的。

Teacher B: 我在問卷上選了「走近學生」、「直接勸籲」及「營造和諧環境」。「走近學生」是一種很直接的方法，即時性見效，但不能持久，因為時間久了會令他厭倦，再不會理會；「直接勸籲」也差不多，起初會聽從，但知道了只是勸籲而沒有進一步行動或懲罰，到最後只會故態復萌；至於「營造和諧環境」是相對治標的方法，營造這個環境不只是老師和有行為問題的學生的責任，而是整體學生一起配合的，這並非易事，要視乎其他學生會否跟老師合作。

Teacher C: 嗯！我在問卷上選了「走近學生」和「觸碰提示」。「走近學生」的確有即時成效，「觸碰提示」更尤其管用，因為班上偶爾有一兩個有特殊學習需要的學生，其實他們是知道自己的行為會影響其他同學的，只是他們可能控制不了自己的身體而出現這些在我們眼中是干擾

的行為，所以我可以做的是給他們多點提示和包容。而「營造和諧環境」是能對某一類型 SEN 的學生起作用的，針對有 SEN 的學生最好是課前課後跟他們「協商」，討論如何改善行為問題。

Q: 可以簡單分享一兩個您處理過而令您印象深刻的個案(有特殊學習需要之學生)嗎?

Teacher A: 去年一個中一女生在默書表現不理想，但默書句子其實很短，我很奇怪為何背聖經一兩節都表現得這麼差。於是我再跟她重默，但仍不理想，我當時在想會否是她不曾努力溫習所致。後來這位女生跟我說明她已很努力溫習，但不知為何很快就忘記得一乾二淨。很快我就意識到她應該有讀寫障礙的問題，之後我便暫時放下默書，反而從心靈上去了解及開解她，如問她有否感到壓力等等。傾談過程中她突然哭了起來，她怕被家人責備。於是我慢慢開導她並著她把情況告訴家人，後來她告訴我家人已得悉情況及感到失望的。於是我約見了她兩位班主任，因為我始終只是其中一科的老師，那兩位向我詳細了解其情況後作跟進。到今年中二再見到她，的確是有點進步，但還是容易打嗑睡，可能她仍需要很長時間溫習致晚上休息時間不足。但以她這樣的進度我真的很擔心她能否跟得上，我有想過她其實是否適合繼續就讀這間學校。

Teacher B: 曾經遇過一個極端的個案，有個 ADHD 的學生衝上課室把東西掉下樓，這其實已不是我們一般老師可以處理到了，即時制止或可以，但長遠還是交給專業人士跟進會較妥當。

Teacher C: 就好像我剛才提過想從高處跳下去結束生命的個案，那是較令我印象深刻的。

Q: 您認為個人發展是什麼一回事? 您認為您有足夠的訓練去教育有特殊學習需要的學生嗎?

Teacher A: 我會將個人發展分為 2 個層次: 1) 教學內容—精益求精; 2) 處理學生問題的成熟度—自我檢討。校內有特殊學習需要的學生的比例很小，mild 程度的我認為我能處理到，若面對嚴重程度的就不足以應付了。若真的要實行融合教育，小班教學真的很重要。外國有些例子如英國，學校若有特殊學習需要的學生，會有專責的助理一對一教導（雖然在香港很難實行）。融合教育是需要學校配合及老師接納，若程度達嚴重的我真的不建議在主流學校就讀，我不覺得這樣是歧視他們，反而我是從他們的角度及需要出發的，我真心希望他們能愉快學習。

Teacher B: 我認為不斷地學習及進修很重要，尤其是本科知識的增長。基本應付一般有 SEN 的學生的能力我是有的，但要真正為他們解決問題我自問還未有能力，未夠專業。

Teacher C: 其實教育局及學校都提供正面的支持，規定教師要達某時數的訓練，所以訓練是充足的，加上這間學校有 SEN 的學生的比例不多，我有能力應付得到。至於個人發展，我覺得是不斷的學習及進修，學習一些新知識，因為其實在八、九十年代 SEN 都沒有像現在這樣普遍，究竟有什麼類型、有什麼測試得知、要經什麼審核等等都沒有什麼講究，所以要不斷更新有關這方面的知識及資訊，在教學的同時我們亦要學習。

Q: 您認為什麼是最理想的教學風格？融合教育是否能提供一個更好的學習環境予學生？

Teacher A: 我認為最理想的教學風格是亦師亦友。亦師的意思是指老師所擁有的權威—能夠管理好學生，並清楚讓他們知道做對了會有讚賞及鼓勵，若做錯時必定要加以教導，我不會太放縱學生太自由發展，因為很多時他們沒有了尊卑之分，變相出現混亂致影響教學，而教學最重要不只是教授知識，還有品格；而亦友就是私下老師給予的關懷可看作成朋友的關係、信任的建立。融合教育要視乎程度而言，若程度達嚴重的我絕對不贊成融合教育。

Teacher B: 融合教育是一個很完美的概念，讓所有學生受到公平的教育，同時讓一般主流學生學習如何接納及尊重有 SEN 的同學。但現實中是有落差的，始終每人的價值觀不同，所以不容易實行，要令融合教育普及仍需要時間，先讓大眾的價值觀拉近才能將融合教育的功能和精神真正發揮出來。至於最理想的教學風格，我覺得是與學生建立信任及良好關係，這樣不論對我的教學還是學生的學習都是有利的，但同時也要懂得抽離及保持距離，不要讓他們過分依賴。

Teacher C: 一個理想的教學風格對我體育這一科而言是看見學生技能上的進步，由起初什麼都不懂到慢慢掌握甚至完全熟悉；希望給予學生足夠的運動量，讓他們保持身心愉快；希望學生喜歡上體育課，配合了這三種元素就是我心目中理想的教學風格。SEN 係 Mild 程度的學生會較易被同學接納，但中度及嚴重程度的便要更多協助，在小學會較難被接納。所以我不能絕對地說融合教育是一個好的學習環境，要視乎該校的配套。

感謝您接受這次訪問！

APPENDIX D

CONSENT FORM (TO SCHOOL)

THE EDUCATION UNIVERSITY OF HONG KONG

Department of Special Education and Counseling

CONSENT TO PARTICIPATE IN RESEARCH (FOR SCHOOL)

No Child Left Behind:

An Investigation into Teachers' Attitudes toward Including Students with SEN in

Secondary Inclusive Classroom

My school hereby consents to participate in the captioned project supervised by Dr. Tsang Kwan Lan Vicky, Assistant Professor of Department of Special Education and Counseling and conducted by Lo Hei Ting Nicole, a year-5 undergraduate from Bachelor of Education (Honours)(Physical Education)(Five-year Full-time) in the Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, our right to privacy will be retained, i.e., the personal details of my students'/teachers' will not be revealed.

The procedure as set out in the **<u>attached</u>** information sheet has been fully explained.   I understand

the benefits and risks involved. My students'/ teachers' participation in the project are voluntary.

I acknowledge that we have the right to question any part of the procedure and can withdraw at any

time without negative consequences.

Signature:

Name of Principal/Delegate*:   (Prof/ Dr/ Mr/ Mrs/ Ms/ Miss*)

Post:

Name of School:

Date:

(please delete as appropriate)*

INFORMATION SHEET

No Child Left Behind:

An Investigation into Teachers' Attitudes toward Including Students with SEN in

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The introduction of the research

A) What does the research involve?

The aim of this study is to investigate the attitudes of regular secondary school teachers in Hong Kong toward the inclusion of students with special education needs (SEN), as well as to identify the challenges they are facing and adapted strategies in inclusive classrooms.

B) Why were you chosen for this research?

It is common that secondary school teachers teach an inclusive classroom and their point of view, attitudes, experience sharing and recommendation towards inclusion are valuable to this research study, no matter they are experienced or not.

The methodology of the research

A) Describe how many participants you will include in this study

This study will be comprised by 40 in-service teachers working in one secondary school that implements inclusive education practices to complete the questionnaire on attitudes to inclusion, classroom learning environment, challenges and adapted classroom management strategies. Also, three teachers will be randomly invited to take an in-depth interview.

B) Procedure of the research

Three-dimension questionnaires with 64 questions in total will be distributed to assess secondary teachers' (Part A) demographic characteristics; (Part B) attitudes toward teaching students with SEN in inclusive classroom; (Part C) adapted classroom management strategies or recommendation. This questionnaire is designed to respond to the three research questions separately.

The demographic questionnaire will conclude eight questions about the demographic information of these respondents (e.g. age, gender), the subject that they teach, educational background…

Three teachers will be randomly chosen to take an interview for more concrete inclusive situation in Hong Kong. There will be approximately five questions focusing on their views toward inclusion, the adapted strategies and whether they are beneficial to students with SEN, as well as suggestions on how to benefit students with SEN the most in classroom. These five in-depth questions are to acquire more information which cannot be collected in the questionnaire while responding to the research questions.

As the consent letter will be submitted for approval in early October, the questionnaire will be distributed after the approval from the institute and schools (properly during the 2nd block practice). After collecting the questionnaires, the in-depth interview which lasts for around 20 minutes will

start. Transcription will be started once the interview is conducted in which audio-recording will be required with interviewees'permission. One-way ANOVA will be used to analyze the correlation of teachers' attitudes toward inclusion and gender, age, education level, etc.

C) Potential benefits (including compensation for participation)

There will be no benefit for the participation but your answers are of great value to this study.

The potential risks of the research

Please understand that your students'/ teachers' participation is voluntary. They have every right to withdraw from the study at any time without negative consequences. All information related to your students'/teachers' will remain confidential, and will be identifiable by codes known only to the researcher.

Dissemination of the results

The results will be used in academic purpose for the honours project of the researcher.

All information and interview content will be confidential.

If you would like to obtain more information about this study, please contact Lo Hei Ting Nicole at telephone number   or their supervisor Dr. Tsang Kwan Lan Vicky at telephone number

.

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at   or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

Lo Hei Ting Nicole

Principal Investigator

APPENDIX D

CONSENT FORM (TO INDIVIDUAL) ENG VERSION

THE EDUCATION UNIVERSITY OF HONG KONG

Department of Special Education and Counseling

CONSENT TO PARTICIPATE IN RESEARCH (FOR INDIVIDUAL)

No Child Left Behind:

An Investigation into Teachers' Attitudes toward Including Students with SEN in

Secondary Inclusive Classroom

I _____ hereby consent to participate in the captioned research supervised by Dr. Tsang Kwan Lan Vicky, Assistant Professor of Department of Special Education and Counseling and conducted by Lo Hei Ting Nicole, a year-5 undergraduate from Bachelor of Education (Honours) (Physical Education) (Five-year Full-time) in the Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the **<u>attached</u>** information sheet has been fully explained. I understand the benefits and risks involved. My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant

_____

Signature of participant

_____

Name of Parent or Guardian

_____

Signature of Parent or Guardian

_____

Date

_____

No Child Left Behind:

An Investigation into Teachers' Attitudes toward Including Students with SEN in

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C) Potential benefits

There will be no benefit for the participation but your answers are of great value to this study.

The potential risks of the research

Your participation in the project is voluntary. You have every right to withdraw from the study at any time without negative consequences. All information related to you will remain confidential, and will be identifiable by codes known only to the researcher.

Dissemination of the results

The results will be used in academic purpose for the honours project of the researcher.
All information and interview content will be confidential.

If you would like to obtain more information about this study, please contact Lo Hei Ting Nicole at telephone number   or their supervisor Dr. Tsang Kwan Lan Vicky at telephone number

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If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at   or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

Lo Hei Ting Nicole

Principal Investigator

CONSENT FORM (TO INDIVIDUAL) CHI VERSION

香港教育大學

特殊教育與輔導學系

參與研究同意書

＜有教無類：探討香港中學教師對融合教育的態度之研究＞

本人 ＿＿＿＿＿＿＿＿＿＿＿＿同意參加由香港教育大學特殊教育與輔導學系助理教授曾君蘭博士負責監督，體育教育榮譽學士（五年全日制)五年級生羅曦婷執行的研究項目。

– 本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護自己的隱私，本人的個人資料將不能洩漏。
– 研究員己向本人充分解釋所附資料的有關步驟。本人理解可能會出現的風險。本人是自願參與這項研究。
– 本人理解我有權在研究過程中提出問題，並在任何時候決定退出研究，更不會因此而對研究工作產生的影響負有任何責任。

參加者姓名：

參加者簽名：

日期：

有 關 資 料

＜有 教 無 類：探 討 香 港 中 學 教 師 對 融 合 教 育 的 態 度 之 研 究＞

誠 邀 閣 下 參 加 由 香 港 教 育 大 學 特 殊 教 育 與 輔 導 學 系 助 理 教 授 曾 君 蘭 博 士 負

責 監 督， 體 育 教 育 榮 譽 學 士 （五 年 全 日 制）五 年 級 生 羅 曦 婷 執 行 的 研 究 項 目。

研 究 計 劃 簡 介

A）融合教育近年在本地學校普遍，作為準教師、前線教育工作者，教學態度對培養學生及其
   對成長有一定的影響力，加上類似研究雖在西方國家普遍，但在香港很少找到相關研究。
   因此定立此研究計劃以了解教師的推行融合教育的態度、遇到的困難及建議，為未來投身
   教育界作好準備。

B）前線教師普遍有機會接觸有特殊學習需要的學生，他們第一身的看法、所採用的解決方法
   及建議，不論經驗豐富與否，都很有參考價值；是次研究題目是有關中學教師對融合教育
   的態度，因此以他們作研究對象最適合不過。

研 究 方 法

A）參與人數
-    問卷調查將會派發給 40 位在校教師；問卷形式以不記名方式進行；收集問卷後從中邀請
     3 位教師於一星期內會進行個人訪問。

B）工作及步驟
-    參與者需填妥由 64 問題組成的問卷調查，當中包括個人資料、教師對融合教育之態度及
     困難、課堂管理及建議。
-    問卷調查將會派發給 40 位在校教師；問卷形式以不記名方式進行；收集問卷後從中邀請
     3 位教師於一星期內會進行個人訪問。
-    參與個人訪問時間約長 20 分鐘，會以錄音形式進行，並於事前獲得受訪者同意才會進行。

C）利益
-    是次研究並不為閣下提供個人利益，但所搜集數據將對研究學習動機的問題提供寶貴的資
     料。

閣下的參與純屬自願性質。閣下享有充分的權利在任何時候決定退出這項研究，更不會因此引致任何不良後果。凡有關閣下的資料將會保密，一切資料的編碼只有研究人員得悉。

研究結果發佈

- 是次研究為學術性之研究，會將收集得來的數據結果用以畢業論文形式呈交，閣下所提供的資料及訪問內容將會保密。

如閣下想獲得更多有關這項研究的資料，請與羅曦婷聯絡，電話　　　　　或聯絡她/他們的導師曾君蘭博士，電話　　　　　。

如閣下對這項研究的操守有任何意見，可隨時與香港教育大學人類實驗對象操守委員會聯絡（電郵：　　　　　　　；地址：香港教育大學研究與發展事務處）。

謝謝閣下有興趣參與這項研究。

羅曦婷
首席研究員