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PATHWAY TO INCLUSION: ATTITUDES TOWARDS INCLUSIVE EDUCATION OF INTELLECTUALLY DISABLED CHILDREN IN THE CZECH REPUBLIC

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DECLARATION

I hereby declare that this thesis has been independently and completely composed by myself, **Suzana B Soo**, for submission for the Erasmus Mundus Master Programme of Special Education Needs, 2006 -2007, at Charles University (Prague, Czech Republic) in collaboration with Fontys University (Tilburg, The Netherlands) and Roehampton University (London, UK).

The references cited in the thesis were acknowledged in the bibliography and the thesis has not been previously submitted for a higher degree.

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ABSTRACT

A small-scale research involving a total of 39 special education teachers and parents was conducted in the city of Sumperk and Rakovnik, in the Czech Republic. Since the implementation of the Equal Education Act in 2004, the numbers of children in segregated special schools remained high and the largest number of children attending these segregated special schools are intellectually disabled. It is believed that the attitudes of special education teachers and parents are important factors in contributing to the current situation in special schools.

Thus the research is focused at understanding the attitudes of special education teachers and parents towards children with intellectual disability attending special schools and inclusive education for these children. A qualitative research framework was adopted on the basis that attitudes should be understood within the context and understanding of the participants taking into account the political, social and economic situation in the country. Various methods of inquiry were adopted eliciting information through observations, questionnaires, semi-structured interviews and discussions with teachers, parents, stakeholders and children with intellectual disability as a means to ensure reliability and validity of data. Two types of attitudes were researched, attitudes towards children with intellectual disability and attitudes towards inclusive education for children with intellectual disability.

Attitudes are measured and understood based on the gender, age, educational qualification, years and types of teaching experience, number of children in the family and household type. The findings indicate that special education teachers and parents have positive attitudes towards the children's learning but had negative attitudes towards their ability to make choices, obtain an employment and function independently in the community. Teachers and parents attitudes were negative towards inclusive educational placement for children with intellectual disability. They were strongly against the closure of special schools and the placement of all children with intellectual disability in mainstream school. Most teachers and parents agreed that special schools are better equipped than mainstream schools in meeting the educational needs of these children.

Keywords:
Attitudes, Intellectual Disability, Special Education Teachers, Parents, Inclusive Education

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CHAPTER 1
INTRODUCTION

1.1 Introduction

Education is the cornerstone of any society and the educational policy adopted will affect the way in which countries develop to meet the growing globalization and the demands of a changing economy. Whether the educational policy adopted reflects a human rights perspective for a more just society or is economically driven, remains to be the debate in this century. The decision to adopt a specific educational policy would depend largely on the need of the individual country within the context of it social and political climate. However alongside these considerations the concept of educational inclusion had developed and is much influenced by the Salamanca Statement in 1994 where representatives of 92 governments and 25 international organizations agreed on inclusion as a norm for the education of disabled children. (CSIE, http://inclusion.uwe.ac.uk/csie/slmca)

Like many other Eastern European countries, the Czech Republic had undergone not only political and social transformation, it had also established an educational reform based on the Salamanca Statement. (http://www.oecd.org/copyr.htm) There political and economic orientation of the country has changed dramatically since 1989 after the Velvet Revolution and the collapse of Communism. However the major impact on the country's radical transformation in politics, economy, social and educational policy is the country's accession into European Union in May 2004. Since its existence in January 1993 after a peaceful division of the Czech-Slovak Federation, this small country in Europe had been riddled by mixed implications for the education of children with special needs. (Siska, 2006) Although there were more open attitudes to new teaching methods and concerns to build a more humane society by moving towards the integration of children with disabilities there was also a great emphasis on academic competition and on selectivity into elite schools, coupled with a tradition of rigid curricula and pedagogy, creates an atmosphere that is unfavourable towards children with special needs. (Gargiulo et al, 1997 cited in Ainscow, 1998)

Thus in this introductory chapter, the basis of the research will be discussed in detailed and the research questions will be clarified with an explanation of the aims and benefits of the study. This chapter will explore the attitudes of special education teachers and parents of children with intellectual disability on the new inclusive educational policies introduced in the Czech Republic and understanding of these policies within the changes in the political, economic and social situation in the country. It is therefore crucial that an understanding of the history as well as the current situation of the political, economic and social structure in the Czech Republic.

1.2 Orientation and Contextualisation of the Study

The new educational reform in the Czech Republic which was inclusive in policy and adopted fully in 1 January 2005, saw the development from a two track and segregated school system to a multi-track school system where special needs children are educated either in mainstream schools, in the special units in mainstream school or alternatively in segregated special schools. (Complete National Overview,www.european-agency.org) Although the inclusive educational policy is still in its infancy, it is important to review the country's new educational policy against the backdrop of being one of the European country that has highest number of children with special needs in separate special schools. As I support Ainscow et al. (2006) argument that different countries had responded differently to the meet the needs of an inclusive education, there is a necessity to explore this topic in greater detail. (Soo, 2007b)

Being a special educator myself, it is of interest to me to discuss some concerns about the current practices in education and how this will impact the development of inclusive schools and what this would mean for the future of the children with special needs. As Ainscow et al (2006) had suggested although there is growing interest in inclusion and adoption of inclusive policies, there is still confusion on the type of action required to move the policy and practice even further.

Hegarty argues that because children are all the same all over and good educational practice has common features it is possible for us to learn from one another. The lesson he says that is learnt is usually not obvious and that educational practice develops in a particular context and reflects prevailing, cultural, ideological and material backgrounds.

This is the main reason why I have decided to research on the practice and acceptance of inclusive policy undertaken in the Czech Republic. There seems to be a lot that can be achieved by examining the framework in which the educational policy developed and reformed during this period of change in the Czech Republic especially in the understanding of these policies by the society. In order to understand or undertake any educational research it is vital that the history of the educational system in Czech Republic is explored. Furthermore, since the educational reform took place within a period of political and societal change, it would render the research baseless if educational reform is not seen within the context of these changes. Hegarty (1998) supports this statement by saying that attitudes and political commitment may cause barriers to development of educational policy if lack of acceptance of people with special needs as equal members of society or dramatic change in government. Hegarty (1998) also further stipulates that to understand an educational system there is need to uncover the knowledge of the relevant background and how the practices emerged from and shape by these backgrounds. (Soo, 2007a)

1.3 Political and Social Context in the Czech Republic

The Czech Republic is small country in Central Europe which has a population of 10,330,000 and where the majority of the population live in the city and has only two homogeneous ethnic minority groups; the Slovaks (3%) and the Romas (1.3%).(Siska, 2006) It is one of the countries in "transition" after the fall of communism in 1989 in the Eastern European Region means that it is in a decisive state of re-appraisal to review and break from the past beyond fundamental meanings and to forms social mobilization in support of a new collective project. (Birzea, 1994)

In January 2004, the Czech Republic took a very major and revolutionary step by signing a Joint Inclusion Memorandum (JIM) when it joined European Union. This is because JIM places a high value on the integration of people with learning disabilities in education, employment and social and cultural life. It also highlights the importance of improving protection against discrimination and prejudice, thus creating the foundation for more changes in the provision of services for those with disabilities. This is the impetus for the beginning of rapid changes towards a more inclusive education. (Siska, 2006)

Historically the communist policy denied, human and civil rights for persons with intellectual disability by segregating them in residential institutions usually established in old buildings in remote regions far away from their family and the Czech community. Often the conditions of these institutions were questionable. Despite the positive changes in residential institutions in the Czech Republic after 1989, many of the services are still located in poor-quality and overcrowded buildings where the living arrangements offers little privacy. Although the recent buildings provide modern furnishing comparable to European standards, but most of them are old (from the 19th and 20th centuries). According to data from the National Association of Institutions, bedrooms have more than one bed and nearly 50% have from three to five beds each. (Siska, 2003)

With the political changes, social care provision by the state was abolished in 1990, and the country went through a complete transformation of the political, economical and social spheres and which according to Siska (2006) still remains incomplete. A significant shift took place with the de-monopolization of the state role in the social services sphere, which resulted in a variety of social services for persons with intellectual disability. Another significant feature of this time has been the rapid growth of National Government Organizations (NGOs), the appearance of new services founded by professionals and a certain decentralization of services from the State to local authorities.(Siska,2006)

On the other hand, it is also true that certain traditions that are peculiar to the region, particularly the emphasis on "defectology", which is usually associated with the education of children with disabilities in special schools, dominate the way provision for children with special needs is conceptualized and organized then and to some extent now. The concept of 'defectology' has been the basis of special education in the then Czechoslovakia and emphasis is placed on the defectiveness and defects and its impact on the integrity of the personality of the individual and the social consequences of the defect as it pertains to impaired relations in work, education and the culture. Thus, this makes the policy push to reform mainstream be more difficult in the Czech Republic and the Eastern European countries. (Ainscow et al, 1998) 'Defectology', which is a term derived from Russia, is usually associated with the education of children with disabilities in special schools, separated from other children. These schools clearly do not encourage any social integration, particularly when they take the form of large-scale residential institutions of the type that exist in some parts of the region. (Gargiulo et al, 1992)

Although major changes were taking place in the political, economic and educational spheres in the Czech Republic, it is observed that there was equally an institutional inertia arising from vested interests in the maintenance of the status quo thus preventing the reform of educational provision.(Ainscow et al, 1998)

Peters (1993 cited in Ainscow et al, 1998) suggests that in order to develop inclusive education a historical perspective is vital to a deeper analysis of an educational context and draws attention to the importance of linking an analysis of the treatment of people in a particular country with the dominant ideology of that country. It is clear that in many of the countries of Eastern and Central Europe political ideologies have had a significant influence on the development of educational systems such as the theory of 'defectology' and communism. Peters' is concerned with the need to take account of the experience and views of those people who are most affected by the situation under review. In the context of this research, this draws attention to the importance of listening to the "voices" of children with special needs, their families and those who work with them in different capacities.

However within the last 10 years, there had been a shift towards community-based services within the context of the political and administrative change. The change in the paradigm of services for people with learning disabilities has brought about a reallocation of responsibility for social services and that one requirement is shift of responsibilities from central towards district governance. (Michalik, 2003, cited in Siska, 2006) The process of de-institutionalization is taking place but rather slowly and far from satisfactory and a large number of people with learning disabilities remain in residential care. There are still 15, 037 intellectually disability or 87 % of the total number living in residential institution in 2002 compared to 16105 intellectually disabled in 1995. (Siska, 2006)

The Czech Parliament eventually passed a bill in spring 2006 and the new law will come into force in 1 January 2007. The law fundamentally changes the provision of social services for disabled people by introducing direct payments that would allow individuals to purchase services of their choice. The philosophy underpinning this Act signals a shift from imposed service conformity which was perpetuated under the communist regime to a greater focus on individual needs. (Scragg, 1999 cited in Siska, 2006)

These historical and political events have played important roles in educational developments in this region and are often deep rooted. Since the very determination of what is a disability and who has one is a socially defined decision and therefore different in each country thus it is impossible to understand matters concerns with the education of students with disabilities without an understanding of the country, its culture and values as well as education system. (Lipsky et al, 1998)

1.4 The Educational System in the Czech Republic

The Czech Republic was part of the former Czechoslovakia, has a long and rich history of providing services to children and youth with special needs. In 1960s, Jan Comenius advocate that all children including those with handicap, should be educated but education of child with disabilities did not emerge until the last half of the 18th Century.

Services for children with mental retardation were initiated when an institution was organized in 1871 and 25 years later the first special school was set up. (Gargiulo et al, 1992)

Initial efforts at providing services for people with disabilities were aimed primarily at protection and care rather than education with a wide variation in the quality and quantity of services and that government involvement was limited to financial subsidies. The early institutions were established by private, philanthropic organizations and religious charities. (Gargiulo et al, 1992)

Even with the passing of this legislation, the education of children with disabilities remains a subject of fierce debate in industrialized countries like the Czech Republic. Although one view had developed along the lines of human rights sees the "problem" of disability as not something that is wrong with the child but rather something that is wrong with the organization of schools. This "inclusive" approach to special needs education argues that schools should be made sufficiently flexible to accommodate diversity, whether this stems from disability or any other source. But this remains to be a problem in the Czech Republic given that there is the rigidity of the school systems inherited from the communist period (Daunt 1993, UNICEF 1998). Broadly speaking, educational systems in Central and Eastern Europe have been described as being highly academic, rigid and conservative in their uniformity (Johnson 1996). In the Czech Republic, for example, the curriculum has been undergoing change, and so far the concern has been with making each aspect of the curriculum more demanding in the belief that this will raise standards in education (Closs 1992 cited in Ainscow et al, 1998)

Historically there was a progressive change in the Czech Educational system since 1989 and the greatest change was with the education of special needs. Ever since, some Government Resolutions were passed, one in June 1992, the National Plan for the Support to Persons with Disabilities and the other in April 1998, the National Plan of Equalization of Opportunities for persons with Disabilities. The new educational philosophy based on society democratic development and orientation was formulated in

the National Programme of Education Development in the Czech Republic by the Ministry of Education in 2001. In year 2004, the strategy of the National Policy towards Person with Disability was approved by the government and the new governmental resolution was developed and approved by the government in August 2005. (Complete National Overview,www.european-agency.org) Thus historically the process of developing and implementing an educational reform had taken several years in Czech Republic. (Soo, 2007a)

According to the National Summary sheet on educational system in Europe, the education system in Czech Republic had been operating under the new Education Act and the adoption of Act on Educational staff only since 1 January 2005. (Eurydice: National Summary Sheets, http://www.eurydice.org) But it was after the approval of the new Act on Education in September 2004 that had a major impact on the special needs community as it regulates the whole education system and defines students with mental, sensory or physical disabilities, speech impairment, multiple disabilities, autism, specific learning and behavioural difficulties, chronically ill and socially disadvantaged as students with special educational needs and individual target group. The Act 'guarantees the support provisions and services needed in special education are available at all levels. They have the right to free teaching books and materials, compensatory and rehabilitation equipment, support and counseling'. (Complete National Overview,www.european-agency.org cited in Soo, 2007a)

The School Act in the Czech Republic also underlines and encourages links between special and ordinary schools and reinforces the trend towards integration of pupils with special educational needs into mainstream schools. Parents of special needs have the freedom of choice of local or other schools and decision concerning education of their children. However reformatory the Act was, the provision for students with severe and profound mental disability, autism and complex needs are met through the Frame Educational Programme for Special Needs Education which was build up on the principles of the national programme for compulsory education and reflecting the

students' special needs. (Complete National Overview,www.european-agency.org cited in Soo, 2007a)

The New Education Act also dictates the right for all children to be educated and is enshrined in the Constitution of the Czech Republic and dictates that everybody is equal in accessing the law according to the law and has the equal opportunity to receive education and free basic and secondary education. Compulsory education is set for 9 years, from 6 to 15 years and start within a comprehensive single structure institution. (Eurydice: National Summary Sheets, http://www.eurydice.org)

According to the report on inclusive education for pre-primary the concept of diagnosis of special needs children is undoubtedly medical in orientation and suggests a narrow, within-child interpretation of educational difficulties and because of this in the Czech Republic a large number of children were considered to be in-educable following a process of formal assessment that they received at the age of 6 before 1990. Often these children were not even accepted by special schools but this has changed in 1990 when children with disabilities in the have been progressively integrated into regular schools, both in ordinary and special classes (Gargiulo, Cerna and Hilton 1997 cited in Ainscow, 1998).

The new Act also allowed for more parental involvement especially in making decision on whether a child's development requires special consideration or support. Assessment can be done only with parents approval and parents are encouraged to participate in the decision making process on the form of support that child will be receiving. Parents must approve the placement of the child into special education, special school and class. Parents may object to the placement decision and school head must oblige to initiate the change of the placement or educational programme. Unlike other educational system, there is a free track from special to mainstream and vice versa. (Complete National Overview, www.european-agency.org cited in Soo,2007a)

Alongside all these development another phenomena was taking place. Although the new educational reforms stressed on integration, special schools exist from pre-primary to upper secondary school and attendance at special school which requires recommendation from an appropriate authority and parental consent makes up 3.6 % of the population. From 2001/2002 to 2004/2005, although the population of 3-18 year old children dropped from 1887116 to 1780253, the number of pupils in special schools still remains at 3.6%. This remains to be the highest figure when compared to other European countries such as Netherlands. (Complete National Overview, www.european-agency.org) The Czech Republic has one of the highest proportions of pupils with special needs attending special schools amongst European countries. Other statistical data includes the number of children in school with the age between six and 18 is 1,141,058, showed the numbers of children with intellectually disabled within the education system is 34, 448 (data of 1997) and the number of special schools (elementary and secondary educational system for children with intellectual disability) is 443 (data of 1995) and the number of children with intellectual disability in special schools is 33, 531. (Siska, 2002: 18)

1.5 The Problem Statement

It is within this political and social context that I would be basing my research question and will be conducting my fieldwork. I am eager to understand through my research the high rate of children in segregated special schools and believe that the problem is not only with the educational system but, to a large extent to the societal and community attitudes and perception.

As Yazbeck et al (2004) argues, that although social policy has been designed to promote greater inclusion, acceptance and integration of people with disabilities into the mainstream society, the degree to which they are integrated or included varies and depended on the predominant cultural perceptions. Thus there is a need to develop an understanding of attitudes that is existence in the community as these attitudes will affect any implementation of any social policy as they influence the actions of its members. For any social policy to be well received and successfully implemented, there is a need to

address any attitudes held by the community to prevent its actual implementation. Although policies or educational reforms can be legislated, in practice it may fall short of its objective. Thus in the case of the new educational reforms in the Czech Republic for equitable opportunities with disabilities, it is vital that an understanding of the existing attitudes of the community and whether these attitudes had and will challenge its implementation.

Furthermore, since the major responsibility of implementing inclusive education rests upon the teachers, Norwich (1994 cited in Avramidis et al,2002) argues that their beliefs and attitudes are critical in ensuring the successful implementation of inclusive practices. As he believes that teacher's acceptance of the policy of inclusion is likely to affect their commitment to implementing it.

Thus the research focuses on attitudes of those who not only are directly impacted by the changes in the educational policies but the key players in the successful implementation of inclusive education in the Czech Republic namely the special education teachers and parents of children with intellectual disability. Since parents are given in policy greater opportunities to decide on the educational placement their child, their attitudes also impact the inclusive practices. Furthermore, since the large number of children with intellectual disabilities are found in segregated special schools, the attitudes of special education teachers is crucial in understanding the practice of inclusion. .

The research questions in this study are:

1. What are the attitudes of teachers in special school towards the intellectually disabled children? What are the attitudes of these teachers' in special school towards inclusive education for these children?
2. What are the attitudes of parents' towards their child who is intellectually disabled attending special schools? What are the attitudes of these parents towards inclusive education of their child?

There are two major attitudes that are being studied: attitudes towards intellectually disabled children and attitudes towards inclusive education. The research is aimed at understand also interested at looking at the differences and similarities between the attitudes of special school teachers and parents towards inclusive education and the factors that affect these attitudes

1.6 Aim of the Study

According to Hegarty (1998), attitude to those with disabilities are important in the effort to reform educational provision because if people with disabilities were seen as an equal member of the society, they will receive the necessary support through policies that will remove societal barriers and help them to achieve equal membership.

Based on the societal and political framework that the educational reform has taken place, I have come to the conclusion that the barriers to inclusive education may not be the lack of training or support for the reconstruction of schools, but lies deep within the political and societal transition that the country is going through and how it had shaped and influence the attitudes and perception of teachers and parents. Thus the focus on my study would be to elicit the perceptions and attitudes of teachers in special schools and parents on inclusive education and towards children with intellectual disability. By gaining the understanding of the attitudes we can then measure the acceptance of inclusion and allowing policy makers and schools to take other proactive steps to ensure that the policy will be successfully carried out.

As this is an educational research, it is based on the assumption that policies and practices exist within social context and that an idea such as inclusion can only be understood within a particular meaning constructed by those particular communities. The research is based on the foundation that organizations emerged within particular sets of social condition, reflecting assumptions, values and power relations which characterizes those conditions. (Ainscow et al, 2006)

As teachers play an important role in inclusive education, it is important to have more knowledge of their attitudes towards inclusive education. This can be seen at two levels within the individual classroom level and the larger programme level. On classroom level, teachers' attitudes affect teaching and students. On programme level, teachers' attitudes provide important feedback for judging overall programme effectiveness and for inclusive procedures. (Eric Digest, http://ericdigests.org/pre-927/teacher.htm)

As a practitioner in special education in Singapore, the inclusion of people with disabilities especially those with intellectual disability, has been a topic of interest to me as I have been working with this group of students for the last 14 years. Although, efforts were made at governmental levels to accommodate the needs of my students, they often fall short in practice and actual realization of inclusion in the community in Singapore. It is observed from my experience that children with intellectual disability will be the last to be included due to their level of cognitive functioning and their physical appearance.

Furthermore according to World Health Organization (WHO) intellectual disability is the highest group among the different disabilities. Based on data from WHO in 1994, approximately 156 million people or 3 percent of the world's population have intellectual disabilities. (http://www.bcso.bc.ca/media/faq, Special Olympics Pennsylvannia, http://specialolympics.villanova.edu/about/sopa/whatare.htm) However these figures should be considered with caution as determining the number of exceptional children with accuracy is difficult as these definitions are sometimes vague and are subject to change and that children can have more than one exceptionalities.

Other studies have shown that between 2.5 % and 3 % or 7.5 million of Americans have mental retardation if based on IQ test scores alone.(The Arc, http://www.thearc.org/NetCommunity/Document.Doc?&id=143, Special Olympics Pennsylvannia, http://specialolympics.villanova.edu/about/sopa/whatare.htm) In Australia, there are 328,000 people (.86 % of the total population) with intellectual disability either as a primary disabling condition or associated condition. According to the 1993 disability survey, a great majority (86.6 %) of people with intellectual disability

who lived in households reported having that disabling condition before age 18 and 38.3 % reported an onset of their condition at birth or during infancy. (http://www.aihw.gov.au/publications/welfare/dpida/dpida-c00.html)

As mentioned earlier in the essay, the Czech Republic has one of the highest proportions of pupils with special needs attending special schools amongst European countries. Despite the implementation of Inclusive Educational Policies for People with Disabilities the number of persons in special schools still remained high in Czech Republic compared to other European Union Countries. This is shown in statistical data that despite a drop of some 15 percent in the number of children in separate special schools at the primary and lower secondary levels, the overall share of enrolments in special schools at these levels grew because of the falling number of children in the age group. Indeed, the share rose from 4 percent in 1989 to 4.4 percent in 1996, the highest figure in any country for which data from the region are available. According to Ainscow et al (1998) this information can be interpreted that on one hand, there are positive signs of moves towards integration, but, on the other, it appears that there are relatively large numbers of children categorized as having special needs, the reasons for which remain unclear. It is reported, for example, that Romany children in the Czech Republic are a noticeable presence in special schools, where, it has been suggested, they may be placed because they are not able to communicate sufficiently well in the language of instruction of regular schools. Statistically report had shown that in Czech Republic, 25 and 100 percent of pupils in schools for children with moderate learning difficulties are from Romany backgrounds (Closs 1996 cited in Ainscow et al, 1998). Other contributing factors could be the definition of what constitutes someone to be identified as having special needs.

However the situation in the Czech Republic is not an isolated case. Based on the research conducted recently by Pijl et al (2001) in the Netherlands, 4% of all students still receive education in separate special school setting and 70% of these children belong to the learning disabled and the mild mentally retarded. Every year 1 % of the children from the regular schools are referred to special schools. However, in recent years, more positive changes had taken place to include children with Special education needs into

he mainstream schools. For example, in 1996/1997 more than half of all Down yndrome pre-schoolers attended a regular school as the parents wanted their children to e socially integrated in the wider society and maintain contact with the community. (Scheepstra et al, 1999) But the process has been slow and sporadic.

My interest to research the newly implemented educational reform and the attitudes that affect its practice of inclusive education for intellectually disabled children in the Czech Republic is three fold. Firstly, the principle of inclusion had also influenced thinking among special educators in Singapore. Although, Singapore still practices the two track segregated school system, many positive changes had taken place and initiated by the Ministry of Education to increase support and funding. This system is currently well accepted among parents and professional in the special education field but the pressure from widespread inclusive education practices and research especially in the Asian region had been quite great. This has resulted in many forum and debates among parents and professional in special education concerning the education of special needs children. As a Principal of a Special School, I am equally challenged to meet the growing pressure of inclusive education and feel the need to research before making the necessary suggestion to change current practices to accommodate inclusive education. One key concern is whether the educational reform adopted by the Czech Republic will be the best option for a country like Singapore to embark on the journey to full inclusion. (Soo, 2007a)

Secondly, I have purposefully chosen the Czech Republic to undertake my research due to its newly implemented educational policy and the challenges that it is facing in carrying out these changes. Although the new Education Act is still is infancy, I felt that a research to highlight the acceptance and understanding of the policy among teaching, professional staff and parents is deemed necessary. The results from such a research would also be fruitful not only for schools and policy makers in the Czech Republic but also for Singapore who may likely be looking at ways to transform its school system. Singapore could learn from the experience of the Czech Republic. Although it may seem presumptuous that a country that has depart itself from a socialist regime would develop trust on a research conducted by an "outsider", I remain positive that such a research

could be fruitful in understanding the impact of such an educational reform. Since all schools were given the full responsibilities for the quality of educational process, for financial management of the school appointment and dismissal of staff and relations with the community and the public since 1 January 2003, the results of the research would be of interest to schools to create more positive changes. (Eurydice: National Summary Sheets, http://www.eurydice.org cited in Soo, 2007a)

Thirdly, I have chosen to research on the inclusion of intellectually disabled children as they form the majority of the special needs population and the group that had often been marginalized and where little research had been done in the past. The complexities of categorizing children who are intellectually disabled had also sparked a great debate among researchers. Previous research by Gaad (2004) on 3 countries and their attitudes towards inclusion for children with intellectual disability had revealed that almost in all three cultures and countries, attitudes towards people with intellectual disability had been negative in the past. They are often seen as 'defective' and treated inhumanely. Even in recent years, Egypt had also practiced a narrow attitude and many children with intellectual disability are not in school. (Soo, 2007a)

Although, the inclusive policies are still at its infancy, there is a need to look at the possible reasons for the large number remaining in the segregated school system. One hypothesis is that for change to take place it takes a considerable amount of time. The other hypothesis is that the implementation of inclusive practices had been much influenced by attitudes towards the policy and the persons with disability. Research had always been focused on teachers and parents attitudes towards inclusive education of persons with intellectual disability in the mainstream school. As it is believe these attitudes will form the barriers to the successful implementation of the inclusive practices. But little emphasis is placed on the role of the special education teachers and parents of persons with intellectual disabilities in this inclusive framework. It is assumed that they remained positive and open to the concept of including person with intellectual disabilities into the community. The introduction of the new policies on inclusive practices had also impacted the special education system. It is presumptuous on the part

of the researcher to maintain that inclusive policies would be readily accepted by the teachers in the special schools and parents of the intellectual disabled persons to translate into inclusive practices. Hence to assume that these new polices could be viewed by them as a positive acceptance of intellectual disabled persons into the community based on human rights and equality is clearly unfounded. Their acceptance and understanding of inclusive education will have an impact on the successful implementation of inclusive practices. Thus the study is also based on the hypothesis that special education teachers and parents with children with intellectual disability have positive attitudes towards the children learning abilities but have negative attitudes towards inclusive education as they defined inclusive education as a physical placement of these children from special to mainstream school.

According to Ainscow et al (1998) it will take time, however, for inclusive developments to bring about the fundamental changes of attitude but it would be fruitful to understand the practice of inclusive education in the Czech Republic through the attitudes of the teachers in special schools and parents of the intellectual disabled children towards these children and their inclusion in mainstream schools.

1.7 Summary of Preceding Chapters

I will summarized and highlight the content in the preceding chapters. Chapter two will discuss the different terminologies used in developing the research framework. The terminologies explored are inclusive education or inclusion, special education, intellectual disability, attitudes prescribed by teachers, parents and community towards children with intellectual disability and their mainstreaming.

Chapter three explores in detail the design of the research specifying the profile of the participants, the types of instrumentation adopted and the discussions on the reliability and validity of data collected. Ethical consideration will also be discussed within this chapter.

Chapter four involves the detailed analysis of the data collected through the different method of enquiry. The different data collected through observation, questionnaires, interviews and discussions with parents, teachers and stakeholders will be used as a means to support and confirm the reliability and validity of the data collected.

Chapter five is a discussion about the data collected. Teachers' age, educational qualification, training in special education, years of teaching experience as well as the severity of the intellectual disability will be used to show against the attitude adopted towards children with special education and their mainstreaming. Parents' age, educational qualification, the number of children in the family, the household makeup such a single or divorced parents as well as the severity of the intellectual disability will be used to understand the attitude adopted towards their children with special education and their mainstreaming.

Chapter six is the concluding section where findings are surfaced and recommendations for the implementation of more positive steps towards including more children with intellectual disability into the mainstream schools. Recommendations for future research will also be made in this chapter. The chapter will also be highlighting the limitations found during the course of the research that may impair the findings.

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

Hallahan (1998) argues that looking at the current practices all over the world, full inclusion would never take place and one of the reasons he cited was different people has different definition of inclusion.

Definitions are highly problematic in the field of special needs education. Primarily, there is the problem of the country and culture-specific nature of the definitions used. Consequently, terms have to be defined within the context of each individual country. There is also the need to look at the sociopolitical context within which disability is defined. Therefore in this chapter the global terminologies that is imperative for the

understanding of the research will be used taking into account the terminologies understood and used by the participants within the research and professionals in the Czech Republic. (Ainscow et al, 1998)

2.2 Defining Terminologies

2.2.1 Intellectual Disability

An accurate estimate of the number of prevalence of children with intellectual disability becomes challenging because the lack of clear and unambiguous definition. The criterion to define someone as mentally retarded was changed from below 85 to 70, means that a lot of people who were considered mentally retarded then may not be considered mentally retarded today.(Hallahan et al, 1998) Thus this could be a plausible reason for the high number of children are attending segregated special schools in the Czech Republic.

Intellectual disability which is also commonly known as mental retardation in the United States is defined as a disability that occurs before the age of 18 by the American Association on Mental Retardation (AAMR, http://www.aamr.org/Policies/faq_mental_retardation.shtml). It is characterized by significant limitations in intellectual functioning and 2 or more adaptive behaviour as expressed in conceptual, social and practical adaptive skills. A complete and accurate understanding of mental retardation involves realizing that mental retardation refers to a particular state of functioning that begins in childhood, has many dimensions and is affected positively by individualized supports. As a model of functioning it includes the contexts and environment within which the person functions and interacts and requires a multidimensional and ecological approach that reflects the interaction of the individual with the environment and the outcomes of that interaction with regards to independence, relationships, societal contributions, participation in school and community and personal well being. Intellectual disability knows no boundaries. It cuts across the lines of racial, ethnic, educational, social, and economical backgrounds. (http://www.bcso.bc.ca/media/faq)

Person with intellectual disability is diagnosed if they obtain an IQ test score of approximately 70 or below through the use of standardized tests of intelligence and adaptive behaviour. Intelligence in this case refers to the general mental capability that involves planning, the ability to reason, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. Intelligence is measured using the Intelligent Quotient (IQ) using a standardized test given by trained professionals. On the other hand, adaptive behaviour is defined as the collection of conceptual, social and practical skills that have been learned by people in order to function in their everyday lives. http://www.aamr.org/Policies/faq_mental_retardation.shtml, Special Olympics Pennsylvania, http://specialolympics.villanova.edu/about/sopa/whatare.htm, SECASA, http://www.secasa.com.au/index.php/workers/19/51/3) Hallahan (1998) described that it is generally accepted to consider retardation as existing on a continuum or scale of severity and the most common system is used is that of the AAMR from mild, moderate, severe, profound and unspecified. But these labels describes an IQ level and the corresponding level of intellectual functioning and are reasonably arbitrary on their own to provide adequate knowledge of the individual, their lifestyle, their strengths or wants. (SECASA, http://www.secasa.com.au/index.php/workers/19/51/3)

According to the World Health Organization, an intellectual disability can be described as a condition of arrested or incomplete development of the mind characterized by impairment of skills and overall intelligence in areas such as cognition, language and motor and social abilities, can occur with or without physical or mental disorders and although reduced level of intellectual functioning is the characteristic feature of this disorder, the diagnosis is made only if it is associated with a diminished ability to adapt to the daily demands of the normal social environment. (http://www.bcso.bc.ca/media/faq)

The definition that is adopted by the Czech Republic is in accordance with the International Classification of Impairments, Disabilities and Handicaps endorsed by WHO where intellectual disability (ID) includes six basic categories: mild intellectual disability (IQ 36-69), moderate ID (IQ 35 – 49), Severe ID (IQ 20-34), profound ID (IQ

under 20), other types of ID and non-specified types of ID. The last category is used in cases where the definition of the ID level is specially difficult or impossible and usually happens in cases when ID is combined with other kinds of disability This will be the clinical definition used for the purpose of this research.(Siska, 2002:9)

Special needs students are classified in the Czech system within eight categories of exceptionality and Czech Professionals use these terms to discuss and reflected in teachers training programme. (Garguilo et al, 1992) Thus the special schools in the Czech Republic have followed this line of classification in grouping the children with disabilities.

When we are defining intellectual disability it is imperative for the researcher to understand it within the context of the wider definition of disability. A disability refers to personal limitations that represents a substantial disadvantage when attempting to function in society. A disability should be considered within the context of the environment, personal factors and the need for individualized supports. (AAMR, http://www.aamr.org/Policies/faq_mental_retardation.shtml) According to the research conducted by World Health Organizations (WHO) over 600 million people have a disability of one form and that over two thirds of them live in developing countries. Only 2 per cent of disabled children in the developing world receive any education or rehabilitation. Whereas the United Nations (UN) estimates that there are about 650 million people with disability in the world. (ICF, http://www.answers.com/topic/disability).

This disparity in the estimates given by WHO and the UN shows that accounting for persons with disabilities is far more challenging because disability is not just a status condition, entirely contained within the individual rather, it is an interaction between medical status and the environment. (ICF,http://www.answers.com/topic/disability). Waldschmidt (2007) and Hughes (1998) also argue that it is a great challenge to identify people with disabilities or to quantify them because of the complexity, relativity and multi-dimensionality of bodily, mental and psychological phenomena of this group of

people and should be on the definition used to describe people who are disabled at the point of the data collection.

But more recently and closely related to the definition of ICF, is that disability is defined as a social problem or issue. According to Waldschmidt (2007), disability evolved as a social problem because of the modern welfare state that had to divide people based on their contribution and productivity. Members of the Union of the Physically Impaired Against Segregation (UPIAS), defined it as "it is society which disables....Disability is something imposed on top of our impairments, by the way we are unnecessarily isolated and excluded from full participation in society. Disabled people are therefore an oppressed group in society". (UPIAS, 1975 cited in Priestley, 2007). Disability can also be defined as the "the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers." (Disabled Peoples' International, 1982, cited in Priestley, 2007).

The medical model of disability is one that is still practised by many developing and developed countries. In Singapore, the medical model is the foundation of perceiving and defining disability. The medical practitioners and professional are seen as the expert and they provide advice to parents on how to manage the child. The focus is largely on the child and intervention strategies are introduced at an early stage in order to prevent the disability from becoming so pronounced. The child who is diagnosed by a medical practitioner will be placed in special schools that cater to the specific disabilities. Even with the ideological and philosophical changes since 1989, the medical model is still practiced to diagnose children with special needs in the Czech Republic. (Siska, 2006)

In the post-modern world, disability is no longer found rather it is socially and culturally constructed. The differences in needs of the people with disability is highlighted and celebrated. Furthermore, this stance moved away from looking at the person as having the problems rather that disability is the result of an imperfect environment. (Devlieger et al, 2003) In the social model, society has the problem so the society must change to meet

the needs of the individual person. The way the society is constructed is the one that disables a person. (Priestley, 2007)

The research would be based on children belonging to any spectrum within the definition of intellectual disabilities attending special school. Based on statistics, it is generally accepted that intellectually disabled children are educated mainly in segregated special schools not only in the Czech Republic. Due to their limited cognitive abilities, these groups of children are often marginalized in inclusive practices.

2.2.2 Special Education

The end of the Second World War II saw the growth of special education the number of pupils to 1175 % and this could be attributed to changes in the birth rate, improved medical care, educational reform, heighten public awareness and greater attention to the pre-school population in the former Czechoslovakia. And in 1993 4.34 % of children ages 6-15 were enrolled in special education approximately 71972 students.(Gargiulo et al, 1992)

But the Czech system was highly differentiated and segregated and the general assumption held by many educators is that students with exceptionalities should be educated in segregated environments. The concept of integration was considered by officials but met with great deal of skepticism and resistance but professional are advocating for change. Although all children are guaranteed an education and attendance is compulsory, education for handicapped not viewed as a right but as a duty. With the demise of National Committee after the Velvet Revolution, the responsibility for educating special children resides on the local and regional authorities. The services provided are free of charge. (Gargiulo et al, 1992)

Assessment and placement of children into special schools is guided y the 'defectology' model emphasizing on the deficit and some did not receive a formal assessment. The placement of children with exceptionalities in special centres is much earlier than in the

USA. This is due to the extensive network of programmes for children aged 3-6. Placement decisions are discussed with parents although their permission is not a prerequisite. Once they are in the school, attendance is compulsory and performance is monitored regularly and rarely do they gat transferred to a regular school. Special education training for teachers did not emerge until 1953. In conclusion, a change in public attitudes must precede any change in the delivery services. (Gargiulo et al, 1992)

Globally according to Hallahan (1998), the first attempt to educate the 'idiotic' and 'insane' children, those who today are described as mentally retarded and emotionally disturbed began in early in the early nineteenth century. Prior to this most of them were placed in asylum as a means of protection for them from the cruel world. The growth of the special education discipline came about with the emergence of psychology and sociology where there was widespread use of mental tests in the early twentieth century.

According to Gargiulo et al (1992), special education in the former Czechoslovakia refers to children who cannot be taught in conventional schools and to define the constellation of services and activities provided for the education and care of the handicapped. The general aim at that time was rehabilitation and development of the individual is that he/she may reach their maximum potential and become contributing member of society. (Gargiulo et al, 92:62)

According to Wilson (2002), there is a distinction between the meaning of the phrase special education and the criteria of application but both depend ultimately on value judgements about what is important or desirable in human life. He identifies the common 3 ways of identifying special education, firstly as requirements of an individual to fulfill his or her true potential or one which falls outside the normal curriculum, secondly, identifying cases of special needs within some given set of rules or criteria and thirdly by offering some philosophical or ideological conceptions of equality or justice.

Special education as defined by Hallahan et al (1991) is as 'specially designed instruction that meets the unusual needs of an exceptional child' by using special materials, suitable

teaching techniques or equipment or and access to facilities. This is done with the support of related services such as therapy, medical treatment, special transportation and counseling and the goal was capitalizing on the abilities of the special child. (Hallahan et al, 1991: 8) According to Hallahan et al (1991) that the decision on who educates special needs children will depend on how and how much the child differs from average students and the resources of the school and community. This could mean a child being educated in a separate school system, special class within the mainstream school or in the mainstream classes. It is the controversy of the latter point that impacted the practice of inclusive education. (Soo, 2007a)

According to Ainscow et al (2006), the history of special education in many countries shows a definite pattern. Early provisions in special education saw the implementation of two segregated systems between mainstream and special schools and the services were provided by religious or philanthropic organizations. This is based on the perspective that assumes the difficulty in learning is within the child and ignores the learning environment. This perspective also highlights on the differences between the child and the other average students. The separate system developed and has its foundation on the medical model of assessment based on the deficit model where individual's needs are met separately and is seen as requiring assistance. (Ainscow et al, 2006)

Subsequently special education moved on to provide a supplement to general education provision alongside meeting the needs of special provision separately without making changes to the curriculum nor the structure of the school system. Special needs children are integrated into the ordinary system either by attending special classes in a mainstream school or in a mainstream class without changes in the in the teaching and learning strategies, modes of assessment and curriculum. (Ainscow et al 2006). According to Culham et al (2003) the integration of special needs children is based on the normalization model, where in the process of being accepted by society and community, special needs children could change their behaviour or action so that they could meet the expectation of the society. The special child is changed and made to fit the society and the educational system.

But recently this separate system had been greatly challenged by human rights perspective and from the point of view of effectiveness. There is a growing belief based on the social model that the difficulties that the children are experiencing in the school is inherent in the forms of teaching and learning strategies as well as the school structure. Thus the concept of education for all does not only meet to the needs of the special education needs children but also the needs of other socially disadvantaged students who would otherwise be excluded from receiving education. Diversity is celebrated rather than suppressed. .(Ainscow et al, 2006) According to Ainscow et al (2006) by re-organizing schools within the community through school improvement is the most effective way that all children can learn effectively. So in the Czech Republic educational reforms for equitable opportunity to education was developed on the basis of this belief by policy makers and self-advocacy groups. However is this belief and understanding translated to the other members in the community?

2.2.3 Inclusion / Inclusive Education

Normalization is defined as making the education and everyday living environment of every student with a disability as 'normal' as possible. Integration is defined as educating exceptional and non-exceptional students together so that students are not separated into ability groups or removed from their 'normal' peer group. (Hallahan, 1998) Meijer et al (1997) suggests that integration placement has been seen as just a transplantation of special education practices into the mainstream by adopting a special class within a mainstream school and therefore very little change is made to its curriculum, teaching and learning strategies. (cited in Ainscow et al, 2006)

Inclusive education is defined in this study based on the notion of equity where the rights of the child including the right to education and not of practice of separation in placement, it is concerned with the conditions which the children can be educated effectively through the process whereby schools continuously assess and review the organization and provision of curriculum. (Angelides et al, 2004) Meijer et al (1997a cited in Flem, 2000) extends this definition to mean an educational system that includes a

large diversity of pupil and which differentiates education for this diversity. This would be the definition of inclusive education adopted by the researcher during the study.

Dissatisfaction with progress towards integration has caused demands for more radical changes in many countries (see Ainscow 1991, Ballard 1996, Skrtic 1991, Slee 1996). One of the concerns of those who adopt this view is the way in which pupils come to be designated as having special needs. They see this as a social process that needs to be continually challenged. More specifically, they argue that the continued use of what is sometimes referred to as a "medical model" of assessment within which educational difficulties are explained solely in terms of child deficits, prevents progress in the field, not least in that this distracts attention from questions about why schools fail to teach so many children successfully. Such arguments lead to proposals for a re-conceptualization of the special needs task (Ainscow 1991). This suggests that progress will be much more likely when it is recognized that difficulties experienced by pupils come about as a result of the ways in which schools are currently organized and the forms of teaching that are provided. In other words, as Skrtic (1991) puts it, pupils with special needs are "artifacts of the traditional curriculum". Consequently, it is argued, the path forward must be to reform schools and improve pedagogy in ways that will lead them to respond positively to pupil diversity, seeing individual differences not as problems to be fixed, but as opportunities for enriching learning. Within such a conceptualization, a consideration of difficulties experienced by pupils and, indeed, teachers can supply an agenda for reforms and insights as to how these reforms might be brought about. However, it has been argued that this kind of approach is probably only possible in contexts where there exists a respect for individuality and a culture of collaboration that fosters and supports problem solving. (Ainscow 1991, Skrtic 1991).

For full social inclusion to take place Devlieger et al (2003) explains is to understand that persons with disabilities are human and rightfully belong to the human category, but also deserve a degree of difference that connects them with the outer world which requires flexibility of thought and method of enquiry by all of us. (Devlieger et al, 2003) If this attitude is embraced by policy makers, society, stakeholders and people with disabilities, then only can barriers be removed to fully include people with disabilities in the

community. Stangvik (1997 cited in Flem, 2000), argues that the philosophy of inclusion should be beyond schooling issues and to consider inclusion into society as a whole

Hallahan (1998) in his paper, believes many examples cited by research completed all over the world had shown although support and cooperation given by special needs teachers to assist the inclusive education of children with disabilities is praiseworthy, it would be really impossible to introduce full inclusion. He felt the role of special needs teachers in inclusive practice is very vital.

Different countries adopt different action in adopting inclusion education to move the policy and practice forward. Some countries approach is serving children with disabilities within the general education settings or there is an increasingly adoption of inclusive education as a way to eliminate social exclusion that's is a consequence of attitudes responses to diversity in race, social class, ethnicity, religion, gender and ability. (Ainscow et al, 2006)

Ainscow et al (2006) suggests five ways of thinking about inclusion: inclusion as concerned within disability and special educational needs, inclusion as a response to disciplinary exclusions, inclusion as about all groups vulnerable to exclusion, inclusion as the promotion of a school for all and inclusion as Education for All.

According to Vlachou, normalizing people seems to be more convenient since normalizing educational institutions entails challenging the current educational and hence wider social relations, status quo. Inclusion policies have been considered as additional 'extra' policies that have to fit in the already existing educational policies and fail to challenge the restricted and restrictive cultures of schools as these mediated by existing organizational arrangements, curriculum and pedagogy. Too often educational reforms have produced 'change without difference' in terms of inclusion because many reform proposals only makes technical changes but still reinforcing the underlying values, power relationships and learning experiences embedded within the conventional ways of educating children. Inclusion is not about disability and it is not about special needs.

Inclusion is about the existing educational policies and their impact on the intellectual lives of teachers and their students. (Vlachou, 2003)

In the Czech Republic, the Right to Education Act was established in the Article 33 of the *Human Rights Document* (part of the Czech Republic's Constitution) and its founded on the belief that "Every citizen is entitled to education" and extended to all children with intellectual disability. Furthermore the Act stipulates that school enrolment starts for children with the age of six regardless of their health or disability condition. However this may account for the large number of children with special needs in segregated special school, it does not guarantee that education based inclusive philosophy is adopted.

2.2.4 **Attitudes**

According to the Wikipedia dictionary, attitude is defined as an emotion that all people get when they have other emotions. The attitudes can be described as positive, negative or neutral views of an "attitude object": i.e. a person, behaviour or event. People can also have a positive and negative bias towards the attitude in question simultaneously. It began to expand by stating that attitudes come from judgements that develop on the affect, behavioural change and cognition model. The affective response is a physiological response that expresses an individual's preference for an entity. The behavioural intention is a verbal indication of the intention of the individual. The cognitive response is a cognitive evaluation of the entity to form and attitude. Most attitudes in individuals are a result of observational learning from their environment. (http://en.wikipedia.org/wiki/Attitude_(psychology))

Attitudes are present all people and are expressed when evoked by a change in situation. It is something that all people acquired over time and are socially constructed.)Yazbeck et al, 2004) Yuker (1988 cited in Yazbeck et al, 2004) explains it further that attitudes are composed of positive and negative attitudes reaction towards and object, person or event accompanied by beliefs that force individuals to behave in a particluar way.

The study could be understood on what Myers et al (1998 cited in Yazbeck et al, 2004) identified as 3 types of attitudes held by non-disabled people that would influence their inclusion of disabled people namely a prepared to engage them as consumers, neighbours or friends, a lack of awareness about individuals with intellectual disabilities and a wariness or even hostility regarding the idea of community integration.

During the Communist era and due to industrialization, many people with disabilities were placed in institutes in remote areas with little privacy and cramped facilities. They were marginalized and isolated through out their live from the society and their families. However, although the institutionalization policies were in placed, the number of people with institutions remained very high. This reflects that although policies have changed, the attitudes that govern practices did not change dramatically. It could be reflected that the model of disability during the communist regime is based on the medical model where the problem was with the person and not with the community. (Siska, 2006).

Developing an understanding of the attitudes that predominate in a community, which in turn influence the actions of its members, is critical if we are to bring about social change and evaluate the effectiveness of public policy in promoting an inclusive society (Schwartz & Armony-Sivan, 2001; Sigafoos,1997 cited in Yazbeck et al, 2004). Given that negative attitudes toward people with intellectual disabilities can seriously impede the progress of their inclusion in schools, the workplace, and the wider community (Gilmore et al, 2003), particular care must be taken to monitor changing social attitudes toward these persons to identify and circumvent any return to segregation and eugenics as the norm in society (Henry et al., 1996a cited in Yazbeck et al, 2004)

I would argue that barriers are placed in society in order to preserve the established norm and values agreed by the majority. Often the term 'barrier' has been used widely to describe the reasons preventing people with disability from being fully included in the community.

One of the greatest barriers to inclusion includes attitudinal barriers which maybe due to a person inability to communicate with people with disabilities, or a display of discriminatory behaviour towards them. Inclusion is a frame of mind as much as a matter of practice, thus attitudinal barriers may be the most difficult to overcome. Attitudinal blocks may take the form of misconceptions, stereotypes, or labeling.

2.2.4.1 Teachers

Special education teachers are defined as teachers who are prepared to teach exceptional children by providing time to help change their behaviour, grasp new concepts and perform new responses. It means that these teachers need to work with other professionals and contributing to an inter-disciplinary effort to help the child and the people the child live with. (Hallahan, 1998) Special education teachers are found mainly in special schools in the Czech Republic.

Monsen et al (2003), supports Hallahan by arguing that inclusive educational practices will be successful if there is cooperation and commitment of those directly involved(Morwich, 1994 cited in Avramidis et al, 2002). Van Reusen et al (2001 cited in Monsen et al 2003) also supported this statement by highlighting that the attitudes and beliefs of teachers, administrators and other school personnel influence the availability of "equitable educational opportunities."

Research by Alexander and Satin (1978 cited in http://ericdigests.org/pre-927/teacher.htm) had shown that teacher's attitude influence both their expectations of their students and their behaviour toward them. These attitudes, expectations and behaviours influence both student self-image and academic performance. Negative attitudes toward handicapped students are detrimental for these students who are included in mainstream schools.

Educational research on teachers' attitudes towards disability showed that there are differences in attitudes towards the different types of disabilities. Some researchers had

discovered that teachers are most negative to mainstreaming emotionally disturbed and mentally retarded children. (Alexander and Strain, 1978, Hannah and Pliner, 1983 cited in http://ericdigests.org/pre-927/teacher.htm, Forlin, 1995, Ward et al, 1994, Clough et al, 1991 cited in Avramidis, 2002) But there are study that shows preference for children with moderate learning difficulties and with severe emotional and behaviour problems instead of sensory impaired students. (Salvia et al, Jamieson, 1984 cited in Avramidis 2002) There is also evidence to show that female teachers had greater tolerance level for integration than male teachers. In particular, it has been reported that women display more positive attitudes toward people with disabilities than do men (Yuker & Block, 1986 cited in Yazbeck et al 2004). (Avramidis et al, 2002) Younger teachers and those with fewer years of experience have been found to support integration. Forlin (1995) discovered the more experienced the teacher the least accepting is she/ he towards integration. (Avramidis et al, 2002, Douglas & Hattie, 1996, cited in Gilmore et al et al, 2003)). Leyser et al, (1994) found that teachers with 14 years or less teaching experience had higher positive score in their attitude towards integration than those more than 14 years. Research by Salvia and Munson (1986) showed that as children's age increased teachers attitude became less positive towards integration. (Avramidis et al, 2002) Leyser et al (1994) had also found that structured and positive contact with children with disabilities results in positive attitudes towards the children with disability and their integration. (Avramidis et al, 2002) Research by Dicken –Smith (1995) showed that attitudes of both mainstream and special teachers in special schools were more positive after attending in-servicing training about inclusion.

Kobe and Minnick (1995 cited in Yazbeck et al, 2004) reported that attitudes toward people with disabilities are also related to educational attainment. On the other hand, Posner (1968 cited in Yazbeck et al, 2004) found that executives with lower educational attainment placed less emphasis on educational background and were more favorably inclined to employing people with intellectual disabilities. Hartlage (1974 cited in Yazbeck et al, 2004), however, found that executives with higher educational attainment were more receptive to employing people with intellectual disabilities. Furthermore, Tak-fai Lau and Cheung (1999 cited in Yazbeck et al, 2004) stated that people with higher

levels of education reported being more willing to talk to people with intellectual disabilities. In a related finding, Henry et al. (1996b cited in Yazbeck et al, 2004) found that managers and senior administrative staff expressed a stronger belief in the philosophy of community living and in promoting independence and empowerment of people with disabilities than did "hands-on" staff members in community-based support services. (Yazbeck et al, 2004)

Teachers attitudes towards mainstreaming are often understood in its relationship to their age, knowledge of disability or inclusive practices, class composition, educational background, grade level taught, class size and support services. Research has shown that lack of knowledge of the children with disabilities had resulted in the teachers' negative attitudes towards their inclusion in mainstream schools. (Holloway et al, 1980, cited in http://ericdigests.org/pre-927/teacher.htm, Disability Services Queensland, 2000 cited in Gilmore et al, 2003) American study by Vaughn et al (1996 cited in Avramidis, 2002) on mainstream and special education teachers perceptions on inclusion revealed that majority of the teachers who cited negatively against inclusive practices are those who are not currently participating I inclusive practices. They cite class size, inadequate resources and lack of adequate teachers preparation as reasons for not supporting inclusive practices. Evidence is also shown that teacher's negative and neutral attitudes towards inclusion changed after prolonged contact over a period of time. Leroy and Simpson cited in Avramidis et al 2002) Gilmore et al, (2003) had shown that teachers with higher levels of education (tertiary or postgraduate qualifications) had more positive views about inclusion.

Research had shown that having appropriate support from psychologists and special educators who can provide information and support in inclusive classes make teachers have positive attitudes towards inclusion practices. (Hannah and Pilner, 1983, Horne, 1980 cited in http://ericdigests.org/pre-927/teacher.htm)

Siska had argued that there are many instances within the Czech Republic where attitudes of those working with the children with intellectual disability has been less than positive.

He cited an incident where support staff from the institutions forced self advocates to leave the sessions as they were concerned that their participation in such discussions might create difficulties upon their return to the institution. (Siska, 2006) He also concluded there is low awareness not only of the general public but the professionals alike such as doctors, teachers and social workers about the life of persons with intellectual disability. For example there are a number of good initiatives from the Government side, but because the level of information of those who come in contact with persons with disability in the medical, educational, technical, psychological, legal and administrative fields, and sometimes even the knowledge of professionals working in those fields systematically, falls short of expectation, these initiatives were not put into practice.

As discussed earlier, although the Singapore government had supported the integration of special needs children in the society by providing substantial funds and resources to cope with the increasing number of these children within special and mainstream school, the perception of the wider society on disabled by medical discourses has led to discriminatory educational and social policy where the disabled are viewed pitiable and deserving of charity. In the same context, the disabled child and family are considered impaired and support rendered is disability focused.(Vlachou, 2004).The attitude adopted is often compensatory and the notion that they should learn within a protected and sheltered environment. It can be argued that these provisions still showed that the perception held by the community and policy makers is based on the need to give individual care and not provide and ideal education for children with special educational needs.(Croll et al, 2000)

According to Vlachou (2004), inclusion can only succeed if emphasis is placed on the existing policies and their impact on lives of teachers and special educational needs children rather than their disability. I agree with Ainscow et al (1998) that it will take time, however, for inclusive developments to bring about the fundamental changes of attitude that will be necessary in order to provide more equitable education systems.

In America, a new Act was released to improve the education of children with disabilities and it is characterized by having high expectations of the children, ensuring the access to the general education curriculum to the maximum possible, strengthening the role of parent and families, special education is not a place but it's a service and providing incentives to whole school approaches to reduce pre-referral intervention so that less children will be labelled in order to assess their learning needs. (Lipsky et al, 1998)

In Netherlands, teachers and principals have a favourable attitude towards inclusion as long as they are not really affected by it. Their support may mask a 'not in my backyard' attitude. Teachers in special schools are generally less enthusiastic, probably because they fear that their jobs are at stake, although formally they address concerns about the capability of regular teachers to deal with 'their' pupils. (Meijer 1995 cited in Reezight et al, 1998) They fear that regular teachers do not have sufficient diagnostic skill for example. Although special teachers were told that their jobs were not at stake and will merely change in content, affected the way special teachers support inclusion. (Reezight et al,1998)

Reezight et al (1998) notes that when the were changes made in the funding of education in 1995 in the Netherlands, special schools were uneasy because this would reduce the number of pupils referred to special schools and finally result in the closure of special schools. Many teachers will experience changes in their work either they will work as special teachers in regular schools, act as consultants to their new colleagues in regular school or they will be in special schools teaching pupils with more severe and complex special needs.

Even attitudes and action taken by special educators also perpetuates dual segregated educational system, for example in a recent effort to meet the growing demands for school for autistic children, a new special school called Pathlight was opened in Singapore. It is the first autism-focused school offering the Singapore mainstream curriculum with special accommodations and support for the students in a separate special school building. Such actions forms barriers to inclusion as special educational

need children are kept in a different school with very little opportunity for interaction and socialization. (Chen et al, 2006)

Just like in Netherlands, special education needs teachers in Singapore fear that they may end up teaching only students with very severe behaviour and with profound needs. This had resulted in the resistance to refer special education needs children to mainstream schools.(Reezight et al, 1998) Furthermore, comment by the principal of the Singapore School for the Visually Handicapped, Mr Koh Poh Kwang, is having disabled students do their basic education in a special school and then move on to a normal school indicates the perception that is widely held by special educators. (Almenoar,10/07/06, http://www.das.org.sg/news/specialneeds100706.htm cited in 2007b) But research had shown almost no children who had been placed in special schools would be transferred to the mainstream schools.

Avramidis et al (2002) in his study showed evidence of positive attitudes, but there is no evidence of acceptance of a total inclusion or 'zero reject' and to be strongly influenced by the nature and severity of the disabling condition presented to them (child-related variables) and less by teacher-related variables. Further, educational environment-related variables, such as the availability of physical and human support, were consistently found to be associated with attitudes to inclusion. (Avramidis et al, 2002)

Although much focused on research has been on the training of skills to equip teachers to include special children in the regular class, there should also be an equal emphasis on the attitudes of teachers. Their perception towards the different disability group and the inclusive policy, would impact the way inclusion takes place in practice. The study by Soodak et al (1998 cited in Flem et al, 2000), showed that the attitudes of regular and inclusive Israeli and Palestinian teachers favour inclusion of pupils with hearing impairment or physical handicap, rather than pupils with academic or behavioural problems and discovered that the milder the disability, the greater the sense of efficacy and willingness towards inclusion. Avramidis et al (2002) also supported a similar claim that the attitudes of the teacher varied with the disabling nature of the handicapped. Although teachers are accepting and positive towards inclusive practices, the attitudes

towards integration were influenced by the child's disability more than the professional background of the respondents. (Ward et al, 1996 cited in Avramidis et al, 2002) Avramidis also supported the claims that Australian teachers were positive about integrating students whose disabling characteristics were not likely to require extra instructional or management skills on the part of the teacher. (center and Wards, 1987 cited in Avramidis, 2002, Safran & Safran, 1984 cited in Butler et al, 1997) Teachers from countries who offered the most sophisticated segregated educational provision were less supportive to integration (Bowman , 1986 cited in Avramidis et al, 2002)

Special educators were found to be more accepting of the mainstreaming process, to feel less imposed on and to ignore the bias that label can offer. (Aloia & Aloia, 1982, Knoff, 1985, Zigmond et al, 1985, cited in Butler et al, 1997) However, there had been researches to indicate both negative and positive attitudes of special education teachers on integration. Macquikin et al, 1990 and Brantlinger 1996, Whinnery et al, 1991 cited in Lifshitz et al, 2004)

Lifshizt et al (2004) reported that, when they were studying the educational attitudes of general teachers found that there were two dimensions, traditional and progressive, and this governs teachers' perceptions and attitudes towards educational issues. Based on society's needs, the objectives of the traditional approach are extrinsic, aiming for pupils' mastery of knowledge and skills, obedience and conformity with society's consents. Teachers perceive themselves as agents for passing on society's values, and believe that pupils with special needs interrupt the advancement of the classroom. (Kerlinger, 1958; Morrison & McIntry, 1980 cited in Lifshizt et al, 2004). Stress that teachers felt while teaching children could be influencing the attitudes and perception of regular school teachers. (Engelbrecht et al, 2003) Engelbrecht found that teachers cited stress coming from administrative load, concern about behaviour of children, the lack of skills and the lack of interaction between parents and their children.

2.2.4.2 Parents

Even though the role of parents in the inclusive education had increased in importance, there is still lack of research done on the perception and attitudes of parents on their new role. Most recent research conducted by Foreman et al (2002), O'Connors et al (2005) and Roll-Petterson (2003), were attempts to find out the parents' expectation on programmes run for their disabled children. Often than not the studies revealed that parents do require informational needs of their child's educational development may they be in regular or special schools. They seem to reflect that communication and social interaction has been identified as the important need for their children. These researches reflect that parents do have a voice and their perception and attitudes towards their children and inclusive education needs may have an impact on the practice of inclusion.

In Singapore as more funds are provided to ensure that special schools are better equipped with trained teachers and are housed in new purpose built facility had influenced parents' decision in placing their children in special schools as they equate better facilities to better educational needs for their children. This action although seemed noble is a barrier for inclusion as these practices supported the two separate educational systems thus enhancing the differences between the able and disabled. (Levan et al, 2000)

In the Netherlands, although the law permits admission boards to decide on either mainstream or special schooling, in practice over 90% of the pupils referred are placed in special schools. Since parents rarely object the decisions of the teacher makes the regular teacher the one who decides the fate of that child. After admittance to a special school, pupils hardly ever return to regular education less than 1% of special needs pupils in schools fro learning disabled and educable mentally retarded return to regular primary education school annually. (Reezight et al, 1998)

It is also important to note what are some of the reasons for parents' choice in placing their intellectually disabled children in inclusive schools. According to Scheepstra et al (1999), parents of down syndrome children in the Netherlands send their children to a

local regular school for social integration and they want to maintain contacts with the neighbourhood and see this as part of a wider integration to the society for their offspring.

Research on parents with high support needs revealed that parents placement of choice for their children is special school especially for those with severe disabilities and parents do not regards it as a problem if their children do not get to mix with peers in the mainstream school. (Foreman, et al, 2002).

Parents also held preconceived ideas regarding labels used to describe the various types of disabling conditions (Cohen 1986, cited in Butler,et al, 1997)

Research by Leyser et al (2004) parents were concerned about teacher instructional skills and the child's social acceptance and attitudes as well as socialization issues, namely friendship, acceptance and attitudes by peers that are addressed in many instructional materials, curricular units and learning activities are pre-requisites for parents choice of placement for their child with disability.

Research conducted by Hanson revealed that when parents were interviewed to determine their perspective of their children's school experiences in order to find out the factors influencing inclusive placement decisions. Although the majority of parents valued inclusive placement, parents were concerned about class size, availability of therapeutic services, acceptance by other children, attitudes about the child's disability as well as teachers' level of training and experienced. (Hanson et al, 2001 cited in Pivik et al, 2002)

Ludlow discovered that parents with higher qualifications seek mainstream placements with or without intervention compared to less educated parents. The intervention about inclusive education and placement had influenced the group of parents. (Cunningham et al, 1998)

Cunnigham found that the more able children were likely to be in mainstream school and that the help and support given in the pre-school years had improved the child's abilities and influenced the attitudes of the parents. (Cunningham et al, 1998)

Attitudes giving rise to discrimination against people with disabilities have been noted as less prevalent among younger people than older people (Tak-fai Lau & Cheung, 1999 cited in Yazbeck et al, 2004). Other researchers have found that younger parents of children with disabilities frequently are powerful advocates for their children's participation in mainstream education and social activities, whereas older parents tend to express more protective (restrictive) attitudes toward their adult sons and daughters (Markova & Jahoda, 1992). Similarly, Sinson (1993 cited in Yazbeck et al, 2004) and System 3 (1999 cited in Yazbeck et al, 2004) reported that older people had more negative attitudes than younger people in regards to individuals with intellectual disabilities. They suggested that this phenomenon is related to older people having grown up in the era of long-stay hospitals in which people with intellectual disabilities were placed and were less visible in the community. System 3 also suggested that older people might not be as influenced by political correctness or feel obliged to provide "acceptable" responses. (Yazbeck et al, 2004)

2.2.4.3 Community, Culture and Society

Study by Engelbrecht (2006) in South Africa showed the importance of attitudes on the implementation of inclusive education. He found that traditional and conservative attitudes and practices still prevail at the school or classroom levels. As people still practice racial attitudes and discrimination towards outsiders and those who are different, these had formed barriers to inclusion practices.

Comparative study by Gaad (2004) in Egypt, UAE and UK also drew a similar conclusion that it is important to understand the cultural background and how it shaped the social and traditional believes in forming fixed ideas and expectations of children with intellectual disabilities and the impact it has on the provision of educational services.

The negative perceptions of intellectually disabled children had impacted the way they were treated and cared for.

Even within the Nigerian community, reports have shown that culture affects the way people perceive and care for the disabled. Attribution of these problems to family sins or divine providence creates a difficult situation is similar to the study conducted by Gaad (2004). The values and attitudes of citizens affect the possibilities for change in any country, although their specificity depends on each culture. The priority of competence over solidarity and the greater importance accorded to academic achievements rather than social and personal development and the perception that the presence of children with greater difficulties hinders the progress of those who are the most capable, are barriers to the extension and depth of educational reforms. At the same time, however, the values held by the majority of citizens can be a powerful contributor to school integration and its subsequent extension to social and labour integration. (Marchesi, 1998)

Cultural factors have been reported as a significant influence on prevailing attitudes toward people with intellectual disabilities. In a study spanning India and Asia, Berry and Dalal (1996 cited in Yazbeck et al, 2004) noted significant contrasts in attitudes concerning the terms integration, assimilation, segregation, and marginalization. One given was the varying religious beliefs across these cultures (Hinduism, Buddhism, and Islam). Furthermore, in a study of the attitudes of Swedish and English adolescents regarding the community presence of people with disabilities, results indicated that English adolescents held less positive views than their Swedish contemporaries (Hastings, Sjöström, & Stevenage, 1998 cited in Yazbeck et al, 2004). The researchers proposed that the differential cross-cultural findings could be accounted for by the philosophical and social policies of normalization theory, which has been established longer and is more widespread in Sweden than in England. A study of community attitudes in one state of Australia found that up to 86% of respondents reported feeling "uncomfortable" when interacting with people with disabilities (Enhance Management, 1999). This is in contrast to a study in which only 40% of Europeans reported feeling "uneasy" in the presence of people with disabilities (European Commission, 2001). It appears that community attitudes in Australia might well be lagging behind those in the European communities,

and this finding reinforces the need to study this group more intensively. (Yazbeck et al, 2004)

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Introduction - Educational Research

Since early 1930's a conflict emerged in educational research concerning both the purpose and methods of inquiry (Keeves & Lakomski,1999) According to Keeves and Lakomski (1999), there is a recognition that educational research differs from pure or applied sciences and the approach to research taken by them is 'unhelpful' to educational research as the former does not distinguish the multi-disciplinary nature of educational research. Educational researches cannot be seen as an 'educational science', as they draw on many disciplines within the behavioural and social sciences and employ a variety of approaches to investigation. The belief stems from the fact that education is at the heart of the process of change in people's daily life.

After World War 1, there is a general rejection that knowledge is just an 'accumulated body of wisdom'. It has to be related to its practice, in this case in education. (Keeves & Lakomski, 1999) Even in organizational research the emphasis is about how to solve real problems within a specific organizational context. This understanding is based that research, on one hand can validate, clarify or build a theory but it can also be used to address problems faced by the people within the social system. (Gray, 2006 cited in Soo, 2007)

Although the emphasis on educational research is 'moving from basic research and out of the lab ….increase the usefulness of the results' (Kastle, 1995 in Mertens, 1998), Eggleston (cited in Bell, 1997:16) disagrees and by 'restricting educational research to educational practice to improve current system also renders the ineffective use of

knowledge. Thus educational research should consider the practical adaptations to improve current practices as well as adding to an accumulated body of knowledge.

3.2 Research Design

On the other hand, recent moves in the field of special education away from the so-called "medical model" towards an orientation that places much greater emphasis on the role of context in explaining difficulties in learning have increased the use of qualitative forms of enquiry (Heshusius 1989, Iano 1986 cited in Soo, 2007c).

A researcher's theoretical orientation has a lot of implication for the researchers as it governs the way the research is carried out including the choice of methodology and methods. It also guides the researcher in analyzing and application of data.

To further reinforce the importance of a model, I concur with Silverman (2005) that research problems are also never neutral and therefore by framing the problem within a certain framework will help researchers to commit themselves to a particular model of how the world works. It would help researcher to restrict the research from being too large and too extensive for researchers to manage. Often the current approaches adopted and methods of data collected in social science will depend on the nature of inquiry and the type of information required. (Silverman, 2005)

Paradigm, which was introduced by Thomas Kuhn, is a way of looking at the world which composed of certain philosophical assumptions that guide and direct our thinking and action. (Mertens, 1998) It is best described as an overall framework to view reality that determines the way the researcher selects and define a problem as well the approach to be taken theoretically and methodologically.(Keeves & Lakomski, 1999)

3.2.1 Qualitative Research

The nature of the research under study is qualitative in nature. Qualitative tradition was introduced in social sciences to oppose the strict research designs in most quantitative work and downplays statistical techniques and focuses on more detailed. It is one which

the inquirer makes knowledge claims for developing knowledge based primarily on constructivist perspectives. Qualitative research uses methods such as interviews, observations, and document reviews are predominant in the constructive paradigm. This is based on the assumption that data can be collected through interactions with the participants. Sometimes these interactions are called hermeneutical or dialectical. (Guba et al, 1998, Robson, 2002)

In qualitative method, the perceptions of a variety of people are sought in order to get a credible knowledge of reality .The researcher who adopts a qualitative method must provide information about the backgrounds of the participants and the context in which they are being studied to make sense of the knowledge obtained and this would be the basis for adopting a qualitative research for this study.. (Mertens, 1998)

As the period of conducting the research is fairly short the scale of the research is kept small. The mixed method of strategies for inquiry would be employed in this research for two reasons as a means to triangulate data as well as to elicit the best result for the various questions asked by engaging both qualitative and quantitative methods of inquiry. Triangulation is necessary to fully understand the situation as teachers and parents may be less open to presenting their real views based on their experienced within the communist regime. (Denscombe, 1998 cited in Soo,2007a)

Qualitative research is adopted here as a framework as in constructivism, reality is socially constructed and is not static and may change throughout the period of study for example the concepts of disability would have a different meaning to different people. The responsibility to discover the multiple social constructions of meaning and knowledge is placed on the researcher. (Guba and Lincoln, 1994 cited in Soo, 2007a)

Constructivist ideology on the hand arose due to the need for deeper understanding of social phenomena and used the term more generally to interprete the meaning of something from a certain point of view. For example in research as the knowledge derived is socially constructed the product is both the values of researchers and they

cannot be independent from them. (Mertens, 1998, Bell,1997). Although qualitative research is predominant in this paradigm, they recognized that qualitative research is not always appropriate to every research problem. (Silverman, 2005)

Furthermore, as constructivists conduct research on the other hand in small number and thus emphasize more on details, this would be highly appropriate for the current study undertaken. The non–positivist model of reality like constructivism, belief that 'reality' is imbedded in the perceptions and action of the people in it. Truth can never be derived outside the context of where the people live and can only be defined by the people who lived within the community. (Silverman, 2005)

Constructivists capture truth in holistic pictures using words instead of only statistical data. (Mertens, 1998) In constructivism the researcher and the participants are involved in an interactive process. The assumption is that data, interpretations and outcomes are found within the context and not invented by the researcher. The concept of objectivity found in positivism is replaced by 'confirmability'. An example of this concept is when teachers conduct both interviews and observations in their research on the acceptance of special children in the classroom. Thus the method of data collection becomes more laborious and the data obtained is filled with details.(Mertens, 1998)

Silverman (2005) suggested that if there are enough resources and time, it is recommended to use combined methods so that research questions can be truly addressed for example qualitative methods such as an interview could be used to extract details and through quantitative method to identify variance.

The concept of mixing different methods started in 1959 when Campbell and Fiske used multiple methods to study the validity of psychological traits. This is in recognition that all methods have limitation. Researchers felt that biases inherent in any single method could neutralize or cancel the biases of other methods. This is where triangulating data sources as a means of seeking convergence across qualitative and quantitative methods were born.(Creswell, 2003)

3.2.2 Participants

Participants were fifteen teachers from special schools and 24 parents of children with intellectual disabilities in Rakovnik and Sumperk. The teachers in Rakovnik came from a Public Special School which run a pre-school, basic and practical school for children with intellectual disability and teachers in Sumperk teaches in the special school run by a private organization catering to the basic education and adult training of people with intellectual disabilities. Parents' participants were either from these schools or special schools that cater to the needs of intellectual disabled children but with autism or of a milder spectrum.

The interviews were conducted on two teachers and two parents from the special school in Rakovnik. The teachers interviewed represented a new versus an experienced teacher. A father and mother of two intellectually disabled children who had children with different severity in their spectrum of disability were interviewed.

Due to the short duration and small scale of the study, a convenience sample was used.(Gillham, 2000) This meant that schools which had responded positively to the request to undertake research had been given the questionnaires and were selected for the interview.

3.3 Methods of Inquiry / Instrument

Methodology in this essay is defined as a general approach to studying research topics, choices to make about the cases to be examined, methods of data collection and analysis. According to Silverman (1998) in social research methodologies can be defined broadly (as qualitative or quantitative) or narrowly (grounded theory or others). Method is defined as a specific research technique, which includes statistics, correlations, observations, interviewing, survey which take on a specific meaning according to the methodology in which they are used.(Silverman, 2005)

Since education is about and affecting people in real situation, investigation is done involving people and in 'real situations'. Although the method of researching is ideal to meet the needs of the type of inquiry there are challenges in carrying out investigation in real world. Researchers sometimes find it difficult to derive to a logical explanation about a complex and generally messy situation with a large amount of detail. (Robson, 2002)

However, Mile and Heberman argued that although it is not within the tradition of qualitative method to be highly structured, prior structuring of research design can also be used in qualitative work, as there is no possibility for research to take place without any instrumentation. Qualitative research can be highly structured.(Silverman, 2005)

On the other hand although qualitative research has been expounded as the method best employed within social science, Bryman (1988) highlighted a few difficulties within this method. One key criticism is of interpretation. He questions the ability for researchers and participants to make sense of the world and whether researchers are interpreting the way that participants interpret and make sense of their world. The other criticism, often qualitative researchers adopts an attitude of absorbing all information however these researchers often look at areas that are of interest to them.

3.3.1 Observation

Data about special needs children from school and the Ministry of Education reports would be sought to create a demographic background of the types of disability and the percentage of intellectually disabled children found in both regular and segregated schools.

Simultaneously, observations would be carried out in the special school in order to integrate the researcher into the field and to triangulate the empirical data received. Several schools both regular and special school within Prague and other cities outside of Prague like Most, Rakovnik and Sumperk will be used for these observations.

3.3.2 Questionnaire

Questionnaires would be given out to teachers in special schools and parents of children attending special schools within the Czech Republic. The minimum number in total would be thirty. The minimum number is to ensure that some form of generalization could be made from the data collected. There will be two separate questionnaires one for parents and the other for teachers

The questionnaire had three sections with two parts. Questionnaires for teachers consist of part one where they will be asked to provide some personal background information about themselves such as their sex, age, educational qualification, years of teaching experience in mainstream and special schools, the types of children they are working with, the kinds of special training that they had attended and prior experience with children with disabilities. This consists of both open-ended and closed questions. Open-ended questions are added to increase the depth of the information required. Part one of the questionnaire for parents provided some background information about the parent as well as the family background in two sections. Section one asked for the sex, age, educational qualification, occupation and types of household. Section two asked for more information on the child with disability for example his medical condition, daily routine, school he attends and the number of other siblings in the family with or without disability. This section also consists of both open-ended and closed questions.

In Part two both the teachers and parents have been requested to give more detailed information by indicating the degree to which they agree or disagree with a number of statements provided. Part two is divided into two sections. Section one elicits information about their attitudes towards intellectually disabled children and section two elicits information on their attitudes towards inclusive education for these children.

Both the questionnaires are designed on a 4- likert closed – ended questions from strongly agree to strongly disagree as they are requested to elicit their opinion on children with intellectual disability and their inclusive education. This design is used to force participants to make a choice. Questions in part two are similar for both parents and teachers as they data obtained will be used as part of the analysis. There are 10 and 12

questions respectively in section one and two of part two of the questionnaire. All the questions are phrased in a positive manner.

A questionnaire was used in order to get as much responses within the short period of time. Questionnaires were translated into Czech after they were reviewed by a specialist in educational research. (Denscombe, 1998 cited in Soo 2007a)

3.3.3 Semi – structured Interview and Discussions

Semi-structured interviews will be conducted with two teachers in special schools and two parents with children attending special schools that had completed the questionnaires. This is done after all respondents had returned all questionnaires. The aim of eliciting this technique is to ensure that respondents for the interviews had also completed a questionnaire.

The purpose of the semi-structured interviews is to confirm that the data that had been elicited through the questionnaires are not misinterpreted and understood within the context of the participants as the sample size of the participant is very small. The semi-structured questions were based on the two components of attitudes towards children with intellectual disabilities and attitudes towards inclusive education for children with disabilities.

The questions derived for the interview were adapted and based on the questions on the responses from the questionnaire. An interpreter was hired to assist in the interview process. The details of the interviews were transcribed directly during the interview. As the questions directed were fairly open ended. Although both interviews were asked same questions methodically, there were instances where questions were not asked as the interviewees had provided the answer in a previous question.

Discussions with teachers in special and regular school, administrators, policy makers parents and children with intellectual disability formally or informally in Sumperk and Rakovnik were also used to give an overall context and picture to the study.

3.4 Validity and Reliability

The research questions derived in a constructivist research are broad and general, as the meaning of the situation is constructed by the participants. Constructive researchers often address the 'processes' of interaction among individuals rather than the looking for numerical data. There is also the recognition that the researchers own background would shape their interpretation and that they have to make this clear from the beginning in order to avoid misinterpretation of data. (Creswell,2003). Thus steps must be taken to ensure that the findings of this study can be validated and has enough 'trustworthiness'. Even though Creswell (2003), argues that reliability and generalizability play a minor role in qualitative inquiry, it is equally important that the findings obtained would credible and help in understanding the current practices in education..

In qualitative research the two other limitations can be highlighted are the issue of theories and generalization of knowledge. With the adoption on an inductive and interpretative method of deriving a theory, it is often questioned whether researchers can fully disengaged themselves fully from the existing theories and knowledge they have. As the scope of study is small in qualitative research methods, the issue of generalizing receives some major criticism. (Bryman, 1988) Both Keeves and Husen (1999) argued that since all paradigms adopt a method that is complementary to one another, the choice of a mix of paradigm is advisable. But care should be taken that this decision is made with the objective of the project in mind.

If the criticism against qualitative research as it is largely based on a constructive philosophy of multiple realities and the research carried out is unscientific, Robson suggested for researchers working in the area of social science to adopt a scientific attitude. Qualitative research can be carried out in with a scientific attitude where research can be carried out systematically by giving serious thought to what the researcher is doing and being explicit about the nature of the observation, sceptically subjecting your ideas, observations and conclusions to possible scrutiny and ethically following a code of conduct that ensures that the interests and concern of participants and

researchers are safeguarded. (Robson, 2003:18) In this study, care has been taken to ensure that the questionnaires and questions for the semi – structured interviews were designed following a systematic framework. Questions asked during the interviews followed a strict adherence to the sequence of questions asked.

Triangulation is the use of two or more methods of data collection in the study of human behaviour. It is used to prevent the exclusive use or reliance on one method as this may bias or distorts picture. Researchers can confidently acknowledge the credibility of the knowledge especially if the two methods yield the same results. This would overcome the problem of 'method-boundedness' between and within methods triangulation. As expounded by some researchers findings from this study are derived from 4 methods of inquiry semi-structured interviews, questionnaires, observations and formal and informal discussions carried out simultaneously. (Creswell, 2003 , Cohen et al, 1980)Creswell (2003) explains that to just consider one method in research falls short of the current practices in social science and should consider the use of these methods in a continuum. Thus he advocates for researchers to go beyond just philosophical assumptions and to consider together with broad research approaches and implement with various methods during the practice of research. The method employed to investigate will depend on the nature of the problem. (Keeves, 1999)

3.5 Ethical Considerations

There are several ethical considerations that were considered during the study. Firstly, all participants were on voluntary basis and this includes the participants for the semi-structured interview. If the participants were reluctant to continue with the interview, the researcher will stop immediately. However this did not take place. Every participant was given an explanation about the purpose of the interview and the study. The participants were told that the information derived will be used for the sole purpose of the study and confidentially will be maintained at all times.

Permissions were also sought before the research could be carried out in the schools. Researcher visited the school to understand and create rapport with the staff and parents

before embarking on the fieldwork. Although rapport was build, researcher was allowed to be in the premises to observe the teachers, care was taken not to disrupt or interfere with the classroom or school activities.

Secondly, there is a statement on the questionnaire to assure them the purpose of the study and that the information will be used for the purpose of the study. Confidentiality will be maintained at all times especially sensitive information about the child's medical situation and disability.

Thirdly, the results of the research will be presented in the form of a written report after the successful completion so that participants can check on its validity.

Fourthly, translated text from English to Czech was counter checked by tutor to ensure that the language and terminology used were appropriate and labeling the child with intellectual disability or his parents.

Finally, the role of researchers in a qualitative research is often very interactive with the participants, however care must be taken that the interpretation of the data will not be influenced by the researchers perception. Researcher must be clear when interpreting information or understanding the situation that is not based on her personal knowledge and experience especially so when the researcher has 14 years of personal experience working with parents, teachers and student with intellectual disability. The clarity of the role of the researcher especially during the interviews would be very critical in determining that the information gathered is not misinterpreted by the researchers own values, understanding and experience in this field.

CHAPTER 4
DATA ANALYSIS

4.1 Introduction

In this chapter, the raw data collected from the various methods of inquiry and instrumentation is presented in tables to give an overall picture of the profile of the participants in this study as well as the summary of the responses given by the participants on their attitudes towards children with intellectual disability and inclusive education. .

The bulk of the data is derived through the questionnaire especially pertaining to the personal background of both teachers and parents. For teachers these information included their sex, age, educational qualification, specialized training attended, years of teaching experience and the severity of the intellectual disability of the children they are teaching.

As for parents, this included their sex, age, educational qualification, the severity of the intellectual disability and sex of their child, their occupation, the total number of children in their family as well as the type of household that they belong to. The last two categories are included to establish the kinds of support received in caring for their child as well as the stress level of parents in caring for their intellectually disabled child. This is an important factor in understanding parents' attitudes towards their child with intellectual disability.

As mentioned in the earlier chapter, different methods of inquiry are adopted in order to maintain the reliability and validity of data collected because the sample size is fairly small and the duration for data collection is fairly short. The data collected from the different method of inquiry will be used as in any other qualitative research that is to support and understand the holistic picture of the attitudes of teachers in special schools and parents of children in special schools towards children with intellectual disability and practice of inclusive education for them. Although the data are often represented numerically, the overall understanding of the attitudes of teachers and parents towards

children with intellectually disability and inclusive education for them requires the analysis of all data received and to understand within the context of the people who live within that community. Information collected by questionnaire will be counter checked with information collected via the semi-structured interview, direct observations and discussions with the participants in the study. The data will be presented in a descriptive manner in order to utilize them for this purpose.

4.2 Observations

Informal observations were conducted in the study. This was done before the data were collected through questionnaires or the semi-structured interviews. Both observations of special schools and basic school with inclusive practices were done during the researchers first visit to the school as part of understanding and learning about the special school and basic school system with inclusive practices. Questions were asked during the orientation and tour of the school to seek clarification about the school system and the practices adopted both in the special schools and the basic schools. Researcher was privilege to observe teachers and interact briefly with students in the classrooms. On some occasion, researcher was able to discuss some issues and raise queries with one or two teachers who were responsible in showing the researcher around.

During the observation made in the Specialni Skola pro zaky s vice vadani Pomnenka ops in Sumperk for children and adults with intellectual disability run by a private organization which was started by parents when they were unable to place their children in an educational institution. The school caters for children with different support needs. Often these children have intellectual disability with one or more other disability. This is especially true for the educational facility for the younger children. The teachers were seen as providing a lot of support in caring for them for example feeding, daily living needs and mobility. The teachers were very quiet when they interact with children. They seem to be more focused at assisting the children meeting their basic needs. It is evident there were more female teachers compared to male teachers. However it was observed that teachers working with the adults in that school were interacting differently towards

the persons with intellectually disability. These adults are able to communicate effectively their needs verbally and are more independent in managing their daily needs and on top of that able to engage in productive work such as creating art pieces or craftwork for sale. The teachers tend to supervise and remind the adults on their roles and responsibility. Although they are treated as adults and are allowed to make their own decisions and prepare their own meals, speak up about their needs, sometimes it is observed that the teachers will be instructing them exactly what to do for example, when they were asked to introduce themselves to the guests, the teacher decided who should start the sharing. It is also observed for some adults, that the teachers will offer the answers on their behalf when guests asked questions without allowing them time to respond especially with the girl who according to the teacher is not able to speak. Although, the visit to the school was short, the opportunity to interact with the teachers and adults provided some insight into the attitudes of teachers towards the intellectually disabled children and adults.

The situation in Rakovnik was slightly different as it is a public special school fully funded by the state and the new building was erected five years ago. The Zakladni a Materska Skola Specialni in Rakovnik provides three types of schooling, special pre-school classes, special basic education and practical school. Although it was a special school it was not entirely catered for children with intellectually disability, it also catered for children who had difficulty in coping in mainstream schools and who do not have social and interaction skills. But the majority of the children are diagnosed as intellectually disabled and the group of students has various support needs. Some of the children have autism or other concurrent disability although they are primarily diagnosed as intellectually disabled. There were also some children with Downs Syndrome. The children are placed in classes according to their level of functioning rather than chronological age. Classes with children with high support needs had the support of assistants and picture communication and structured classroom arrangements were adopted in these classes. Although the curriculum adopted did not correspond to the ones taught in mainstream basic schools, it was flexible in meeting the needs of the children with emphasis on functional skills and use of concrete objects as a tool for teaching. The

outcome of the work and learning derived is visible with the end product of the work publicly posted along the corridor. Different mediums are used such as tactile objects and art materials are used to enhance the learning. The topics covered were also relevant such as understanding people from different cultures and countries.

The teachers are observed to be interacting more verbally and allowing the children time to complete their tasks. For example, a young Down's Syndrome boy was allowed to visit the toilet on his own before the teacher came to check on him a few minutes later. The teachers know the ability of the children and interact with the parents when they come to collect the children. For older students with low support needs, they were given more freedom to choose their own activities during their free time by the teachers. But it is observed that teachers often described the children with high support needs as being low in functioning and assisted them with all the activities. Furthermore when researcher asked if the students prefer this school compared to a mainstream school, the teachers answered on their behalf. Only much later did the children were given the opportunity to respond. Their answers mirror the answers by the teachers that they are happy being in the special school. Teachers also commented that the children were better off in special schools because the school is catered to their needs and they feel safe in the school. They are able to cope with their learning there. Teachers also commented even with children who had been in the special pre-school classes, it would be better for the children to continue with their education in the same special school rather than mainstream schools. Although the same teacher mentioned that the inclusive practices in early stages could be more successful in changing attitudes towards children with disability because young children are unable to differentiate that they are different from one another and treat each other the same way.

4.3 Questionnaires

The participants for the questionnaires came from two regions in the Czech Republic, city of Sumperk and city of Rakovnik. The city of Sumperk is situated very far north from Prague whereas the city of Rakovnik is located within an hour's drive from Prague. The

sample of the teachers was more of a convenient sample where the Director and Principal of the special schools in these regions had agreed to the distribution of the questionnaires.(Gillham, 2000) Since these schools are fairly small, it is inevitable that the sample size will be small. Both schools are special schools catering to the needs of intellectually disabled children with various support needs. It is of sheer coincidence that the special school in Sumperk is run by a private organization in an old building and that the special school in Rakovnik, is run by the state and that it had been housed in a new and modern building with all the necessary adapted equipment and specialized room such as the art and craft, therapy, swimming pools, snoozyland and independent living training rooms. Two specialist teachers cum therapist are engaged to work with children with high needs here.

The sample of parents was also found in these two regions. The parents who participated in Rakovnik were parents of students attending the basic special school. However, the parents from Sumperk consisted of a group of parents who interact with one another in an informal parents support group organized by one of the more active parents. Some of these parents have a child attending the Specialni Skola Pomnenka ops for intellectually disabled. One parent had her child attending a school for autistic children and two others attending a practical school but they were all diagnosed primarily as intellectually disabled.

The total sample of participants was 39. There were 15 respondents from teachers and 24 parents. Although 15 questionnaires were given out in the two schools for each of the group, parents and teachers, the number of returns was 50 % for teachers and 75 % for parents. The target of the study was to obtain an almost equal number of teachers and parents, however owing to the small number of teachers and the small number of special school participating, this was inevitable.

Personal Background of Total Sample

(n = 39)	Teachers n = 15	Parents n = 24

**Gender*	Male	1	6
	Female	14	17
**Age*	< 26	1	0
	26 - 35	8	2
	36 - 45	3	16
	> 45	3	5
Educational Qualifications			
	Primary	0	5
	Secondary	0	12
	Degree	3	6
	Masters/Mgster	8	0
	Phd	0	0
	Other	4	1

Table 1 * to indicate one participant had not indicated a response

Table 1 above shows the gender, age and educational profile of all the participants in this study based on the number of returned questionnaires. There are more female teachers represented in this study than male teachers. There was 1 respondent or 6.7% of the total sample of teachers was by a male teacher. There was better representation of males in the parent sample compared to the teacher sample. 6 fathers and 17 mothers had completed the questionnaires making the percentage distribution 25 % by fathers and 70.8 % by mothers.

There was the greatest representation of teachers within the age group between 26 to 35 years at 53.3 % and the smallest representation below 26 years old at 6.7 %. There was 20 % of the total teacher sample belonging to age group 36 to 45 years and above 45 years respectively. However, among the parent sample, there was greatest representation from the 36 to 45 years age group at 66.7 % and the smallest representation from the 26 to 35 years age group at 8.3 %. There was 20.8 % of the parents were above 45 years old.

As for educational qualifications, the greatest representation came from parents who are educated at the secondary level and teachers who have obtained their Masters or Magisters. The percentage is 50 % and 53.3% respectively. 20 % of the teachers have Bachelors degree and 26.7 % have other educational qualifications. Whereas, 20.8 % of the parents have primary education, 25 % have Degree and above and 4.2 % have other educational qualifications.

4.3.1 Teachers Questionnaires

A total of 15 teachers completed the questionnaires from the two special schools in Rakovnik and Sumperk for children with intellectual disabilities. The data collected shows that there are more female teachers than male teachers in special schools. In this sample only 1 male teacher (6.7 %) from Sumperk had participated in this research, as the number of male teachers in special schools are few. Thus the study will not be able to make any inferences base on the gender difference as one of the factor to analyze the attitudes of teachers towards children with intellectual disability and inclusion education for them.

From the data collected, it can be noted that the teachers in Rakovnik are younger than the teachers in Sumperk. In Rakovnik, 77.8 % of the respondents belong to the age group between 26 to 35 years whereas teachers in Sumperk, come from all age groups but the majority of 33.3 % of them belong to the 36 to 45 years and above 45 years age range respectively. In both schools the highest number of teachers had obtained a Masters or Magister. It is important to note that 4 teachers in Rakovnik (44.4 %) had not indicated any educational qualifications and 3 of them had indicated that they have less than 5 years of working experience in a special school. This could mean that they had either obtained secondary or primary education, still undergoing training or that they might not be the lead teachers in the classroom. All teachers in Sumperk have either a bachelors or a masters degree, although the majority had obtained a masters degree.

Slightly more than half of the teachers in both schools had attended other specialized training on top of their educational qualifications. 5 and 4 teachers from Rakovnik and

Sumperk respectively had attended these specialized training. 4 out of the 5 teachers in Rakovnik attended courses in autism and alternative communication system compared to 1 out of 4 teachers in Sumperk.

When asked about their years of teaching experience in special schools, there is an almost even number between below 5 years and 5 to 9 years for teachers in Rakovnik. In Sumperk, the teachers years of experience is more diverse with the majority in the below 5 years and above 15 years of experience. There were 4 teachers in each school that had mainstream teaching experience as well. This forms the majority or 66.7 % of teachers in Sumperk. Most teachers in these special schools have between 5 to 6 or 7 to 8 students in each class. Almost half of the teachers in both schools had indicated of having prior experience working or interacting with children with disabilities before they became teachers in special schools.

Personal Background Of Teacher Sample

Teachers (n = 15)	Rakovnik n = 9	Sumperk n = 6

Gender	Male	0	1
	Female	9	5
Age	*< 26*	0	1
	26 - 35	7	1
	36 - 45	1	2
	> 45	1	2
**Educational Qualifications*	Bachelors	1	2
	Master/Mgstr	4	4
	Phd	0	0
Other courses attended on Special Needs			
	Yes	5	4
	No	4	2
Years of Teaching Experience in Special School			
	< 5	4	3
	5 - 9	5	1
	10 - 14	0	0
	>15	0	2
Years of Teaching Experience in Mainstream School	< 5	3	2
	5 - 9	0	0
	10 - 14	0	1
	>15	1	1
**The Number of Children in the Class*			
	5-6	7	4
	7-8	1	2
	9-10	0	0
Previous Experience with Intellectually Disabled			
	Yes	5	3
	No	4	3

Table 2 * *to indicate one participant had not indicated a response*

Teachers Attitudes Towards Intellectually Disabled Children

The questionnaire is design to elicit data for attitudes of special school teachers towards children with intellectual disability and this section there are ten questions that measures the teachers attitudes towards the children cognitive ability, ability to function

independently and their needs as individuals. Teachers are requested to rate from 1 to 4, strongly agree to strongly disagree against the 10 statements..

In the data obtained from all teachers, there is a general agreement that children with intellectual disability have the cognitive ability to learn with limitations depending on their severity. Teachers either agree or strongly agree that the children with intellectual disability can learn even do simple mathematics, reading and writing. The teachers in both schools also agree or strongly agree that children with intellectual disability have emotional and day to day needs as other typical children as well as entitled to human rights like any typical person. However, there is an exception in 1 teacher in Rakovnik who disagree that children with intellectual disability should have the same human rights as other typical persons. There are 2 teachers in Rakovnik too who strongly disagree that children with intellectual disability have the same needs and emotions as other typical children The greatest diversity in response came in the teachers attitudes towards their ability to function independently in the society. In the statement on whether these children can function independently in community, the highest responses were either disagree or strongly disagree. Only 3 teachers agree and 1 teacher who strongly agrees to this statement. Teachers also responded either agree or disagree on the statement whether children with intellectual disability are able to obtain employment if given the right support from the school. Teachers in Rakovnik either agree or disagree that these students can make their own decisions. However there were 2 teachers who strongly agree, another two agree and two others disagreeing to the same statement in Sumperk. However teacher in Rakovnik who work with children with social and interaction problems either agree or disagree with the statement that children with intellectual disability is capable of being independent in managing their self –help skills.

Teachers Attitude Towards Inclusive Education of Intellectually Disabled Children

In measuring the attitudes towards inclusive education, there are 12 statements that cover inclusive education as a physical placement, the benefits of inclusive education and the best placement for these children. The responses from teachers in both schools were very

diverse except for the response for 2 statements. It is noted that teachers did not respond against some statements especially when they asked to rate their opinion on whether the physical school placement of these children in mainstream school as well as whether by attending mainstream schools will increase the self – esteem, improve socialization skills and will be better accepted in the community and live like any other children. There are 2 teachers in Sumperk and 1 Teacher in Rakovnik.

However, all teachers in Rakovnik and all except 1 teacher in Sumperk strongly disagree that special schools should no longer exist. They also strongly disagree or disagree that mainstream schools are equipped to cater to the needs of these children. In Sumperk teachers either disagree or strongly disagree that all children with intellectual disability should be educated in the mainstream school. The responses of teachers in Rakovnik range from strongly agree to strongly disagree with the same statement. 4 teachers strongly disagree, 3 disagree, 1 agree and 1 strongly agree. All teachers in Rakovnik strongly agree that special schools are equipped to cater to these children's educational needs. However in Sumperk, all except 2 either agree or strongly agree to this statement, the one teacher indicated as disagree and the other did not respond at all.

4.3.2 Parents: Questionnaires

24 parents from city of Sumperk and Rakovnik had participated in the study. Most of these parents have their children attending the two special schools where the teacher samples were collected. In Sumperk, 7 of 10 the parents who participated had their children attending the Specialni Skola Pomnenka ops in Sumperk and 10 out of 14 parents who participated in Rakovnik has a child attending Zakladni a Materska Skola Specialni Rakovnik. The table above shows the summary of the personal and family background of the parents who participated in the study.

Personal Background of Parent Sample

Parents (n = 24)		**Rakovnik n = 14**	**Sumperk n = 10**
**Gender*	Male	2	4
	Female	11	6
**Age*	*< 26*	0	0
	26 - 35	1	1
	36 - 45	10	6
	> 45	2	3
Educational Qualifications			
	Primary	5	0
	Secondary	6	6
	Degree & above	2	4
	Other	1	0
**Occupation*	Housewife	3	2
	Others	11	8
Number of Children in the Family			
	1 -2	13	6
	3- 4	1	4
	> 4	0	0
Type of Household	Two Parents	10	5
	Divorced	2	4
	Single Parent	2	1
	Other	0	0
Sex of Child	Male	9	7
	Female	5	3
Any Other Child with a Disability			
	Yes	0	0
	No	14	10

Table 3 * *to indicate one participant had not indicated a response*

From table 3, although there are about equal number of participants from both cities, there is more participation from fathers in Sumperk than in Rakovnik. 40 % of the participants in Sumperk are fathers compared to 78.6 % of the participants are mothers in Rakovnik. This could be due to the distribution pattern of the questionnaires. In Rakovnik, questionnaires were given to parents who pick or send their children to school. Thus resulting in higher number of participants especially among mothers. The

questionnaires were distributed to parents during a parents meeting cum dinner in Sumperk. Thus allowing more fathers to participate in the study.

As parents, the majority age profile falls between 36 to 45 years in both cities. 71.4 % in Rakovnik and 60 % in Sumperk. There were no parents in the study that belong to the age category of below 26. There were 14.3 % and 30 % of the parents in Rakovnik and Sumperk respectively were age above 45 years old. It is interesting to note that all 5 parents who participated in this study age above 45 years are mothers had secondary or tertiary education. The parents in Sumperk has higher educational qualifications and are either had secondary or tertiary education. The educational qualification of the parents in Rakovnik is fairly more diverse, the majority having either primary or secondary education, 5 and 6 parents respectively. About 20 % of parents in both cities are housewives and the other 80 % with the majority employed in the various sectors such as schools, technical, engineering and customer service. Almost 93 % of the respondents in Rakovnik have 1-2 children and 60 % in Sumperk. There were no respondents who had more than 4 children.

All the respondents indicated that they did not have any other child who is with a disability and the majority belongs to a two parent household unit. In Rakovnik this is 71.4 % and in Sumperk 50 % of the respondents. About 4 and 5 parents in Rakovnik and Sumperk who indicated that they are divorced or belonging to a single parent household. None of them indicated that they are foster or adoptive parents of the intellectually disabled children. Consistent with past researches and study, it is found that the majority of the respondents indicate that they have sons with intellectual disability. The ratio between boys and girls in the frequency of intellectual disability is quite consistent in both cities. There are 9 boys to 5 girls in Rakovnik and 7 boys to 3 girls in Sumperk. Parents who participated in this study have children with chronological age from 9 to 18 years of age.

Parents Attitudes Towards Their Intellectually Disabled Children

Similar set of 10 questions were also asked under this section to elicit responses from parents with regards to their attitudes towards their children with intellectual disability. What is revealing is that 4 parents had not responded to this section of the questionnaire. There are 2 parents from each city. Generally, parents also agree or strongly agree that children with intellectual disability are able to learn but there is diversity in their opinion about their ability to do simple reading, writing and simple mathematics. This is especially prevalent in parents from Rakovnik. Most parents in Rakovnik agree or strongly agree that their children has same needs and emotions as well as entitled to human rights as other typical children. 4 parents either disagree or strongly disagree to this statement. In Sumperk, all parents indicated the same responses with the majority of parents in Rakovnik. There is a diverse response from parents when asked for their responses on employment, decision-making skills and independence for example in areas of self-help skills. In Sumperk, all parents except 1 either agree or strongly agree that their children are able to do self –help skills independently. Except 2 parents who disagree all other parents either agree or strongly agree that their children can obtain an employment with support from the school in Sumperk. 1 and 2 parents strongly disagree and disagree when asked their opinion whether their child can function independently in the community. The other parents in Sumperk either agree or strongly agree to this statement. However parents in Rakovnik, 6 of them agree that their children are able to be independent is self-help skill, with the other disagree or strongly disagree. On obtaining employment, parents in Rakovnik either agree or disagree to this statement even with the support from the schoo. All parents agree except for 3 parents who disagree that their child with intellectual disability can function independently in the community.

Parents Attitude Towards Inclusive Education of Their Intellectually Disabled Children

All parents except 2 did fully indicate their responses in this section. The same 12 questions are found in the questionnaire for teachers. Similar to the responses of some of the teachers, 1 and 3 parents from Sumperk and Rakovnik, did not indicate a response when asked about the suitable physical placement for their children. The rest of the

parents gave diverse responses. Parents in Sumperk with exception of 3 parents either disagree or strongly disagree that special schools should not exist. This is similar to the responses from parents in Rakovnik with the exception of 1. Parents in Rakovnik with the exception of 2 parents either disagree or strongly disagree with the statement that all intellectually disabled children should be in mainstream schools. This corresponded to the responses by parents in Sumperk with the exception of 2 parents. All parents in Rakovnik and 7 parents from Sumperk either agree or strongly agree that special schools are equipped in meeting the educational needs of their children. All parents in Rakovnik either disagree or strongly disagree that mainstream school are not equipped to cater to the educational needs of their children. In Sumperk, 2 out of the 10 parents strongly agree that mainstream schools are equipped to meet the educational needs of their child. The other either disagree or strongly disagree to the same statement.,

4.4 Semi- structured Interviews

Semi – structured interviews were conducted with teachers in the special school in Rakovnik and parents of the intellectually disabled children attending this school. The semi-structured interviews were done over one day with the assistance of the special educator specialist who introduced the researcher to the interviewees and to elicit the approval from teachers and parents for the interview and a translator to assist with asking questions and interpreting and translating the responses. Researcher recorded the responses immediately. 2 special teachers and 2 parents were the convenience sample of this semi-structured interview. All questions were asked in a similar fashion and order. All responses were recorded immediately. Clarifications were sought at the point of interview when necessary. Researcher had explained the purpose of the interviews and had assured that the information derived will be used for the sole purpose of the study and confidentiality will be maintained at all times before starting the interview proper. Due to lack of time, participants for the interview were selected from Rakovnik.

4.4.1 Teachers Interviews

The two teachers interviewed were female teachers but had very different personal profile. Teacher 1 is the more experienced teacher of the two and had been working for

more than 5 years. She teaches a smaller group of children with high support needs and had been trained as a special educator. She has had experience working with another special school.

Teacher 2 is an inexperienced teacher. She has been with the school for 1 year and is assisting another teacher in a class of 10 children with mild intellectual disability or children with low support needs. She has intention teaching in a mainstream school and will be doing so in the following semester. The profile of the two teachers was necessary to help further understand the responses that were given during the interview. As the interview is meant to support the validity and reliability of the data derived from the questionnaire, the questions asked were divided into two sections, one to elicit answers for an understanding on attitudes of teachers towards intellectually disabled children and the other is their attitudes towards inclusive education for these children. The questions of the interview are selected and rephrased from the questions from the questionnaires.

From the table 4 in the appendix, we can conclude that irrespective of their years of experience working with children with intellectual disability, both teachers felt that their students are able to learn but little progress will be made or that they will reach a state of saturation where no new learning will take place. This is evident by their statements "they can learn but the progress is slow. The progress is very little" and "Development is stagnant". Even the teacher who is responsible for the low support needs children believed that the learning ability of children with intellectual disability is fairly limited due to their cognitive capabilities. They seem to view learning as equivalent to academic achievement and attainment.

When the teachers were asked about their ability to make choices, the response given by the 2 teachers varied a little. Teacher 1 who has been working with autistic and children with very high support needs interpreted decision making as the children's ability to decide what they should and be allowed to do on a daily basis. There is little emphasis on their ability to make decision on matters that will affect them in the long run. Teacher 2 on the other hand interprets decision making as the children's ability to decide what they

want to do in the future in the area of personal attainment. However she believes that her students make unrealistic decisions by wanting to attain driving license and attending the university. Even when the teachers were asked about their aspirations for their students, Teacher 1 is convinced that her students will never be able to hold or attain any jobs because of their short attention span and the inability to complete repeated work.

When asked to describe the good qualities of the students that they are teaching, both teachers indicated their students' spontaneity and ability to speak what is on their mind as the best two qualities. Teacher 1 further explains that her students are kind and do not have bad intentions even when they behave badly. Teacher 2 explains that although speaking their mind without regard for others is acceptable if done only within the special school as she believes that society will not be able to accept their spontaneity and openness.

When asked about 'inclusion', both teachers understand the term in the narrow terms and interpret it as including children with disability into the community and see them as promoting this by bringing their students out into the community as part of the school programme. However, they are aware of the society's reaction and attitudes towards their students. Sometimes they express their discomfort when their students misbehave and the member of the public stares at them. They often feel embarrassed and find ways to keep the children to behave well in public for example teacher 1 will provide sweets to a student who likes to run away. Even teacher 2 explains that they take their students with low support needs out to do shopping and believes that they are able to do this and she exclaims that they often get stares from the members of the public.

Teacher1 believes that her students will not be able to function in a regular mainstream classroom as they might distract the other students as they have a short attention span. She believes that the only way of including them will be placing them in a special classroom in the mainstream school and to participate in some lessons with other mainstream students such as art & craft, music and gymnasium. She believes that inclusion of students with intellectually disability should be done slowly and to allow for

the community and the students to be ready for it. Although, Teacher 2 believes that her students with low support needs are able to "join some of the lessons but not to integrate. Join for only certain subjects that do not use intellect so much".

4.4.2 Parents Interviews

Two parents, a mother of a high support needs intellectually disabled boy and a father of a low support needs girl from the special school in Rakovnik, agreed to be interviewed. The parents were interviewed separately with the help of an interpreter. The same set of questions used for the semi-structured interviews for teachers were also employed here. All questions were asked in a similar sequence. The responses were noted down immediately during the sessions with the help of the interpreter. The researcher explained the purpose of the study and ensures that the information derived to be used for the sole purpose of the study and that confidentiality will be maintained at all times.

In order to understand the stress level of the parents in caring for their intellectually disabled child, the first few questions were an attempt to understand the difficulties that parents faced when caring for their child. In both situations, mothers are the main caregivers of these students who would send as well as fetch their children to school. However, with the mother that was interviewed, she confirms it has been hard looking after her son because he has epileptic fits and needs her constant supervision. She confirms that she has no other support in looking after him. Although the father of the other intellectual disabled girl do not usually fetches her daughter from school as he works, he supports the wife by doing this when he is not working. He also spends time with his daughter and keeps her entertain by buying her art and craft materials and a puppy to care for. When they were asked to describe their child with intellectual disability, the mother describes her son as "not have a lot of ability in doing things for himself. He is able to learn a few things for example now he can clap his hands." She has very little expectation on her child's ability to learn. On the other hand the father describes her daughter as being, "quiet and very introverted. She is totally different from

his 18-year old son." There is recognition that his daughter is different and has different needs compared to his son.

When both parents were asked on their child's ability to learn, make decisions and to describe their child's best quality, the mother did not respond to the first question and added that her son is "able to learn something and I am able to see some progress. A few weeks ago he can bite an apple." However the father responded differently and he acknowledges her daughters ability to learn "but not a lot" and that "it takes her time to learn" under supervision. Although he recognizes her learning ability, he does not think that she is able to make her own decision and leaves all the decision making to the mother. But he recognizes her interests and talents. He acknowledges that she is independent and loves drawing, doing art and singing.

When asked about their future aspiration for their children, the mother responded negatively that she "do not want to think too much" and "unable to see the future." Whereas the father thought that her daughter could be a gardener because she loves growing flowers. However, he has not thought about her being employed elsewhere.

Both parents acknowledged that both their children are different from other children. The mother thinks that her son is totally different from his peers as he has an undeveloped brain and would not be able to learn much. She also thinks that everything has to be done for him. The father also finds that her daughter is different from other children even her son does not speak to her daughter. He also notices that people can see that her daughter is different and tries to ignore their stares. He also confirms that the family and her daughter do not have many friends because of this difference.

When asked about 'inclusion' or 'integration', the mother responded that she had not heard about it until she had a child with a disability. On the other hand the father admits he has heard about 'inclusion' but does not believe it works. He cannot imagine "seeing her in a mainstream school" as there is "lots of bully" and he is afraid she might "get hurt" or when "others tease her." Both parents agree that the best educational placement for their children with intellectual disability is a special school. The mother explains that

even with support, her son will not understand "anything" and it "would not make sense for him." She explained that, special school is better for him. The school provides everything he needs. The school is good for him."

4.5 Discussion (Formal and Informal with Teachers, Parents, Self- advocates and Stakeholders)

4.5.1 Sumperk

During our visit to the city of Sumperk we were privileged to not only visit schools but also had an opportunity to discuss issues on inclusive education and practices with parents, stakeholders, principals and head of centers, teachers in mainstream schools and the Vice Mayor of Sumperk. The discussion with parents revealed that although they wanted to include their children into the community, they were unsure about how they can do this. When they were asked to participate in the questionnaire on their attitudes towards their child with intellectual disability and inclusive education for them, they began to discuss about these issues among them. They even raised some of the questions posed in the questionnaire as a topic of discussion. The questionnaire created a sense of awareness among the parents about the abilities of their children as well as the need to change in terms of perceiving what constitutes inclusive practices for their children. This reflects the lack of understanding what is "inclusion" and realized that as parents they had different expectation and understanding.

The discussion at the Municipality with the Vice Mayor reflects the commitment of the local government in supporting inclusive practices in mainstream schools. However upon further discussions with the teachers and Principals of the various schools, although there were general acceptance of the benefit of inclusive practices and education, there are still areas that can be improved upon such as increasing support in classrooms such as man power and teaching resources, removing physical barriers in schools and reducing the number of students in each class.

4.5.2 Basic Schools (Zakladni Skola) with Inclusive Practices in Prague

Although the researcher had not the opportunity to visit special schools in Prague for children with intellectual disability, I had the opportunity to visit basic schools with inclusive classes. Based on the discussions with the Principals and teachers of these schools, I had the opportunity to understand the actual inclusive practices. In the schools I had visited, the inclusive practices were successful due to the support received from the Principals and the commitment of a few individuals in these schools. One of the Principal commented that she had started the inclusive class by "accident" when one of her students was made disabled after an automobile accident. Ever since she had not turn down any requests from parents who would like to place their children with disabilities in her school. She also had respected the wishes of parents who had refused to place their children into special schools even though they were not coping in the mainstream classes and not diagnosed.

Another basic school felt that they could do well in including children with disabilities in their classrooms because of the flexible curriculum based on themes and assessment system. The school adopts a relaxed attitude towards student's discipline and allowing students to decide the outcome of their learning based on their abilities and needs.

Pupil-centred teaching style had been adopted by another school and had been successful in adopting inclusive classes. The school understands that different disabled children have different abilities and caters to them individually. There are also supplementary as well as special classes for these students in the area that they excel such as extra computer or lab work which would enhance their learning due to the interactive method of learning.

CHAPTER 5
DISCUSSION/ EVALUATION

5.1 Introduction

In the previous chapter a detailed analysis of the data obtained through the different methods of inquiry was surfaced. The massive data and information received will not be

of any importance if not discussed or evaluated further in terms of its implications on the study.

In this chapter I will be evaluating and discussing the data derived from this study based on the problem statement of the research. In this chapter I will determine whether the data collected would shed some light in indicating the attitudes of teachers in special schools and parents of children with intellectual disability towards them and also the attitudes of the teachers and parents towards the inclusive education of these children. In making sense of the data and information, gender, age, educational qualifications and the severity of the intellectual disability will be discussed in reference to the data collected from teachers and parents. In the case of the parents, the type of household, occupation and the number of children in their family were also used to determine and understand the data.

As this is a qualitative research, the data received from the different methods of inquiry will not be discussed separately. The information received through the various methods will be used to confirm and support the holistic understanding of the attitudes of teachers and parents. The data and information obtained will not be used to contradict the findings in each method of inquiry rather will be used to develop a deeper and better understanding of the data collected through the questionnaire. The information from the qualitative method of inquiry will be used to make sense and develop the understanding of the data collected from the questionnaire.

5.2 Attitudes Towards Children with Intellectual Disability

5.2.1 Teachers

Gender

As mentioned in the previous chapter, gender of the teachers could not be used to understand the data as the numbers of male teachers in this sample is very small. There were only 1 out of the 15 respondents is a male teacher. Furthermore since a male teacher was not available for the interview, there is no credible evidence to support that there are differences in the attitudes of teachers towards children with intellectual disability and the

gender of the teachers. There are previous study conducted to show that female teachers had greater tolerance level for integration than male teachers. In particular, it has been reported that women display more positive attitudes toward people with disabilities than do men (Yuker & Block, 1986 cited in Yazbeck et al 2004). (Avramidis et al, 2002) however, due to the small sample size and inadequate representation of male teachers in this study, it is impossible to make any conclusive statements about the attitudes of teachers based on their gender.

Age

Previous research had shown that age is a factor in affecting the attitudes of the teachers towards the children with disability. Age here can be defined as the age of the teachers.

The data collected revealed that there were more teachers in Rakovnik who belong to the younger age-range of 26 to 35 years old than teachers in Sumperk. However, the data from the questionnaire did not support the claim that older individuals have a tendency to have more negative attitudes towards children with intellectual disabilities as suggested in previous study. On the contrary, the data from this study shows that teachers from Sumperk whom the majority belong to the age group 36 and above, have more positive attitudes towards children with intellectual disability. They either agree or strong agree to the statements that these children are able to learn, have similar needs as other typical children and that they are able to function independently. The 2 younger teachers in Sumperk, on the other hand had shown to have more negative attitudes towards the ability of these students to function independently and that they have similar needs with other typical children. The teachers in Rakovnik, whose 77.8 % are age between 26 to 35 years, showed more negative attitudes towards the abilities of intellectually disabled children especially in their ability to obtain a job, making their own decisions and the ability to function independently in the community. This is supported by the semi-structured interviews conducted on teachers in Rakovnik. Both teachers who belong to the 26 to 35 years age group seem to have a limited view on the abilities of these children to function independently and their capacity to learn.

Almost all teachers irrespective of their age were negative about the ability of these children to function independently in the community. To some extent, the study showed that teachers who are aged below 45 years old had more tendencies to disagree to the statement about these children abilities. Among the teachers in Rakovnik, a teacher age 26 to 35 years showed the most negative attitude towards the cognitive abilities of the children and their ability to function independently with more than 6 out of 10 statements which she disagreed in this section. Although, it can be argued that the sample is rather small to make any conclusive statement, there is a tendency that older teachers may not have negative attitudes towards children with disability as shown by previous study. This could be due to the fact that older teachers meant that they have had more experience working with more children with disabilities and understand their abilities and needs better. The previous study focused more on the age of mainstream teachers or the wider community.

Educational Qualifications

In the previous chapter on data analysis, reasons were provided for the non-response of some teachers on their educational qualifications. The possible reasons could be that they do not have educational qualifications that are reflected in the questionnaire. They may have secondary education or lower. It could also be concluded that these teachers may still be undergoing training or are teacher assistance in the classrooms who do not have to fulfill a basic educational requirement to teach in the special schools.

Previous researchers have shown that the level of education will have an impact on the attitudes towards children with disability. Studies have shown that teachers with higher educational qualifications and more specialized training would have more positive attitudes towards these children because the components of teacher education in recent years in the Czech Republic will include a topic on special education and disability. Furthermore, teachers were more accepting of people with disability if they had more understanding and information about them. Previous studies had shown that teacher's lack of knowledge and understanding about disability makes them adopt negative attitudes. Research has shown that lack of knowledge of the children with disabilities had

resulted in the teachers' negative attitudes towards their inclusion in mainstream schools. (Holloway et al, 1980, cited in http://ericdigests.org/pre-927/teacher.htm, Disability Services Queensland, 2000 cited in Gilmore et al, 2003)

In this study, the data supports other previous study to a certain extent. Teachers with who indicated no responses or bachelors degree as their educational qualification, rated more negatively towards the abilities of the children with intellectual disabilities. In Rakovnik, the 2 teachers who responded with 4 and more strongly disagree were teachers who did not indicate their educational qualifications. The teacher sample in Sumperk revealed that the 1 teacher with a bachelor's degree rated negatively to 4 out of the 10 questions. Although it can be argued that this is not conclusive and that other factors could be the determinant for their responses, to some extent there are data to suggest lower educational qualifications leads to more negative attitudes of teachers.

The interviews did not really support this notion as the educational qualifications of the teachers interviewed were not fully established.

Although research has shown that by attending special training, the teachers are more accepting towards children with disability, there is nothing conclusive can be derived from this study. The 1 teacher in Rakovnik who had responded with 5 or more negative ratings did not attend any special training but other teachers in Rakovnik who had no specialized training did not reflect the same ratings. The 1 teacher in Sumperk who had scored the highest number of negative responses in this section had attended a specialized training. It could be concluded that other factors such the severity of the condition of the children in their class and number of teaching experience may be a contributing factor to shape their attitudes. The interviews of the teachers could not be used to support this argument.

Severity of the Intellectual Disability

Studies have shown that the severity of the disability has an impact on the level of acceptance of teachers of these children. Some studies had revealed that teachers in mainstream schools are open and accepting towards children with physical or sensory

impairment than behavioural and intellectual impairment as the teachers find that they do not have to make a lot of adjustments to their teaching to accommodate the students with less "problems.". However various studies showed that some teachers are more open to children with intellectual disability than physical or sensory impairment. (Alexander and Strain, 1978, Hannah and Pliner, 1983 cited in http://ericdigests.org/pre-927/teacher.htm, Forlin, 1995, Ward et al, 1994, Clough et al, 1991 cited in Avramidis, 2002) But there are study that shows preference for children with moderate learning difficulties and with severe emotional and behaviour problems instead of sensory impaired students. (Salvia et al, Jamieson, 1984 cited in Avramidis 2002

Although the questionnaire did not directly asked for the severity of the students they are teaching for ethical reasons and to prevent biasness of the study. However the number of students that they have reflected in their class and the age range will reveal the severity of the students. During the visits to the school, it was confirmed that classes with children with more severe intellectual disabilities and require higher support needs has 5 to 6 students in their class. Furthermore these students are placed together in a class based on their chronological age. It can be concluded that classes with wider age range will have students with severe intellectual disabilities and require higher support needs. This is also confirmed by the interviews conducted on the teachers.

The teacher from Sumperk who had rated more negative responses, is teaching a class with the widest age range from 7 to 19 years and has 6 students in the class. Although other teachers who do not reflect the same negative responses are teaching in smaller class size the age range of their students are much lower. The similar situation can be seen in Rakovnik too. The teacher who teaches the widest range of students from 8 to 18 years and to a group of 6 students reflected most negative responses. This is confirmed by the interviews. Teacher 1 who teaches children with autism and with high support needs working in a class of 6 students, answered less positively to the capabilities of her children to learn, obtain employment and through her description of their experiences outside school reveal her discomfort and their inability to cope by conforming in term of

behaviour in the community. This lead us to conclude due to their negative responses these teachers will also have lower expectations of their children's learning.

Teaching Experience

Two types of teaching experiences had been derived through the study, both special and mainstream schools. This is done to help in creating more understanding of the types and years of teaching experience and how they impact these teacher's attitudes. Studies have shown that teachers who had more experience are less likely to be accepting and have less positive attitudes towards children with disability. Furthermore Leyser et al (1994) had also found that structured and positive contact with children with disabilities results in positive attitudes towards the children with disability and their integration. (Avramidis et al, 2002). Thus teachers who had prior contacts with children with intellectual disability, could be concluded to have a positive attitudes towards these children.

In Rakovnik, teachers with 5 to 9 years of experience in special schools and with no teaching experience in mainstream schools rated more negatively to the statements in this section. The 3 teachers who although had the same number of years or lower in teaching in the special school and who had experienced teaching in a mainstream school had rated less negatively. In Sumperk, the number of teaching experience in special or mainstream school had no direct bearing on their responses. For example, a teacher who had less than 5 years of working experience in special school and more than 10 years of experience in mainstream school, had rated most positively to the statements. In Sumperk, it seems to reflect teachers with fewer years of experience with no or little experience in mainstream schools rated more negatively. Thus we can conclude that teachers who had experiences in both mainstream and special schools had more positive attitudes towards these children rather than teachers with only special school experience.

The interviews of teachers did not reflect much difference in the way that the experienced and least experienced teacher perceives their student's ability. In fact, the teacher with

least experience seem to reflect their students ability to learn as "stagnant" and unable to make sound decisions about their future even though she is teaching the more able group.

Although the questionnaire requested information on teacher's prior contact to children with disabilities before their teaching placement in special schools, there seem to be very little correlation between prior experience and the rating given. The teachers who rated most negatively from Rakovnik and Sumperk had prior experience or contact with children with disabilities. This could support the study that the types of contact will have more effect on attitudes rather than just contacts prior to the teaching placement. Studies by.... had shown that prior, positive and consistent contact had more positive impact on teachers attitudes towards children with disabilities.

5.2.2 Parents
Gender

The difference in gender in this study denotes that they are either mothers or fathers to these children with intellectual disability. None of the respondents indicated that they were adopted or foster parents. Since the number of fathers participating in this study is 25 % of the total parent participants it is important to discuss the gender differences and its impact on their attitudes towards their children with intellectual disability. Although previous study on gender shows differentiation in the way males versus females perceive children with intellectual disabilities, in this study the data provides to some extent this differentiation. As mentioned earlier, male teachers are less open towards children with disabilities than female teachers, however, it is shown here that fathers have a tendency to avoid responding to whole section in this questionnaire. There are 2 fathers from Sumperk who had not indicated any responses on statements about their children with disability. This could be that they are unable to respond effectively for their lack of involvement with their children. It is important to note that both theses fathers are within the age group of 36 to 45 years and are in 2-parent household with secondary education. It could be suggested that their work would take them away from spending time and knowing their child. However this is not supported by the interview with the father in

Rakovnik, who showed his involvement with his child even though he was busy at work or busy painting his new house.

With the exception mentioned above, generally parents both mothers and fathers are positive about their child's ability to learn, function independently in self-help skills and to some extent are positive towards their child's ability to function independently in the community and can obtain employment if supported by the school. However, it can be noted that a few mothers had rated disagreement in the statements about child's ability to obtain employment with support from school, their ability to make decisions and their ability to function independently. 9 out of the 18 mothers rated negatively towards at least one of these statements. Although two fathers had reflected similar responses, it could be concluded that the mothers being the main caregivers of these children has a tendency to understand the ability of their child or they have neutral views. This could be the case with the situation with the two fathers. They had both comprehensively rated positively to all aspects of their child in this section and may have better knowledge of their child's ability compared to the other two fathers who did not respond at all. So it can be concluded that there are gender differences in attitudes towards children with intellectual disabilities because mothers as main caregivers understand the children better and provide a more realistic expectation of the child. This is reinforced by the interview conducted with mother from Rakovnik who as the main caregiver understands the ability and needs of her son well. So the ratings by mothers do not reflect a negative attitude but a more realistic expectation of their child.

From the data collected no conclusive statements could be made about the sex of the child and the parents rating of their abilities. All parents irrespective of their gender or the gender of their children, rated more positively about their children's ability to learn, ability to function independently and make decisions.

Age

Age here reflects the age of the parents and also the age of their children. It is noted that all parents who participated have children age 9 and above. Almost all parents from

Sumperk have children in their teens with the majority within the 17 to 18 years age group.

The data reveals that the parents age does not affect their attitudes towards their child, although two parents age above 45 years had indicated more negatively to statements about their child's ability to make decisions, function independently and obtaining a job. However, there could be other factors like being the mothers in single or divorced household, the main caregivers of these children have realistic expectations of their children. Although parents in Rakovnik had children within the various age group, there could be no conclusive link between the age of their child and the way parents perceive their abilities to learn. Even the two interviews of parents could not conclusive assist us in making this conclusion because they both had not reflected the age of their child as a criterion for their perception of their abilities.

Educational Qualifications

50 % of the parents who responded reflected their educational qualification at secondary level with another 25 % at primary and tertiary and above respectively. From this study nothing conclusive can be made to support about the relationship between parents educational qualifications and the attitudes towards their child's learning abilities. Although the majority of parents who are with secondary education did not rate positively to statements about their child's ability to function independently in self-help skills, this is not consistent with all parents within that educational background. Parents with tertiary education and above do not reflect a more open attitude towards their child's ability rather is fairly similar in their response with other parents.

Severity of the Intellectual Disability

In past researches the severity of the intellectual disability had been a factor to impact the attitudes of parents towards their child's ability to learn. Although all parents rate positively in the questionnaire, the parents who were interviewed revealed that the mother with a child with severe intellectual disabilities had lower expectation of the child's learning ability and success for her is when child is able to clap his hands or bite

an apple. Whereas the father who had a less severe intellectual disability child, reflected a more positive attitude and had better expectations of child's learning ability. However both parents do not agree that their children could make sound decisions or be able to function independently as the mother recognizes the son's dependency on her for daily functional activities and the father's respond that his wife makes all the decisions for the child. When asked about employment, the mother's response was procrastination and avoidance whereas the father looked at the prospect in amore protective way, more in terms of providing the daughter with activities rather than obtaining a gainful employment. Study by Westling (1997) in the US of parents with disabilities supports this notion that they were concern about immediacy to address the present needs of the child and less direct wit things that affect the child in the future. The study also supports that parents of children with more severe disabilities are more concern about the addressing their child's immediate needs and finding effective services for them.

Other factors

Other factors such as occupation, the type of household and the number of children in the family could be factors of discussion in shaping the parents attitudes. Although in Sumperk, parents who are either divorced or single rated negatively on the decision-making abilities of their child and their ability to function independently in the community. There is no conclusive evidence from the data from the questionnaire to support this for parents in Rakovnik. Although, during the interview, the father revealed he is in a typical 2-parent household, his attitude towards the child is no different from any other parents in the study.

Since the number of housewives is not so great, the study is unable to make any conclusions about parent's occupation and their attitudes. There are also no mark differences in parent's attitudes towards their children abilities whether these parents had 1-2 or 3-4 children.

5.2.3 Comparisons: Teacher and Parents

It is generally observed that both special education teachers and parent of these students rated positively to their children's learning abilities and capabilities however the special education teachers tend to rate more often between agree and disagree. Parents tend to indicate ratings between agree and strongly agree. Although some parents and teachers reflect disagreement over child's ability to function independently in the community, ability to make decisions and ability to obtain an employment, there are more teachers than parents who rated negatively. In fact 11 out of 15 teachers disagree or strongly disagree to these children's ability to function independently in the community compared to 7 out of 24 parents.

It is observed that parents who work in schools and who are mothers tend to rate the same disagreement with teachers. This could be a reflection that the mindset of teachers in any school or the fact that mothers being the main caregivers have more contact with teachers and are therefore influenced by the teacher's perception of their children. Teachers tend to rate negatively on other aspects like child's needs and emotion are the same as other typical child and that they are entitled to human rights like any other person. More teachers also rated more negatively.

However the interviews by parents and teachers shows that the father had more positive attitude towards his daughter's learning abilities compared to teacher 2 who is the class teacher of less severe students. However, both parents and teachers agreed that their students are unable to make sound decisions are different from other children and unable to get gainful employment.

Although, past research had reported that older people had more negative attitudes than younger people in regards to individuals with intellectual disabilities because older people having grown up in the era of long-stay hospitals in which people with intellectual disabilities were placed and were less visible in the community. (Yazbeck et al, 2004) However, this is finding is not conclusive in this study.

(Graph 1A to 6A in the appendix will show the comparative rating of 6 questions between teachers and parents from this section.)

5.3 Attitudes Towards Inclusive Education
5.3.1 Teachers
Gender

As mentioned in the previous chapter, gender of the teachers could not be used to understand the data as the numbers of male teachers in this sample is very small. There were only 1 out of the 15 respondents was a male teacher. Furthermore since a male teacher was not available for the interview, there is no credible evidence to support that there are differences in the attitudes of teachers towards the inclusive education of children with intellectual disability and the gender of the teachers. Although previous study had shown that the attitudes of female teachers were more positive towards inclusive education of children with intellectual disability. Due to the small sample size and inadequate representation of male teachers in this study, it is impossible to make any conclusive statements about the attitudes of teachers based on their gender.

Age

Tak-fai Lau & Cheung,(1999 cited in Yazbeck et al, 2004) argues that attitudes giving rise to discrimination against people with disabilities have been noted as less prevalent among younger people than older people. However in this study, the age of the teachers did not have any bearing on the rating given on the 12 statements on inclusive education. All the teachers in Rakovnik, irrespective of age rated negatively to the non-existence of special school and that mainstream schools are equipped to cater to the educational needs of intellectually disabled children. They also rated positively to the statement that special schools are equipped to cater to the students learning. Age is also not a criterion in shaping attitudes of teachers in Sumperk. Just like in Rakovnik, teachers here with the exception of 1, rated negatively to closing of all special schools and all teachers agree that mainstream schools are not equipped to support learning of their students. However 1 teacher age below 26, indicated that both mainstream and special schools are not equipped in meeting the needs of intellectually disabled children. 5 of the teachers

irrespective of age in Sumperk, rated negatively to the placement of all children with intellectual disability in mainstream schools.

Even the interviews of teachers did not support that younger teachers are more positive towards inclusion and inclusive education. Both teachers reflected the inability for their students to be in the same class as other students and that common learning with other typical students could take place during lessons that do not require much "thinking.".

Educational Qualifications

Leroy and Simpson cited in Avramidis et al 2002) Gilmore et al, (2003) had shown that teachers with higher levels of education (tertiary or postgraduate qualifications) had more positive views about inclusion.

If educational qualifications had some bearing in shaping attitudes towards children with intellectual disability, this study had shown that there is no direct implication on the educational level of the teachers and how they view inclusive education for these students. They all showed some consistencies in rating certain statements, which would lead to the conclusion that other factors maybe determining or shaping their attitudes. Generally teachers from Sumperk and Rakovnik irrespective of educational qualifications rated negatively to the physical placement of children with intellectual disability. The responses received were so diverse that a conclusion could not be made. Even teachers with both mainstream and special school teaching experiences, did not show any deviation from the rating of the norm in this study. However, it could be observed that teachers in Sumperk are more open to the placement of these students in special classes in mainstream schools and for them to participate in some lessons with other typical students. This view is supported by the teacher's interview in Rakovnik and unsubstantiated by the data received through the questionnaire by the teachers in Rakovnik.

Severity of the Intellectual Disability

Although the teacher in Sumperk who has students with more severe intellectual disability, had more than 8 negative responses to statements in this section, we are unable to make a conclusive statement about the severity of the disability impacting the views of inclusive education for these children. Although, teachers in Rakovnik who have smaller classes rated more negatively in this section, the data also revealed a teacher with 10 students having a similar rating. However, it is observed the ratings given by the teachers with 10 students reflected a less adverse reaction towards inclusive education. Although, she disagrees to 8 statements and agrees to 4, shows that her reaction may not be so adverse and if given a similar questionnaire in the future, her ratings may change for more agreement than disagreement.

Years of Teaching Experience

In this study nothing conclusive can be derived from looking at the years of teaching experience with the rating of teachers. It is only observed that 1 teacher in Sumperk who had more than 15 years of working experience in the special school with no teaching experience in mainstream schools, had not responded to some of the questions in this section. This could mean her lack of knowledge on that topic and the inability to rate the statement. 1 teacher in Rakovnik who had less than 5 years of working experience in special and mainstream school, showed the positive number of positive responses and that the responses she gave were in either extreme, strongly agree or disagree. This may reflect that her dual experience however short had some impact in her scoring of the rating. This could be due to more awareness about the situation in the mainstream schools and thus allowing her the ability to assess the possibility of inclusion for these children. This is contrary to other previous researches that found younger teachers and those with fewer years of experience have been found to support integration. Forlin (1995) discovered the more experienced the teacher the least accepting is she/ he towards integration. (Avramiids et al, 2002, Douglas & Hattie, 1996, cited in Gilmore et al et al, 2003)). Leyser et al, (1994) found that teachers with 14 years or less teaching experience had higher positive score in their attitude towards integration than those more than 14

years. Evidence is also shown that teacher's negative and neutral attitudes towards inclusion changed after prolonged contact over a period of time.

In this section, prior experience or contact with children with disabilities has no impact on teacher's rating. The teacher's interview did not reflect or support the study that teachers with less experience are more positive towards inclusive education.

5.3.2 Parents
Gender

Although it was discussed earlier the impact of gender of parents on their attitudes towards their child learning abilities, may not be the main criterion for shaping parents attitudes towards inclusive education. All parents irrespective of gender in Rakovnik, rated positively to statement that special schools are equipped to meet the educational needs of the children rather than mainstream schools. They also do not agree in placing their children in mainstream school. They also disagree that special school should not exist. However, although this is similar to the majority of parents in Sumperk, there are 2 mothers who rated differently. 2 mothers agree that their child should be placed in mainstream schools. 3 mothers also agree to the closing of all special schools. Whereas 2 mothers agree that mainstream schools are equipped to meet the educational needs of their child and 3 other mothers rated that the special schools are not equipped with the support to meet the educational needs. Although, gender is the main criterion here, it could not be ruled out that there could be other factors that may affect their rating. Such as, parents' dissatisfaction with the current special school in meeting their child's educational needs, and their higher educational background.

According to Scheepstra et al (1999), another possible reason in placing their intellectually disabled children in inclusive schools, for social integration and wanting to maintain contact with the neighbourhood and see this as part of a wider integration to the society for their offspring.

The gender of the child seems to have little bearing on parent's attitudes on inclusive education. The interviews from parents do not reveal that gender of parents or child had any bearing on their option for special schools for their children. Both parents interviewed showed their 'protectiveness' of their children and site concern for safety and relevance as the main criterion for placing them in special schools.

Age

Other researchers have found that younger parents of children with disabilities frequently are powerful advocates for their children's participation in mainstream education and social activities, whereas older parents tend to express more protective (restrictive) attitudes toward their adult sons and daughters (Markova & Jahoda, 1992 cited in Yazbeck et al, 2004). However there is no consistent evidence to show parents age has any bearing on their attitudes on inclusive education for their children. Although, it can be argued that younger parents tend to have higher educational qualifications, however it is not shown in this study.

Although research by Salvia and Munson (1986 cited in Yazbeck et al, 2004) showed that as children's age increased teachers attitude became less positive towards integration. There is no evidence to show that the child's age has any impact on the parent's attitude towards their child's inclusive education.

Educational Qualifications

There is evidence to show that the higher the qualification of parents especially among mothers in Sumperk suggest that they have a more positive attitude towards inclusive education of their children. 3 of the mothers with tertiary education agree with the closure of special schools. 2 of these mothers with one other mother also with tertiary education, disagrees that special schools are equipped in meeting the educational needs of their children. However there is no evidence among parents in Rakovnik. The interviews on parents did not reflect or support that the higher the educational qualifications of the parents, the more positive their attitudes towards inclusive education. There could be

other factor together with the educational qualification that may suggest why these parents are positive about placing their child in mainstream schools.

This evidence is supported by research conducted by Ludlow that parents with higher qualifications seek mainstream placements with or without intervention compared to less educated parents. The intervention about inclusive education and placement had influenced by these more educated group of parents. (Cunningham et al, 1998)

Severity of the Intellectual Disability

One questions in the questionnaire required parents to describe their child for the purpose of analyzing the severity of the intellectual disability of their children, however parents tend to describe their diagnosis without any other substantive description of their child's severity. Thus the study is not able to use this data to measure against parents rating. However the interviews from parents reflect that irrespective of the severity of the child's intellectual disability, parents are not prepared to placing their child in mainstream schools as they fear the child being bullied or teased in school. Mother of the boy with severe intellectual disability also confirms that special school is the best option for her child as it meets his educational needs and that her son would not understand anything that is taking place around him. This information also supports claims from previous research on parents with high support needs that parents placement of choice for their children is special school especially for those with severe disabilities as they do not regards it as a problem if their children do not get to mix with peers in the mainstream school. (Foreman, et al, 2002).

Both parents agree that special schools are equipped to meet the educational needs of their child and did not consider any other placement options.

Other factors

Occupation, types of household and the number of children in the family, There is no direct link between occupation of parents, parents marital status or the number of children in the family and their attitudes towards inclusive education of their children.

5.3.3 Comparisons: Teacher and Parents

It is observed that parents and teachers from Rakovnik, are against the closure of special school and rated negatively about placing these children in mainstream schools and feels that mainstream schools are not equipped to cater to the children's educational needs. They also concur with the teachers that special schools are the best educational placement for these children because they are best equipped with all the support. The interview from the parents and teachers in Rakovnik also reflected this. One explanation could be that the school in Rakovnik is new, very well equipped with modern facilities and provides all kinds of support for the child and parents that both data from questionnaire and interviews reflect the resistance towards inclusive education. The other explanation could be that both parents and teachers feel that the advantage of special schools or classes was the possibility of meeting peers with similar difficulties and needs as well building the self- esteem and a feeling of belonging as they could find someone they can relate to in the special setting. This finding by Flem et al (2000) is supported by the responses by the father during his interview.

Although parents and teachers in Sumperk varied in their attitudes, there seem to be such resistance about inclusive education. However, there were some teachers and parents in Sumperk who responded positively to placement of their child in mainstream schools and closure of special schools. As explained earlier in the essay, this could be due to the dissatisfaction about the support and services provided in the special school as most students attend the private special school in Sumperk. The current special school in Sumperk is located in an old building, has fewer modern equipment and facilities than the ones in Rakovnik may have affected the way some parents and teachers view on inclusive education. This is supported by Lim et al argument that the parents in Singapore prefer to

> place their children in special schools because the school is fully equipped in nice new building. (Lim et al, 2000)

Furthermore historically as there were no special schools in Sumperk, through parent's actions and efforts the private school was set up. This means that the parents in Sumperk

play a major role in shaping the educational placement and providing support for their children with disabilities. This may have resulted in parents in Sumperk having had more exposure to different educational placement for children with disabilities and therefore had better knowledge about inclusive education policies and practices.

The information received also revealed that parents and teachers favour children with intellectual disabilities to be placed in special schools. Even for those who can function independently, since the understanding of inclusive education is based on academic performance and abilities and assessment to diagnose children is based on the medical model, both parents and teachers recommend the placement of these children in special schools. It could be too that on one hand the majority of parents' valued inclusive placement, parents were concerned about class size, availability of therapeutic services, acceptance by other children, attitudes about the child's disability as well as teachers' level of training and experienced. (Hanson et al, 2001 cited in Pivik et al, 2002). This notion is greatly supported by the opinion surfaced by the father during the interview.

Another possible reason for teachers negative attitudes towards inclusive education could be that they do not have the actual experience of including children in mainstream schools. American study by Vaughn et al (1996 cited in Avramidis, 2002) on mainstream and special education teachers perceptions on inclusion revealed that majority of the teachers who cited negatively against inclusive practices are those who are not currently participating in inclusive practices. They cite class size, inadequate resources and lack of adequate teachers preparation as reasons for not supporting inclusive practices. Westling's (1997) quoted different researches in his paper to show that parents of children with disabilities still prefer segregated placement for their children citing the poor quality education in integrated settings. However he postulates that there were other studies that showed parents who have had actually experience in integrated settings are more willing to allow their child to remain in these setting as they feel more comfortable. This findings supports the study conducted by Vaughn et al that teachers who cite negatively towards inclusive education are teachers who had not had any actual experience in integrated classrooms.

Although the data reflect that mainstream may not be equipped to cater to their educational needs, response from the interviews reflect the parents and teachers are protective of these children. They believe that the society is not ready to accept them and that they view inclusion as a physical placement rather than a right of all children to equal education. This is contrary to the basis of the inclusive education policy that all children are equal. Although, the push for such a policy came from self-advocates, it does not portray or reflect the aspirations of all persons involved in the education and the provision of needs for these children. The understanding of what constitutes inclusive education for these students remains very narrow and confined to the physical placement rather than a right enjoyed equally by all children with intellectual disability to education and a place in the community.

(Graph 7A to 9A in the appendix shows the comparative rating between teachers and parents over 3 questions in this section.)

CHAPTER 6
CONCLUSION

6.1 Introduction

According to Gargiulo et al (1997 cited in Ainscow et al,1998), the economic and social transition in the region has had mixed implications for the education of children seen as having special needs. In the past, the educational provisions for children with disabilities are impacted by many economic factors and often the level of provision is compromised due to this. According to Gargiulo et al (1997 cited in Ainscow et al,1998) reduced national incomes prevented integration because of the unwillingness to incur the high set-up costs of training teachers and support staff, and of adapting building, thus affecting the quality of teaching and care provided in separate special schools.

In the past decade, the Czech Republic had been struggling to meet the needs set out in the "The National Plan of Measures to Reduce the Negative Impact of Disability" which was drawn up as a result of pressure groups composed of people with disabilities, their families and those who work with them. However according to Garguilo et al (1997 cited

in Ainscow et al,1998) although such actions are commendable, it will take time to bring about the changes of attitude that will be necessary in order to provide more inclusive education systems. (Garguilo, Cerna and Hilton 1997, cited in Ainscow et al,1998).

Currently, due to the infancy of the educational reform to include the education for all in the Czech Republic, a great number of children with intellectual disability are in segregated special school and very few will even be present in the special class units in the mainstream school. This is due to the long tradition of residential care and residential educational placement for persons with intellectual disability. Closs (1992 cited in Ainscow et al,1998 had also suggested in the case of the Czech Republic even where there are laws in place, opportunities are not fully optimized because of the attitudinal, knowledge and skill gaps that exist amongst those who should implement the legislation.

Thus the study of attitudes of special education teachers and parents towards children with intellectual disability will be highly crucial in understanding the attitudes held and help in taking the necessary steps to address these attitudes. The attitudes of special education teachers and parents are important because the majority of these children with intellectual disability are in the segregated mainstream school. It is hoped that if these attitudes towards children with intellectual disability were positive then attitudes towards inclusive education for them would be more open and positive too resulting in greater support towards inclusive practices..

6.2 Summary of Findings

In summary the study although limited by its size, had reflected a general attitude either consistent or contrary to past researches. It is contrary to past researches as focus were placed on the attitudes of teachers either in general of those in mainstreaming schools. It should be recognized that inclusive education impacts and affects not only parents and teachers differently but it affects teachers from special and mainstreaming schools differently too.

However, it could be argued that changes in attitude require time as teachers and parents are adjusting to the new educational policy and are grappling to make sense and understand this policy.

If attitudes are defined as deriving from judgements that develop on the affect, behavioural change and cognition model, the findings of this study should be understood within this framework. The affective response is defined as a physiological response that expresses an individual's preference for an entity. The behavioural intention is a verbal indication of the intention of the individual. The cognitive response is a cognitive evaluation of the entity to form and attitude. Most attitudes in individuals are a result of observational learning from their environment. (http://en.wikipedia.org/wiki/Attitude_(psychology))

It can be simply summed up that both parents and teachers irrespective of their personal backgrounds have positive attitudes towards children with intellectual disabilities and their ability to learn. It is the degree of their abilities to learn may differ and how this is translated to achieving more autonomy for them to lead a more independent life in the community that is of contention among parents and special education teachers. This contention is based on the parents' and teachers' knowledge of the current demands of the society and how to fit these children taking into account their inabilities into the mould that is acceptable to society. Although, higher educational attainment, age, gender, severity of the child's ability may have an influence in shaping the parents and teachers attitudes towards them, it is the understanding of the needs of the child and fitting into the demands of the society that would eventually triumph and be the key factor in influencing parents and teachers attitudes. This supports the framework of the study that denotes when researching on attitudes it is imperative to understand within the context of the prevailing norms in the society. Political and economic climate have a role to play in creating the context to understanding attitudinal change.

The study also reflected the attitudes of teachers and parents on the inclusive education for children with intellectual disability. Although, both have positive attitudes towards

inclusion for these children to be included, they do not agree to the placement of these children in mainstream setting. There are many factors that attribute to this such as the ability for the children to cope in the mainstream schools either academically or socially, the ability of the mainstream schools in providing the necessary support required by the child, the current provision for these students in the special schools are far much more impeccable and sophisticated, classroom size in the mainstream schools are far too big and the feeling of protectiveness towards the child with the realization that society considers them to be different. There are other factors that would prevent them from openly supporting inclusive practices which will be further explained in the essay. However, the study also revealed the perception and understanding of "inclusion" or "inclusive " practices by the parents and teachers. Both parents and teachers may understand these definitions differently because the implication of adapting to the new policy affects them in different ways. It is evident that parents and teachers are much focused on inclusion as a physical educational placement rather than on the theory of equitable education. This stems from their pre-dominant influence of the medical model of viewing disability where the focus is placed on the limitation of the child to fully participate in the community. The types of intervention used to address this would be one of "normalizing" these students through therapy and education in special schools before they can fit into the society's expectation. It could be argued that this is inevitable as the country has been greatly influenced by the political system that expounds and thrive on the Russian ideology of "defectology" where "defected" people were isolated and removed from the society. Thus it would seem that there may be some inclination to believe that parents of older children with intellectual disability or older parents of these children would be more heavily influenced by this model of defining and understanding disability. (Siska, 2006, Garguilo et al, 1992)

However it must be acknowledged that the study reveal inconsistencies in the responses of teacher who have experience in both educational setting and parents who are better educated shows that these factors are important in shaping the change of attitudes towards inclusive education for their children. The basis to support the argument that higher educated parents and teachers are more positive towards inclusive education stems

from understanding that judgement that forms attitudes are affected by a cognitive evaluation towards an entity assuming that people with higher education have a more sophisticated evaluation towards inclusive education. There seem to be a deeper understanding of inclusive education and what it means in practice for these parents and teachers. (Yazbeck et al, 2004)

There are still prevailing patterns to support the traditional adage that mothers being the main caregivers and fathers the breadwinner of the family, mothers' attitude although positive is made responsible to decide on the educational placement of these children. Fathers' inability to respond in the questionnaire about the child's learning abilities reinforces this idea further.

This study has also revealed a lot of contradiction between parents and teachers desire to include children with intellectual disabilities on one hand and the other the need to ensure that their needs are met. Although the motivation to keep the education for these children as status quo would be different for parents and teachers, there is no doubt that the contradiction arose out of the need to adjust to the new educational policy.

Parents and special education teachers have the notion that mainstream schools are ill equipped to meet the needs of intellectually disabled children and other children who are not coping in the regular school system. This is also an attitude shared by teachers in regular schools resulting in head teacher's recommendation of a large number of children to be assessed and sent to special schools. Thus the attitudes of mainstream teachers and parents of other typical children could also be researched and addressed too before inclusive practices can be fully implemented.

From the study, it is established an existence of a degree of institutional inertia, resulting from vested interests in the maintenance of the status quo. Teachers negative attitudes towards inclusive education could not only mean that teachers are skeptical about the ability of mainstream schools to provide the education required by children with

disabilities but more so to ensure that inclusive education would not affect their employment as well as their role in shaping the life of these children.

Similar research by Reezight et al (1998) in the Netherlands reveal that teachers are open to the concept of inclusive education as long as it does not affect them. Teachers in special schools felt that they may lose their jobs and are unsure about their new roles and responsibilities if they support the practice of inclusive education. Thus by looking at the attitudes of teachers without realizing the basis for such attitudes will prevent change in this area of educational provision. (Aisncow et al,1998)

Parents of intellectually disabled children and teachers in special schools are skeptical about the quality of education provided for the special needs children in mainstream schools. Parents and teachers in special schools view the special needs children as requiring specialization treatment and their perception is based on the medical model which is deeply entrenched in the society. Even if parents wanted their child to be included often their voices would not be heard as they would be swayed by the decision made by the counselors and teachers. Parents may not want to exercise their right to be involved in the decision making process. (Soo, 2007c)

The study clearly shows the inheritance of a dominant medical approach to assessment, categorization and intervention and is the key influence in shaping attitudes of parents and teachers alike towards children with intellectual disabilities and inclusive education for them. (Aisncow et al, 1998) Both teachers and parents have positive attitudes towards the children's learning but they often find the reasons for not favouring inclusive practices is the inadequacies of the mainstream schools to provide support in terms of therapy, and specialized treatment and the inability for these children to cope in the curriculum of the mainstream schools. Until today, children placed in special schools are diagnosed through the use of an assessment tool that determines the child's IQ level. This is very evident among special educators as they describe the child's ability based on their IQ level. Furthermore, study by a several researchers found that many practicing teachers in mainstream schools eported of not having prior training in special education and are

not prepared to teach children with disabilities. (Leyser et al, 2004) This may have an impact on the choices that parents make on educational placement of their child with disabilities.

Kobe and Minnick (1995 cited in Yazbeck et al, 2004) had reported that attitudes toward people with disabilities are also related to educational attainment. Posner (1968 cited in Yazbeck et al, 2004) confirms this and found that executives with lower educational attainment placed less emphasis on educational background and were more favorably inclined to employing people with intellectual disabilities. Hartlage (1974 cited in Yazbeck et al, 2004), however, on the other hand found that executives with higher educational attainment were more receptive to employing people with intellectual disabilities. Furthermore, Tak-fai Lau and Cheung (1999 cited in Yazbeck et al, 2004) stated that people with higher levels of education reported being more willing to talk to people with intellectual disabilities. In a related finding, Henry et al. (1996b cited in Yazbeck et al, 2004) found that managers and senior administrative staff expressed a stronger belief in the philosophy of community living and in promoting independence and empowerment of people with disabilities than did "hands-on" staff members in community-based support services. (Yazbeck et al, 2004). Although the researches conducted had shown that higher educational attainment leads to a more understanding and positive attitudes towards children with intellectual disability and inclusive education for them, this is not fully expounded in this study. The main reason could be the size and the type of the sample obtained especially for the interviews. More detailed information is required before a more conclusive finding could be extrapolated between higher educational attainment and positive attitudes towards children with intellectual disability.

Although Closs (1992 cited in Aisncow et al, 1998) had argued that in the Czech Republic, it has been pointed out that teacher training had to be focused in specific areas if change is to be expected training could be conducted on learning about intellectual disability and the teachers' attitudes towards them.

The findings of this study need to be understood against this social context. It is revealed vividly through the interviews by teachers that they were expected to live up to these expectations set by the society. Examples they quoted like fearing their students may distract the other children and their concerned about the behaviour of their children in public and the staring eyes of the public reflects their conscious effort to work within the norms set by the society. Even the account by the father, also revealed his understanding on how the society works and how he has learn to protect and provide a sheltered environment for his daughter as he is unable to change her to fit into the norms of the society.

Although attitudinal changes takes a long time to change, it is essential that steps are taken to address and shape these changes. The study although helps to realize and understand the current attitudes of the parents and teachers, it also helps to identify how to shape these attitudes to promote greater equitable education for children with intellectual disability. It is important to note since attitudes of parents and teachers are not depended only on their personal factors or background and are deeply imbedded in the society, thus there is a need to address the attitudes of the society simultaneously for any change to take place. More research is required to understand society's attitudes and identify ways to change them.

6.3 Limitation of the Study

Although the various method of inquiry is adopted to provide a holistic view of the research and to provide a study with reliable and valid information so that the finding made would be credible and could be added to the pool of knowledge already in existence about inclusive education. However, the researcher acknowledges that there were limitations surfaced during the period of research and fieldwork that may question the credibility of the findings.

The study is limited by a few limitations. Firstly, the short duration and the timing of the fieldwork affected the scope and the sample size of the study. If given more time, a wider sample size could be tapped on giving more schools and parents the opportunity to

participate in the study. This would have made the findings more reliable with a wider population based and thus generalization could be made. The fieldwork was conducted during the busiest time of the school year where teachers are conducting assessments and making end of year reports. It also meant that the sample size was a convenient sample where it is based on schools willingness to participate rather than a random sampling which will reduce biasness and reflect a study that is well represented and increases the reliability of the study. Furthermore, the school took responsibility of distributing the questionnaires making it hard to ensure that they were given to the right target participants.

Secondly, the study is done in the Czech language and is not the researchers main spoken or written language. Interpreters are engaged during the interviews to pose the questions and translate the responses. Although the interpreters are experts in their field and are credible in their profession, it becomes a limitation in fully appreciating the 'true' holistic picture as information could be lost or misunderstanding could have occurred during the process of translation. Furthermore the questionnaires were translated to Czech from the English language. Although, the translators are credible and have experienced in translating similar academic text, the responsibility of ensuring that the translated questionnaires have the same meaning as the English version is beyond the researchers control. For example, after the translation of the questionnaires, it was difficult for the researcher to identify that one statement was not included in the questionnaire for teachers and there was a duplication of statements found in the questionnaire for parents. Furthermore coming from a different culture, the phrasing and use of words by the researcher maybe misinterpreted by the translators as well as the respondents. As the responses were written in Czech, answers to open ended questions in the questionnaire were difficult to process because of limitation in the researchers' understanding of the Czech language, the inability to fully understand within the cultural context as well as the inability to read the handwritten responses.

Thirdly, being a foreigner doing research in the schools meant that researcher had to build good rapport with schools and teachers and understand the school culture.

Suspicion towards a foreign researcher may cause biasness in the response and respondents may alter their responses to reflect a positive impression. Researcher may not fully understand the context of the responses within the Czech culture, as she has been in Czech for 5 months to complete the fieldwork. This is a key factor especially in a qualitative research where the understanding of the situation and knowledge is deeply imbedded in the culture and more time is required to fully appreciate the information collected within its political, social and cultural context.

However even with these limitations in mind, it would be irresponsible to totally dismiss the findings obtained during this study. The large amount of information received provided some helpful insights in understanding the attitudes of special education teachers and parents towards the children with intellectual disability and their inclusive education. If the findings are understood within the limitations that had been highlighted above, the study could provide some very powerful indications and could be used to assist in the smooth implementation of inclusive education of the intellectually disabled.

6.4 Recommendations

The findings of the research is useful to parents, teachers, head of schools, advocates for the rights of people with disability and policy makers. Based on the findings, recommendations would be made to ensure that steps are taken to ensure the successful implementation of the inclusive education policy in the Czech Republic. This would not only mean the physical placement of children with disabilities in mainstream schools but more so that their rights to equal opportunities to education and a place in the community.

The findings in this study show a lack of understanding of the philosophy of inclusive education. Advocacy groups' and policy-makers' definition and understanding of inclusive education is not transmitted to both parents and special education teachers. Parents and special education teachers defined inclusion in the narrow sense and emphasis is placed more on the physical placement of the children with intellectual disability in mainstream schools without changing much in terms of curriculum, assessment tools and the structure of mainstream schools. The inclusion understood by

parents and special education teachers is based on the normalization theory where these students are changed to fit into the norms set by society and mainstream schools. Furthermore if the definition of intellectual disability is based on a medical model, attitudes of parents and special education teachers will focus on their inabilities rather than abilities. Thus resulting in lowered expectation of these children to learn, make own decisions, obtain a gainful employment and function independently in the community.

Thus in order to slowly phased out these negative attitudes towards children with intellectual disability and their inclusive education, recommendations are made in the following paragraphs.

6.4.1 Teacher Training

According go Fulcher (1989 cited in Flem et al, 2000), there is strong evidence to support the view that educational improvements of any kind are dependent on the skills and confidence of teachers in taking proposals into their classrooms, once in their classrooms, teachers are policymakers. If this is the case, teachers' education at both the pre- and in-service stages has a key role to play in supporting reform.

Although much focused on research has been on the training of skills to equip teachers to include special children in the regular class, there should also be an equal emphasis on the attitudes of teachers. Their perception towards the different disability group and the inclusive policy, would impact the way inclusion takes place in practice. The study by Soodak et al (1998 cited in Lifshitz et al, 2004)), showed that the attitudes of regular and inclusive Israeli and Palestinian teachers favour inclusion of pupils with hearing impairment or physical handicap, rather than pupils with academic or behavioural problems and discovered that the milder the disability, the greater the sense of efficacy and willingness towards inclusion. Avramidis et al (2002) also supported a similar claim that the attitudes of the teacher varied with the disabling nature of the handicapped. Although teachers are accepting and positive towards inclusive practices, the attitudes towards integration were influenced by the child's disability more than the professional background of the respondents. (Ward et al, 1996 cited in Avramidis et al, 2002) Avramidis also supported the claims that Australian teachers were positive about

integrating students whose disabling characteristics were not likely to require extra instructional or management skills on the part of the teacher. (center and Wards, 1987 cited in Avramidis, 2002, Safran & Safran, 1984 cited in Butler et al, 1997)

Schools can look at ways to improve the skills and ability of teachers in the schools through training and development. It is recommended that topics on understanding and working with children with special needs to be included as part of all teachers pre-service training programme. The pre-service training should also include an understanding of the new inclusive education policy. Trainee teacher should be placed in an inclusive class in the mainstream school.

In-service training on inclusive education policy and inclusive practices to be provided for all teachers including special education teachers by the schools. Schools should be encouraged to reach out to the community to help in the practice of inclusive education as they are given greater autonomy to create their own school climate and plans. All special education teachers and teacher assistance should receive training on understanding children with intellectual disabilities and also counseling skills. Furthermore there are evidence from other research that indicates the importance of school-based staff development, including "peer coaching" arrangements among teachers that encourage experimentation with new classroom practices (Joyce and Showers 1988, Ainscow 1995). Such approaches may be new to some countries in the region, and their introduction will require a sound strategy for supporting implementation (Hopkins, Ainscow and West 1994).

Research by Dicken –Smith (1995) showed that attitudes of both mainstream and special teachers in special schools were more positive after attending in-servicing training about inclusion.

Special and regular schools should be encouraged to work and cooperate with one another even more through joint projects initiated by schools in a city or region. Special education teachers could be roped in to assist teachers in mainstream schools or provide

talks to trainee teachers about intellectual disability. A report by Cooley et al (1993) about Slovak and the Czech Republic revealed if at that time professionals were enthusiastic to learn about inclusion and were committed to inclusion. They even suggested collaborating with parents to participate and educate teachers in seminars and during their teaching activities. This shows that special educators and professional involved with special needs children are ready to actively participate if given the training, opportunity and understanding of the new educational policy and its implementation.

Special education teachers could be used as facilitators of public awareness on inclusion and inclusive practices.

6.4.2 Parental Awareness

Greater parental involvement need to be encouraged in the decision making and development of the children's education. Although many parents are making decisions on the educational placement of their child with intellectual disability, these decisions are greatly influenced by teachers, principals and professional in the field.

The lack of understanding of parental right to consent and the philosophical basis of the inclusive education policy had resulted in parents opting for special schools. Parent education is required to change their attitudes. Parents could be educated to understand the abilities of their children with intellectual disabilities and how they can help their children to achieve their maximum potential. More counseling could be offered in more counseling centers to educate parents especially for those with lack of support and from the lower income group. Parents could be also roped in to help with the public awareness campaigns and to create support groups to help educate and support other parents with intellectual disability. This active participation by parents would help them to be more involved in the life and understanding of their child and would help change the attitudes of parents. A report conducted by Cooley et al (1993) found that parents in Slovakia and the Czech Republic were ready to learn about inclusion and implement them then but what they required was training in creating shared vision, strategic planning, developing and implementing pilot projects, dissemination and replication. They were also willing to collaborate with professional in the field.

School visits to basic schools in their city could be arranged for parents with intellectual disability so that parents have a better understanding of the changes that are taking place in the mainstream schools. Thus allowing parents to have a better idea on educational placement options for their child with disability.

6.4.3 Public Education to Change Attitudes

There should be more efforts in educating the public on the philosophy and understanding of the new education policy through mass media and education fair. In Singapore, public education on disability is done through campaigns lasting over a few months. During this period, a moving exhibition booth will be found in different locations to provide opportunities for the public to interact and communicate to people with disabilities. Performance and work created by people with disabilities would also be showcased. With the help of mass media and this method of public education resulted in dissemination of more knowledge about people with disabilities in Singapore. Whether, the community is able to have a positive impressions of the children with disability will depend on the type and frequency of the contact as well as the portrayal depicted by the mass media about the children with disabilities.

One other recommendation that was successful in influencing the policy makers and could be used as a tool for public awareness is to hold Conferences for self-advocates on a regular basis and to hold them in public places and in different regions. These Conferences would raise awareness amongst the people in the community as it did with the politicians and the media. The inclusion of media to cover stories about these conferences would not only help self-advocacy to spread to more institutions and to other regions but allow the community to understand the rights and abilities of people with intellectual disabilities. (Siska, 06)

6.5 Recommendation for Future Research

I concur with Kozma et al and believe that attitudinal change takes time and often difficult to evaluate (Kozma and Illyes 1993). However as the information through this small-scale research is very insightful in measuring the effectiveness of inclusive educational policies, it is recommended that a similar research to be conducted with a bigger and wider sample of participants. The research could be carried out in two parts. The first part of the research could study the attitudes of special education teachers towards children with intellectual disability and their inclusive education and the second part could study the attitudes of parents towards their children with intellectual disability and their inclusive education. More questionnaires to be given out and interviews to be conducted to give a more holistic understanding of the findings.

Comparative study between the attitudes of teachers and parents towards children with intellectual disability and inclusive practices in the Czech Republic and two other European countries could be carried out to assess the implementation of inclusive practices against other more advance countries in inclusive education practices. Although such study is recommended, care should be taken not to over generalize the findings without understanding in the political and social context of the countries.

Although the present study is very valuable in measuring the efficacy of the inclusive practices, what it lacked is to provide teachers and parents an opportunity to express their opinion on how to improve current practices so that children with intellectual disabilities could be included in the community. Thus more interviews and observations could be conducted with teachers while adopting in a similar research framework.

This study failed to assess the relationship between parents' attitudes and the severity of their children's intellectual disability. Another study could be focused on this and more individual interviews and observations need to be conducted with parents. This information is important in understanding parents' needs and knowledge on intellectual disabilities. Thus parent education or training could be carried out to help change the attitudes of parents.

6.6 Conclusion

Certainly those within these countries who wish to encourage moves towards more inclusive practices need to be realistic in taking account of the barriers they face. These barriers are likely to take the form of negative attitudes towards certain groups within the community seen as being different, curricula and assessment policies that lack the flexibility to respond to pupil diversity, and the actions of those who, for a variety of reasons, have a vested interest in the maintenance of the status quo. Some of these children are identified as having special needs as their inability to conform to the school curricula is stemmed from their different socio-cultural background where the present education system would not be bale to meet their needs. Thus more changes should be adopted to re-organize and restructure the mainstream school system. (Garguilo et al, 1997 cited in Ainscow et al, 1998)

In conclusion, I would like to add that the results of this research could benefit quite a number of stakeholders within and beyond the Czech Education system. As mentioned earlier in the essay, the research could be used to make recommendations to help shape positive attitudes of special education teachers and parents towards children with intellectual disability in the Czech Republic. The findings also indicate the attitude of parents and special education teachers towards inclusive education for children with intellectually disabled are also very negative. The study showed that parents and special education teachers held very narrow view of inclusion based on the medical model. The study reflected that although the attitudes of special educators and parents are needed, it also reflected the need to educate the public as parents and teachers attitudes are shaped by the public attitudes towards these children as parents and teachers are a part of that community.

Even though the study is small scale, it adds a new insight into inclusive education practices in the Czech Republic, which was not available in the past. Since the finding is written in English, it also helps to contribute to the great body of knowledge that has already existed about inclusive education.

According to Ainscow et al (2006), inclusion defined as a means to increase participation of special children without looking at the quality of education should be replaced with how to remove barriers to learning and participation as this would reap greater success in the long run. Thus the present study carried out will help to understand and recommend changes to one of the key barriers to inclusive practices and attitudes towards inclusive education.

As Hegarty (1998) explained it is not the practice that transfers but the principles that inform it. He believes that there could be the adoption of good principle and this can be embedded and used in the different practice and different context. Thus I believe that the findings can also be adapted and used within the Singapore context. The results could be used to understand and reflect on the current practices in special education in Singapore. Although, the result may have no bearing over policy matters, however it would provide special educators a perspective of an inclusive setting. The understanding could help to develop an understanding of our own system and for us to develop our own inclusive practices within the structure and capacity of our work.

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Appendices

Parents' Attitudes toward Inclusive Education of Intellectually Disabled Children in the Czech Republic

I am Suzana Soo, an Erasmus Mundus student working on a research dissertation as a requirement for my Masters in Special Education Programme. The topic of my research is Pathway to Inclusion: Attitudes towards Inclusive Education for Children with Intellectual Disability in the Czech Republic. As part of the research, I am collecting data from parents and teachers of children with intellectual disabilities in special schools through the means of a questionnaire. I would like to assure you that the data gathered from the questionnaires will be used for the sole purpose of the research and that confidentiality will be maintained at all times.

The purpose of the questionnaire is to examine parents' attitude toward including your intellectually disabled children in the community through inclusive education.

You can help the research by spending a few minutes completing the questionnaire below. You will be asked to think about your experience having a child with intellectual disability as well as your understanding of inclusion for your child. You will then be presented with a number of statements concerning your experience and understanding of inclusion.

The questionnaire is divided into two parts. In Part 1, you are asked to provide some personal background information about yourself, your family and your child with intellectual disability. Part 1 is divided into 2 sections. Please tick your responses and when necessary please provide relevant information to support your responses.

Part 2 aims to elicit more detailed information by asking you to indicate the extent to which you agree or disagree with a number of statements provided. Part 2 is divided into 2 sections.

Part 1: Section 1: Personal and Family Background

1. **Sex**
   M ☐ **F** ☐

2. **Age**
   < 26 ☐ **26 - 35** ☐ **36 - 45** ☐ **> 45** ☐

3. **a) Educational Qualifications**
   Primary ☐ **Secondary** ☐ **Degree** ☐ **Other** ☐

   b) If you tick other, please state below your educational qualification.
   _____

4. **Occupation:** _____

5. **Number of Children in the Family**
   0 ☐ **1 -2** ☐ **3 - 4** ☐ **> 4** ☐

6. **a) Type of household**
   Two Parents ☐ **Divorced** ☐ **Single Parent** ☐ **Other** ☐

   b) If you tick others, please describe the household type.
   _____

Section 2: Personal Information about your Child with Intellectual Disability

7. **Name of School that your child is attending:**
   _____

8. **Age of your child:** _____

9. **Sex of child**
   M ☐ **F** ☐

10. **Please describe your child**
    _____
    _____
    _____
    _____
    _____

11. **Please describe a typical day of your child**
    _____
    _____
    _____
    _____

12. **Medical Condition/s of your child (if any)**

13. **Do you have any other child who is diagnosed with a disability?**
Yes ☐ **No** ☐

If yes, please state the diagnosis and the school/s he/she is attending?

Part 2

Below you will find a number of statements concerning how you might feel about your child with intellectual disability and whether he/she can be included. Please indicate the strength of your agreement/disagreement with the statements using the four point scale shown below, where 1= strongly agree and 4= strongly disagree with a particular statement. Circle on the number which most closely represents how much you agree or disagree with the statement. There are no 'correct 'responses, it is your own views that are important.

Section 1: Attitudes toward Children with Intellectual Disability

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

14. Children with intellectual disabilities are capable of learning.	1	2	3	4
15. Children with intellectual disabilities are capable of being independent for example in managing their self-help skills etc.	1	2	3	4
16. Children with intellectual disabilities are capable of learning to read and write.	1	2	3	4
17. Children with intellectual disabilities are capable of doing simple mathematics.	1	2	3	4
18. Children with intellectual disabilities are capable of obtaining employment, provided they are given the necessary support during their school years.	1	2	3	4

19. Children with intellectual disabilities are capable in communicating their needs to family members, peers, classmates and teachers.	**1**	**2**	**3**	**4**
20. Children with intellectual disabilities are capable of making their own decisions.	**1**	**2**	**3**	**4**
21. Children with intellectual disabilities are entitled to human rights.	**1**	**2**	**3**	**4**
22. Children with intellectually disabilities have the same needs and emotions as other children.	**1**	**2**	**3**	**4**
23. Children with intellectual disabilities are capable of functioning independently in the community.	**1**	**2**	**3**	**4**
24. Children with intellectual disabilities have talents.	**1**	**2**	**3**	**4**

Section 2 – Attitudes towards Inclusive Education

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

25. Children with intellectual disabilities should be in the same classroom as other students in mainstream schools.	**1**	**2**	**3**	**4**
26. Children with intellectual disabilities should be in special classrooms in mainstream schools.	**1**	**2**	**3**	**4**
27. Children with intellectual disabilities should attend some classes with other students in the mainstream school.	**1**	**2**	**3**	**4**
28. The self-esteem of the children with intellectual disabilities will improve when he/she has achieved success.	**1**	**2**	**3**	**4**
29. Special schools are equipped to cater to the educational needs of intellectually disabled children.	**1**	**2**	**3**	**4**
30. Mainstream schools are equipped to cater to the educational needs of intellectually disabled children.	**1**	**2**	**3**	**4**
31. Special schools should no longer exist.	**1**	**2**	**3**	**4**
32. By attending mainstream schools, children with intellectual disabilities will improve their socialization skills.	**1**	**2**	**3**	**4**
33. By attending mainstream schools, children with intellectual disabilities will have better self concept.	**1**	**2**	**3**	**4**

34. By attending mainstream schools, children with intellectual disabilities are better accepted in the community.	**1**	**2**	**3**	**4**
35. By attending mainstream schools, children with intellectual disabilities can live like any other child.	**1**	**2**	**3**	**4**
36. All children with intellectual disabilities should be taught in mainstream schools.	**1**	**2**	**3**	**4**

Thank you for your time.

Postoj rodičů k Inklusivnímu Vzdělávání mentálně postižených dětí v České Republice

Jmenuji se Suzana Soo a jsem studentkou v programu Ersamus Mundus. V současné době pracuji na diplomové práci, která je součástí uvedeného programu. Název mojí práce je Cesta k inkluzi: postoje k inkluzívnímu vzdělávání dětí s mentálním postižením v České republice. V rámci tohoto výzkumu shromažďuji data od rodičů a učitelů dětí s mentálním postižením a to prostřednictvím dotazníků. Chci Vás ujistit, že tato data budou využita výhradně pro účely výzkumu a že zůstanou anonymní.

Smysl dotazníku je prozkoumat postoj rodičů vůči zapojení Vaší dětí s mentálním postižením do společnosti.

Můžete pomoci našemu výzkumu tím, že věnujete několik minut vyplněním níže uvedeného dotazníku. Rádi bychom Vás vyzvali, abyste přemýšleli o Vašich zkušenostech v péči o dítě s mentálním postižením stejně jako o Vašem chápání inkluze Vašeho dítěte. Předložíme Vám k posouzení několik tvrzení, které se vztahují k Vaší zkušenosti a porozumění pojmu inkluze.

Dotazník je rozdělený na dvě části. V 1. části Vás prosíme o vyplnění některých osobních informací, které vypovídají o Vás samotných, Vaší rodině a Vašeho dítěte s mentálním postižením. 1. část je rozdělena do 2 sekcí. Prosím označte Vaše odpovědi a pokud to považujete za důležité, prosím doplňte je důležitými informacemi k podložení vašich odpovědí.

2. část má za cíl získat podrobnější informace tím, že chceme, abyste naznačili míru, do jaké souhlasíte nebo nesouhlasíte s uvedenými sděleními. 2 část je rozdělena do 2 sekcí.

<u>1. část: Sekce 1: osobní údaje a údaje o rodině</u>

1. **Pohlaví**

M ☐ **Ž** ☐

2. **Věk**

< 26 ☐ **26 - 35** ☐ **36 - 45** ☐ **> 45** ☐

3. **a) Vzdělání**

Základní ☐ **Střední** ☐ **Vysokoškolské** ☐ **Jiné** ☐

b) Pokud uvedete jiné, specifikujte prosím jaké.

_____

4. **Povolání:** _____

5. **Počet dětí v rodině**

0 ☐ **1 -2** ☐ **3 - 4** ☐ **> 4** ☐

6. **a) Typ domácnosti**

Oba rodiče ☐ **Rozvedeni** ☐ **Jeden rodič** ☐ **Jiný** ☐

b) Pokud uvedete jiný, specifikujte prosím jaký typ domácnosti.

_____

Sekce 2: Osobní informace o vašem dítěti s mentálním postižením

7. **Jméno školy, které Vaše dítě navštěvuje:**

_____

8. **Věk Vašeho dítěte:** _____

9. **Pohlaví dítěte**

M ☐ **Ž** ☐

10. **Prosím, popište Vaše dítě**

_____

_____

_____

_____

11. **Prosím, popište typický den Vašeho dítěte**

_____

_____

_____

_____

12. Zdravotní stav Vašeho dítěte

13. a) Máte další dítě, u kterého bylo stanoveno nějaké postižení?
Ano ☐ **Ne** ☐

b) Pokud ano, uveďte prosím diagnózu a školu, kterou toto dítě navštěvuje.

2. část

Níže najdete několik sdělení, které vypovídají o tom, jak byste se mohli cítit vůči Vašemu dítěti s mentálním postižením a zdali si myslíte, že by on/ona mohl/mohla být zahrnut(a) do společnosti.
Prosím označte míru Vašeho souhlasu/nesouhlasu s těmito sděleními za použití čtyřbodové stupnice, která je uvedena níže - 1= silný souhlas a 4= silný nesouhlas s danou výpovědí. Zakroužkujte to číslo, které nejpřesněji vyjadřuje, jak s určitým sdělením souhlasíte nebo ne. Neexistují správné odpovědi; to, co je důležité, jsou Vaše vlastní názory.

Sekce 1: postoje vůči dětem s mentálním postižením

Silný souhlas	Souhlas	Nesouhlas	Silný nesouhlas
1	2	3	4

14. Děti s mentálním postižením jsou schopny se učit.	**1**	**2**	**3**	**4**
15. Děti s mentálním postižením jsou schopny být nezávislými, např. jsou schopny si sami sobě pomoci atd.	**1**	**2**	**3**	**4**
16. Děti s mentálním postižením jsou schopny se naučit číst a psát.	**1**	**2**	**3**	**4**
17. Děti s mentálním postižením jsou schopny provádět jednoduché matematické úkony.	**1**	**2**	**3**	**4**
18. Děti s mentálním postižením jsou schopny získat zaměstnání, za	**1**	**2**	**3**	**4**

předpokladu že je jim dána během školních let nezbytná podpora.

19. Děti s mentálním postižením jsou schopny sdělovat své potřeby členům rodiny, svým vrstevníkům, spolužákům a učitelům.	**1**	**2**	**3**	**4**
20. Děti s mentálním postižením jsou schopny samy se rozhodovat.	**1**	**2**	**3**	**4**
21. Dětem s mentálním postižením nejsou odepřena lidské práva.	**1**	**2**	**3**	**4**
22. Děti s mentálním postižením mají stejné potřeby a pocity jako ostatní děti.	**1**	**2**	**3**	**4**
23. Děti s mentálním postižením jsou schopny působit ve společnosti nezávisle.	**1**	**2**	**3**	**4**
24. Děti s mentálním postižením mají nadání.	**1**	**2**	**3**	**4**

Sekce 2 – Postoje vůči Inklusivnímu Vzdělávání

Silný souhlas	Souhlas	Nesouhlas	Silný nesouhlas
1	2	3	4

25. Děti s mentálním postižením by měli být ve stejné třídě s ostatními dětmi v běžných školách.	**1**	**2**	**3**	**4**
26. Děti s mentálním postižením by měli být ve speciálních třídách na běžných školách.	**1**	**2**	**3**	**4**
27. Děti s mentálním postižením by měli chodit do některých hodin společně s ostatními dětmi na běžných školách.	**1**	**2**	**3**	**4**
28. Sebehodnocení děti s mentálním postižením se zlepší, pokud dosáhne nějakého úspěchu.	**1**	**2**	**3**	**4**
29. Speciální školy jsou vybaveny tak, aby mohli naplnit vzdělávací potřeby dětí s mentálním postižením.	**1**	**2**	**3**	**4**
30. Běžné školy jsou vybaveny tak, aby mohli naplnit vzdělávací potřeby dětí s mentálním postižením.	**1**	**2**	**3**	**4**
31. Speciální školy by se měly zrušit.	**1**	**2**	**3**	**4**

32. Tím, že navštěvují děti s mentálním postižením běžné školy, se jim zlepší sociální dovednosti.	**1**	**2**	**3**	**4**
33. Tím, že navštěvují děti s mentálním postižením běžné školy, se jim zlepší názor na sebe sama.	**1**	**2**	**3**	**4**
34. Tím, že navštěvují děti s mentálním postižením běžné školy, jsou lépe přijaty do společnosti.	**1**	**2**	**3**	**4**
35. Tím, že navštěvují děti s mentálním postižením běžné školy, mohou žít jako každé jiné dítě.	**1**	**2**	**3**	**4**
36. Tím, že navštěvují děti s mentálním postižením speciální školy, se jim zlepší sociální dovednosti.	**1**	**2**	**3**	**4**
37. Všechny děti s mentálním postižením by se měli učit v běžných školách.	**1**	**2**	**3**	**4**

Děkujeme za Váš čas.

Teachers' Attitudes toward Inclusive Education of Intellectually Disabled Children in the Czech Republic

I am Suzana Soo, an Erasmus Mundus student working on a research dissertation as a requirement for my Masters in Special Education Programme. The topic of my research is Pathway to Inclusion: Attitudes towards Inclusive Education for Children with Intellectual Disability in the Czech Republic. As part of the research, I am collecting data from parents and teachers of children with intellectual disabilities in special schools through the means of a questionnaire. I would like to assure you that the data gathered from the questionnaires will be used for the sole purpose of the research and that confidentiality will be maintained at all times.

The purpose of the questionnaire is to examine teachers' attitude toward including intellectually disabled children in the community through inclusive education..

You can help the research by spending a few minutes completing the questionnaire below. You will be asked to think about your experience working with intellectually disabled children as well as your understanding of inclusion for these children.

The questionnaire is divided into two parts. In Part 1 you are asked to provide some personal background information about yourself and your experience in working with children with intellectual disabilities. Please tick your responses and when necessary please provide relevant information to support your responses. Part 2 aims to elicit more detailed information by asking you to indicate the extent to which you agree or disagree with a number of statements provided. Part 2 is divided into 2 sections.

<u>Part 1: Personal Background</u>

1. Sex

M ☐ **F** ☐

2. **Age**

< 26 ☐ **26 - 35** ☐ **36 - 45** ☐ **> 45** ☐

3. **Educational Qualifications**

Bachelors Degree ☐ **Master/Mgstr Degree** ☐ **Phd** ☐

4. **Please list out any other courses attended on Special Needs.**

_____

_____

_____

5. **Years of Teaching Experience in Special School**

< 5 ☐ **5 - 9** ☐ **10 - 14** ☐ **> 15** ☐

6. **Years of Teaching Experience in Mainstream School**

< 5 ☐ **5 - 9** ☐ **10 - 14** ☐ **> 15** ☐

7. **The number of children in your class :** _____

8. **The age range of the children in your class** _____

9. **Do you have any previous experience working or interacting with intellectually disabled children prior to teaching in this school?**

Yes ☐ **No** ☐

If yes, please describe your experience?

_____

_____

_____

Part 2

Below you will find a number of statements concerning how you might feel about children with intellectual disability and their ability to be included.
Please indicate the strength of your agreement/disagreement with the statements using the four point scale shown below, where 1= strongly agree and 4= strongly disagree with a particular statement. Circle on the number which most closely represents how much you agree or disagree with the statement. There are no 'correct 'responses, it is your own views that are important.

Section 1: Attitudes of Teachers toward Children with Intellectual Disability

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

10. Children with intellectual disabilities are capable of learning.	**1**	**2**	**3**	**4**

11. Children with intellectual disabilities are capable of being independent for example in managing their self-help skills etc.	**1**	**2**	**3**	**4**
12. Children with intellectual disabilities are capable of learning to read and write.	**1**	**2**	**3**	**4**
13. Children with intellectual disabilities are capable of doing simple mathematics.	**1**	**2**	**3**	**4**
14. Children with intellectual disabilities are capable of obtaining employment, provided they are given the necessary support during their school years.	**1**	**2**	**3**	**4**
15. Children with intellectual disabilities are capable in communicating their needs to family members, peers, classmates and teachers.	**1**	**2**	**3**	**4**

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

16. Children with intellectual disabilities are capable of making their own decisions.	**1**	**2**	**3**	**4**
17. Children with intellectual disabilities are entitled to human rights.	**1**	**2**	**3**	**4**
18. Children with intellectually disabilities have the same needs and emotions as typical children.	**1**	**2**	**3**	**4**
19. Children with intellectual disabilities are capable of functioning independently in the community.	**1**	**2**	**3**	**4**

<u>Section 2 – Attitudes Towards Inclusive Education</u>

20. Children with intellectual disabilities should be in the same classroom as typical students in mainstream schools.	**1**	**2**	**3**	**4**
21. Children with intellectual disabilities should be in special classrooms in mainstream schools.	**1**	**2**	**3**	**4**
22. Children with intellectual disabilities should attend some classes with other students in the mainstream school.	**1**	**2**	**3**	**4**
23. The self-esteem of the children with intellectual disabilities will improve when he/she has achieved success.	**1**	**2**	**3**	**4**
24. Special schools are equipped to cater to the educational needs of intellectually disabled children.	**1**	**2**	**3**	**4**

25. Mainstream schools are equipped to cater to the educational needs of intellectually disabled children.	**1**	**2**	**3**	**4**
26. Special schools should no longer exist.	**1**	**2**	**3**	**4**
27. By attending mainstream schools, children with intellectual disabilities will improve their socialization skills.	**1**	**2**	**3**	**4**
28. By attending mainstream schools, children with intellectual disabilities will have better self concept.	**1**	**2**	**3**	**4**
29. By attending mainstream schools, children with intellectual disabilities are better accepted in the community.	**1**	**2**	**3**	**4**
30. By attending mainstream schools, children with intellectual disabilities can live like any other child.	**1**	**2**	**3**	**4**
31. All children with intellectual disabilities should be taught in mainstream schools.	**1**	**2**	**3**	**4**

Thank you for your time.

Postoj učitelů k Inklusivnímu Vzdělávání mentálně postižených dětí v České Republice

Jmenuji se Suzana Soo a jsem studentkou v programu Ersamus Mundus. V současné době pracuji na diplomové práci, která je součástí uvedeného programu. Název mojí práce je Cesta k inkluzi: postoje k inkluzívnímu vzdělávání dětí s mentálním postižením v České republice. V rámci tohoto výzkumu shromažďuji data od rodičů a učitelů dětí s mentálním postižením a to prostřednictvím dotazníků. Chci Vás ujistit, že tato data budou využita výhradně pro účely výzkumu a že zůstanou anonymní.

Smysl dotazníku je prozkoumat postoj učitelů vůči zapojení dětí s mentálním postižením do společnosti.

Můžete pomoci našemu výzkumu tím, že věnujete několik minut vyplněním níže uvedeného dotazníku. Rádi bychom Vás vyzvali, abyste přemýšleli o Vašich zkušenostech v praci s dětmi s mentálním postižením stejně jako o Vašem chápání inkluze těchto dětí.

Dotazník je rozdělen na dvě části. V 1. části Vás prosíme o vyplnění některých osobních informací, které vypovídají o Vás samotných a Vašich zkušenostech v práci s dětmi s mentálním postižením. Prosím označte Vaše odpovědi a pokud to považujete za důležité, prosím doplňte je důležitými informacemi k podložení vašich odpovědí. 2. Část má za cíl získat podrobnější informace tím, že chceme, abyste naznačili míru, do jaké souhlasíte nebo nesouhlasíte s uvedenými sděleními. 2 část je rozdělena do 2 sekcí.

<u>1. část: osobní údaje</u>

32. Pohlaví

M ☐ **Ž** ☐

33. Věk

< 26 ☐ **26 - 35** ☐ **36 - 45** ☐ **> 45** ☐

34. Dosažené vzdělání

Bakalářský titul ☐ **Magisterský titul** ☐ **Doktorandský titul** ☐

35. Prosím uveďte, které jiné kurzy ze Speciální Pedagogiky jste navštěvovali.

_____

_____

36. Roky učitelské praxe na speciální škole

< 5 ☐ **5 - 9** ☐ **10 - 14** ☐ **> 15** ☐

37. Roky učitelské praxe na běžné škole

< 5 ☐ **5 - 9** ☐ **10 - 14** ☐ **> 15** ☐

38. Počet dětí ve Vaší třídě : _____

39. Věk dětí ve Vaší třídě _____

40. Máte nějaké předchozí zkušenosti v prací s dětmi s mentálním postižením před učením na této škole?

Ano ☐ **Ne** ☐

Pokud ano, popište prosím Vaše zkušenosti.

_____

_

<u>2. část</u>

Níže najdete několik sdělení, které vypovídají o tom, jak byste se mohli cítit vůči dětem s mentálním postižením a o jejich schopnostech být zahrnut do společnosti. Prosím označte míru Vašeho souhlasu/nesouhlasu s těmito sděleními za použití čtyřbodové stupnice, která je uvedena níže - 1= silný souhlas a 4= silný nesouhlas s danou výpovědí. Zakroužkujte to číslo, které nejpřesněji vyjadřuje, jak s určitým sdělením souhlasíte nebo ne. Neexistují správné odpovědi; to, co je důležité, jsou Vaše vlastní názory.

<u>Sekce 1: Postoje učitelů vůči dětem s mentálním postižením</u>

Silný souhlas 1	**Souhlas** 2	**Nesouhlas** 3	**Silný nesouhlas** 4

41. Děti s mentálním postižením jsou schopny se učit.	**1**	**2**	**3**	**4**
42. Děti s mentálním postižením jsou schopny být nezávislými, např. Jsou	**1**	**2**	**3**	**4**

schopny si sami sobě pomoci atd.

43. Děti s mentálním postižením jsou schopny se naučit číst a psát.	**1**	**2**	**3**	**4**
44. Děti s mentálním postižením jsou schopny provádět jednoduché matematické úkony.	**1**	**2**	**3**	**4**
45. Děti s mentálním postižením jsou schopny získat zaměstnání, za předpokladu že je jim dána během školních let nezbytná podpora.	**1**	**2**	**3**	**4**
46. Děti s mentálním postižením jsou schopny sdělovat své potřeby členům rodiny, svým vrstevníkům, spolužákům a učitelům.	**1**	**2**	**3**	**4**
47. Děti s mentálním postižením jsou schopny sami se rozhodovat.	**1**	**2**	**3**	**4**
48. Dětem s mentálním postižením nejsou odepřena lidské práva.	**1**	**2**	**3**	**4**
49. Děti s mentálním postižením mají stejné potřeby a pocity jako ostatní děti.	**1**	**2**	**3**	**4**
50. Děti s mentálním postižením jsou schopny působit ve společnosti nezávisle.	**1**	**2**	**3**	**4**

<u>Sekce 2 – Postoje vůči Inklusivnímu Vzdělávání</u>

Silný souhlas	**Souhlas**	**Nesouhlas**	**Silný nesouhlas**
1	**2**	**3**	**4**

51. Děti s mentálním postižením by měli být ve stejné třídě s ostatními dětmi v běžných školách.	**1**	**2**	**3**	**4**
52. Děti s mentálním postižením by měli být ve speciálních třídách na běžných školách.	**1**	**2**	**3**	**4**
53. Děti s mentálním postižením by měli chodit do některých hodin společně s ostatními dětmi na běžných školách.	**1**	**2**	**3**	**4**
54. Sebehodnocení děti s mentálním postižením se zlepší, když dosáhne nějakého úspěchu.	**1**	**2**	**3**	**4**
55. Speciální školy jsou vybaveny tak, aby mohli naplnit vzdělávací potřeby dětí s mentálním postižením.	**1**	**2**	**3**	**4**
56. Běžné školy jsou vybaveny tak, aby mohli naplnit vzdělávací potřeby dětí s mentálním postižením.	**1**	**2**	**3**	**4**
57. Speciální školy by se měly zrušit.	**1**	**2**	**3**	**4**
58. Tím, že navštěvují děti s mentálním postižením běžné školy, se jim zlepší	**1**	**2**	**3**	**4**

sociální dovednosti.

59. Tím, že navštěvují děti s mentálním postižením běžné školy, se jim zlepší názor na sebe sama.	**1**	**2**	**3**	**4**
60. Tím, že navštěvují děti s mentálním postižením běžné školy, jsou lépe přijaty do společnosti.	**1**	**2**	**3**	**4**
61. Tím, že navštěvují děti s mentálním postižením běžné školy, mohou žít jako každé jiné dítě.	**1**	**2**	**3**	**4**
62. Všechny děti s mentálním postižením by se měli učit v běžných školách.	**1**	**2**	**3**	**4**

Děkujeme za Váš čas.

Interview Schedule: Parents' Attitudes toward Inclusive Education of Intellectually Disabled Children in the Czech Republic

Part 1: Section 1: Personal and Family Background

37. What is your relationship to this child? _____

38. Do you have any support in caring for your child?

_____

Section 2: Personal Information about your Child with Intellectual Disability

39. Who is the main caregiver of your child: _____

40. How would you describe your child?

_____

_____

_____

_____

41. a) How do you find looking after a child with a disability?

_____

_____

_____

b) Why do you feel this way?

_____

Part 2

Section 1: Attitudes toward Children with Intellectual Disability

42. How would you describe your child's ability to learn?

43. What is your opinion about your child's decision making abilities?

44. Can you please describe to me your child's best quality/ies?

45. What is your aspiration for your child in the future?

46. How do you think should a child with intellectual disabilities be treated in general?

47. In what ways do you think that your special child is similar or different to your other children?

48. What is your opinion about your child's ability to function independently in the community?

Section 2 – Attitudes towards Inclusive Education

49. What do you understand by "integration" or "inclusion"?

50. What does inclusion/integration mean for a child with intellectual disability?

51. What is your opinion the best educational placement for your child and why?

52. What are the advantages or disadvantages of including children with intellectual disability in the mainstream school?

Interview Schedule : Teachers' Attitudes toward Inclusive Education of Intellectually Disabled Children in the Czech Republic

Part 1: Personal Background

63. Sex

M ☐ **F** ☐

64. Which age range do you belong to?

< 26 ☐ **26 - 35** ☐ **36 - 45** ☐ **> 45** ☐

65. Can you please tell me your highest educational qualifications?

Bachelors Degree ☐ **Master/Mgstr Degree** ☐ **Phd** ☐

66. Please tell me other courses that you have attended on Special Needs.

_____

_____

_____

67. How long have you worked in this special school?

68. Did you work in a mainstream school before? For how long? _____

69. How many children are there in your class? _____

70. How do you find teaching your class this year? _____

_____

_____

71. What made you decide to teach children with intellectual disabilities?

_____

_____

_____

Part 2: Section 1: Attitudes of Teachers toward Children with Intellectual Disability

53. How would you describe children with intellectual disabilities and their ability to learn?

54. What is your opinion about these children's ability to make decisions?

55. Can you please describe to me some of the best quality/ies of children with intellectual disabilities?

56. What is your aspiration for your students in the future?

57. How do you think should a child with intellectual disabilities be treated in general?

58. In what ways do you think that a child with intellectual disability is similar or different to other children?

59. What is your opinion about a child with intellectual disability to function independently in the community?

<u>Section 2 – Attitudes towards Inclusive Education</u>
60. What do you understand by the word 'inclusion'?

61. What does inclusion mean for a child with intellectual disability?

62. What is your opinion the best educational placement for a child with intellectual disability and why?

63. What are the advantages or disadvantages of including children with intellectual disability in the mainstream school?

Table 4 Responses of Teachers Interview

Attitudes toward Children with Intellectual Disability	***Teacher 1***	***Teacher 2***
How would you describe children with intellectual disabilities and their ability to learn?	I was an assistant teacher in another special school. But the school was closed and children were transferred to this school. So I followed the children here. I am teacher in this school for 4 years. This school looks better and there is better equipment than the previous school. But too many teachers, the school is too big. I prefer smaller group of teachers. I am working with children with moderate and severe learning disabilities and with autism. There are 6 children in the class. I have one support teacher with one other teacher. **Yes they can learn but the progress is slow. The progress is very little**.	I have been in the school for 1 year. I work with another teacher. I am unable to get into a mainstream school so I joined the school but I will be teaching in a mainstream school next semester. Will use the experience here to teach in the mainstream school. Teach mild to moderate children. 10 in a class. The curriculum is similar to mainstream but not the same. There are children of different ages in the class. **Development is stagnant.**

	The curriculum is different from the mainstream and from the mild disability group. We teach reading, writing, music, exercising, rehabilitation.	
What is your opinion about these children's ability to make decisions?	**They can make decisions but ASD you have to give them two options to make the decision.** You cannot allow them to make decisions like when they throw things out of the window. Yes, then they can make the decision, a positive decision. If they have no speech, we can show photographs to get them to make the decision.	**# In the future, some can make decisions. They have dreams but sometime not realistic for example if they want to have a drivers' license or attend a university.** Teachers will tell them that they are good at something else and show the direction of their strength. Parents believe that child can and they tell the children. Children trust and believe the parents than the teachers. Hard to change the thinking of the children.
Can you please describe to me some of the best quality/ies of children with intellectual disabilities?	They are **spontaneous**. They **do not do things on purpose.** They are **kind.**	**Spontaneous. Say everything they think. This is ok if they are here in the school because we understand them.**
What is your aspiration for your students in the future?	**Not really get a job. Unable to do repeat work** like the autistic children.	See answer # above
Attitudes towards Inclusive Education		
What do you understand by the word 'inclusion'?	**Included into the community. Do not really think they can be in mainstream class. They interrupt the class as they cannot concentrate. Must do it slowly and it is difficult. Need to introduce inclusion for**	**Included in the community.** They can. **We just go shopping. People will stare if then children show certain behaviour that is different.**

	them slowly. We take them out as part of the programme. We cannot take all together as we have children who are not able to walk or those who tend to run away. We give them sweet to get them to stay. **It is terrible feeling when they run away or when something happens. People are looking at you and wondering. Some people were staring at us.**	
What does inclusion mean for a child with intellectual disability?	Should **build a special class in the mainstream school**. **Just join for certain subjects like art and craft, music or gymnasium.**	**Possible for the milder students. But must prepare the other students.** Tell them that the special child is good at something. **He can join some of the lessons but not to integrate. Join for only certain subjects that do not use intellect so much.**

Table 5 Responses from Parents Interviews

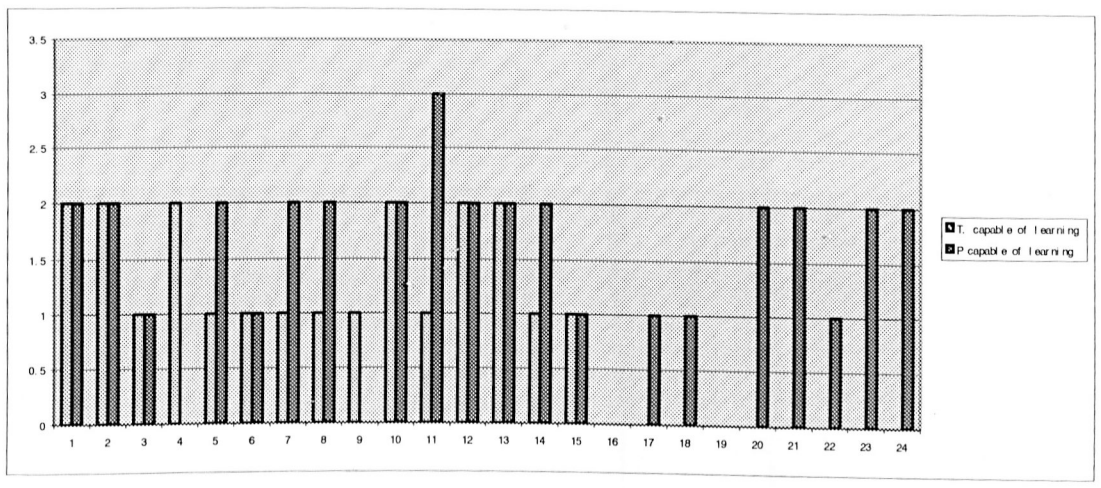
Information About Child	***Mother***	***Father***
Do you have any support in caring for your child?	No, **I take care of my child on my own.**	**My wife is not working so she looks after her.** It is my first time here usually my wife fetches my daughter. But I have to do something today so I come and fetch her.
How would you describe your child?	# My child's brain is not developed and he **does not have a lot of ability in doing things for himself. He is able to learn a few things** for example now he **can clap his hands.**	Sometimes q**uiet and very introverted**. She is totally **different from his 18-year old son**. I am able to see it.

How do you find looking after a child with a disability? Why do you feel this way?	It **has been quite hard** as **he has fits** and has them quite often. I have to be with him all the time.	**Doing work with her. Bought her cards or something for her to do.** Now I am busy painting new house, so spent time lesser than normally now. So bought her a puppy so that **she would not be so lonely.** She can take care of the puppy. She had it for 2 months now.
Attitudes toward Children with Intellectual Disability	***Mother***	***Father***
How would you describe your child's ability to learn?	*See answer # above*	She **can learn but not a lot.** It **takes her time to learn.** She **needs to be supervised.**
What is your opinion about your child's decision making abilities?	*Not asked*	She is **unable to make her own decisions** for example she **will follow what her mother says.**
Can you please describe to me your child's best quality/ies?	He is **able to learn something** and I am able to see some progress. A few weeks ago he can **bite an apple.**	She is **quiet and independent.** She **loves drawing, art and singing.** She plays harmonica but she is not good. We let her just play the harmonica.
What is your aspiration for your child in the future?	I **do not want to think too much**. I am **unable to see the future**. I have **no answers** about his future.	Maybe she can **become a gardener.** And grow flowers. She **cannot become a baker because she eats too much.** I have **not thought about her working outside**. She is 13 years old now.
In what ways do you think that your special child is similar or different to your other children?	He is **totally different and functioning like a 4-month old baby**. When he was 1 year old, they did a brain scan and it shows that he has a small brain that can't	**They** can see that **she is different**. I can **see them staring at her**. I **pretend not to notice and try not to think** about it. She **doesn't have many friends** and **we**

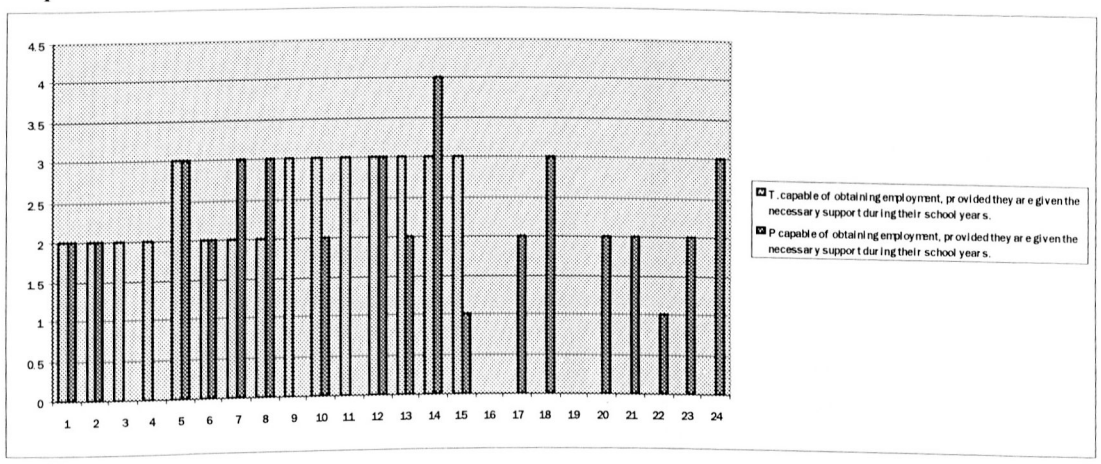
	develop. So **he is unable to learn much. Everything has to be done for him.**	**do not have many friends** either. My son, who is a teenager now, does not talk to her sister.
What is your opinion about your child's ability to function independently in the community?	*Not asked*	Bad**.** Take it as it is.
Attitudes towards Inclusive Education	*Mother*	*Father*
What do you understand by "integration" or "inclusion"?	**Do not know anything** before having this child.	Yes
What does inclusion/integration mean for a child with intellectual disability?	**Did not respond**	**Don't believe in integration/inclusion**. I **cannot see her in a mainstream schoo**l. There **are lots of bully.** I would not allow her to go to mainstream school, a**fraid she might get hurt or others teasing her.**
What is your opinion the best educational placement for your child and why?	**No mainstream school for him even with support. It would not make sense for him.** He doesn't understand anything because his brain is damaged. So no. **Special school is better for him. The school provides everything he needs. The school is good for him.**	**Special school. Yes.**

Comparison between Teachers and Parents Responses

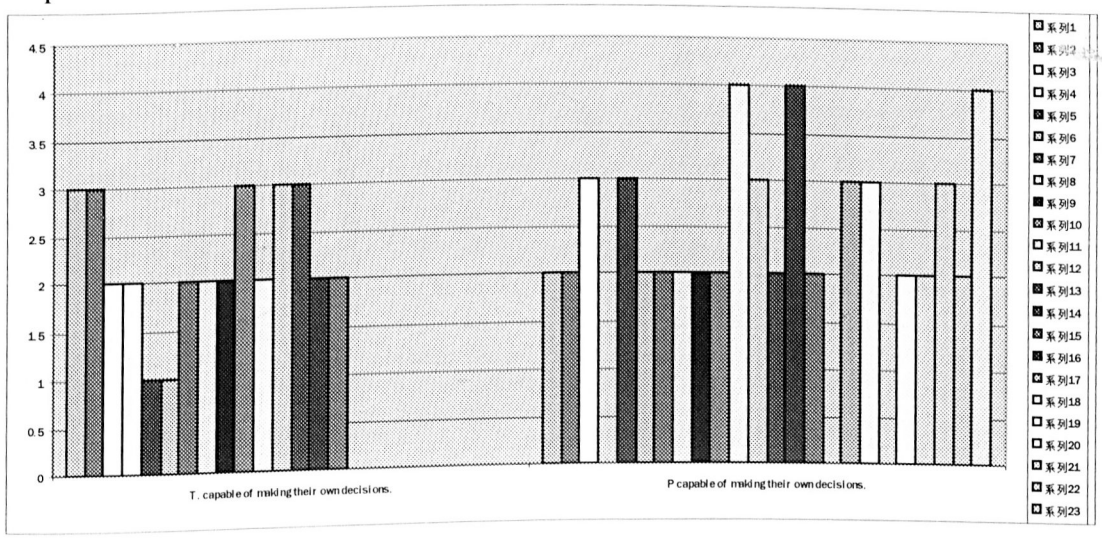
Graph 1A



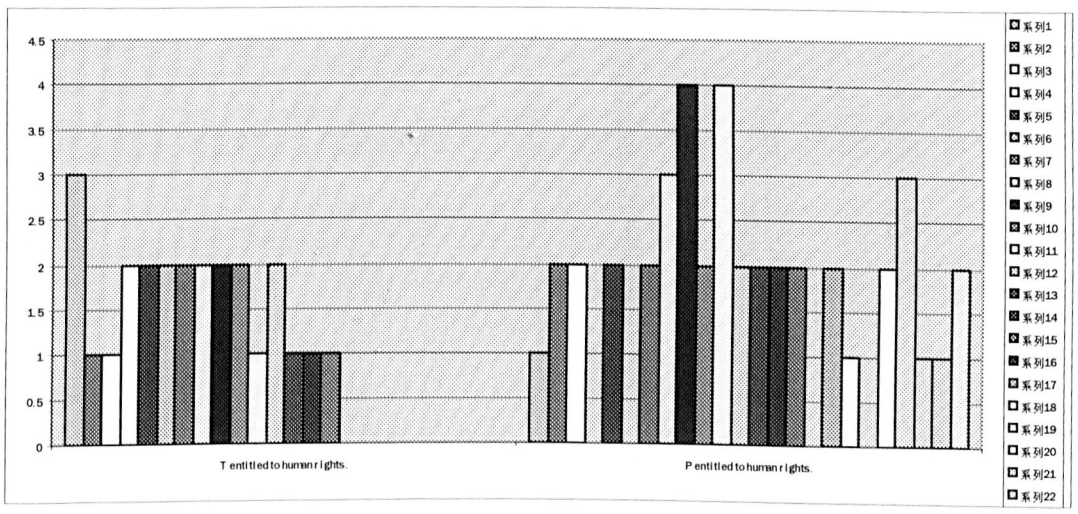
Graph 2A



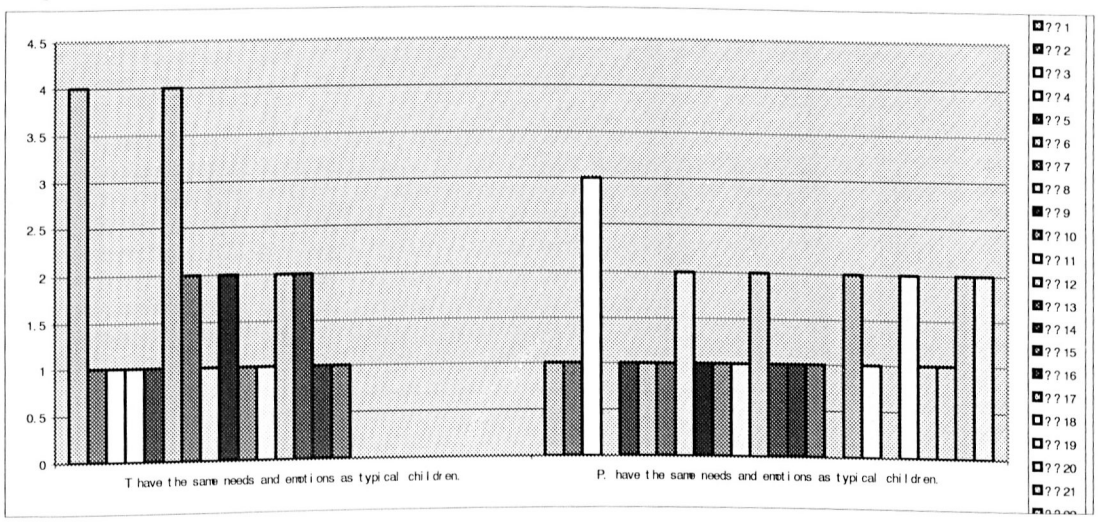
Graph 3A



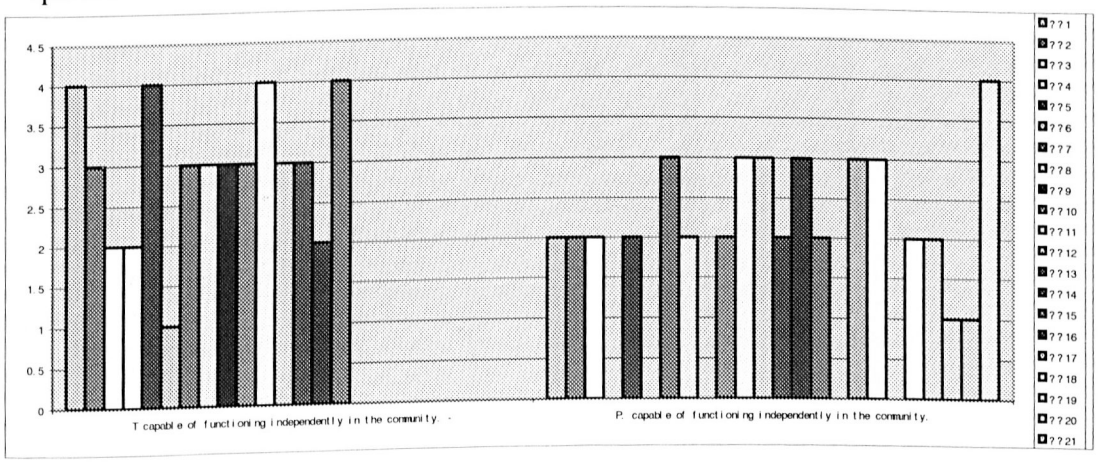
Graph 4A



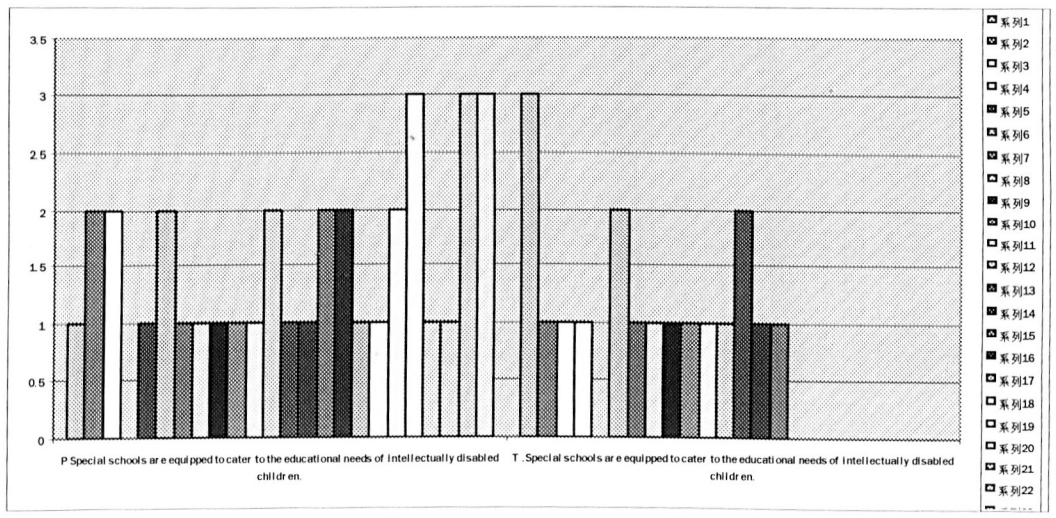
Graph 5A



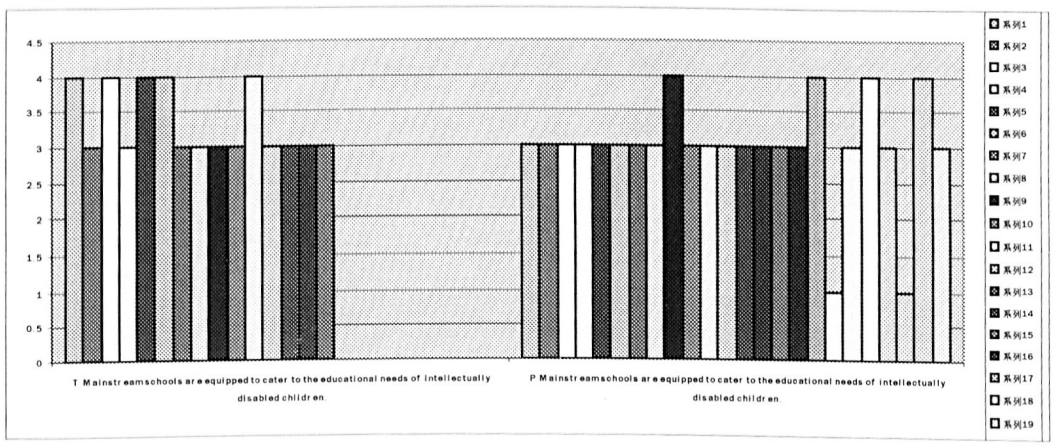
Graph 6A



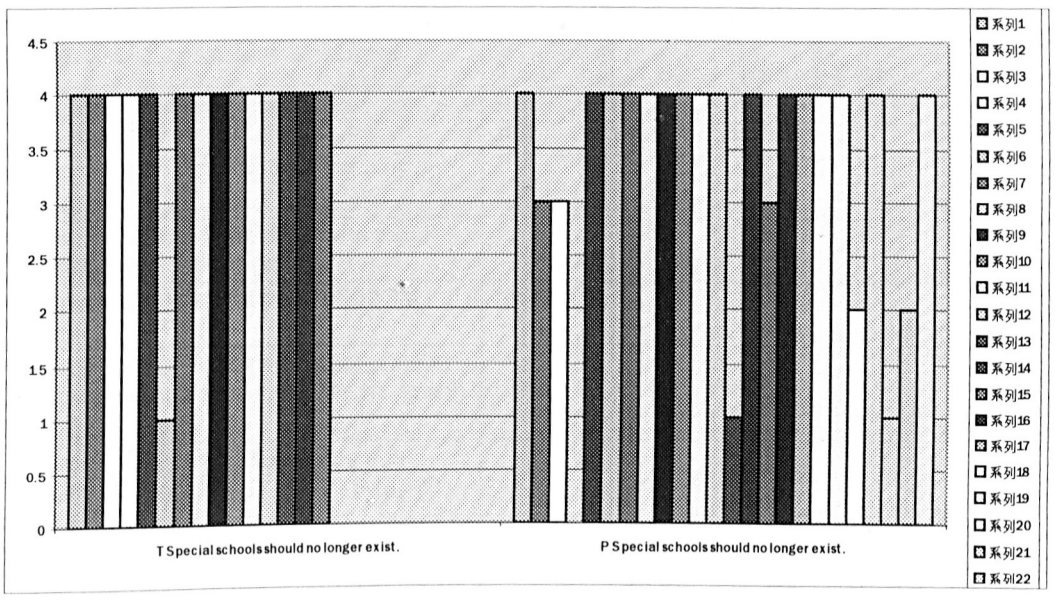
Graph 7A



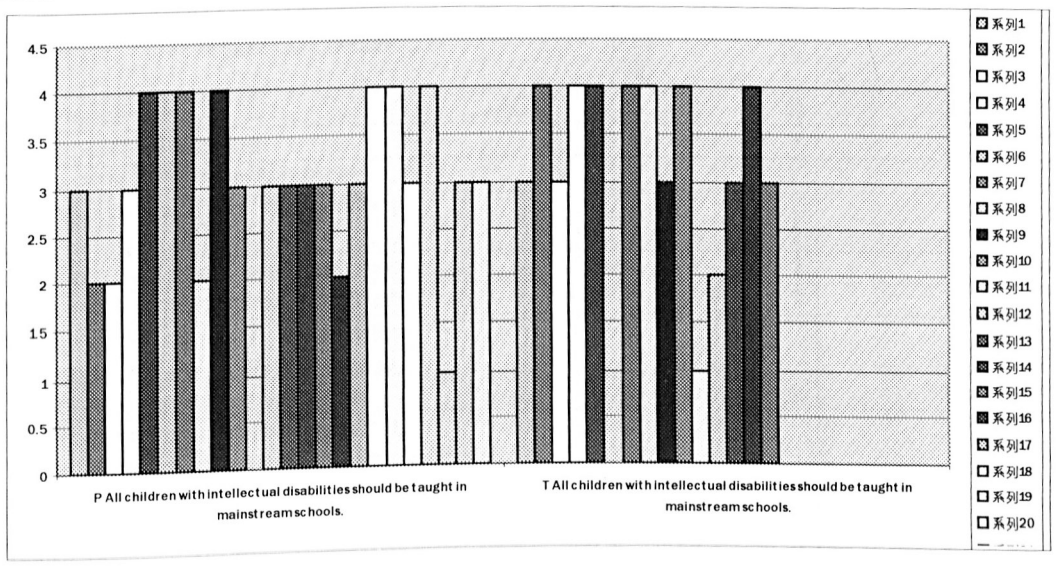
Graph 8A



Graph 9A


4.5
4
3.5
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T Special schools should no longer exist.
P Special schools should no longer exist.
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系列21
系列22

10A


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P All children with intellectual disabilities should be taught in mainstream schools.
T All children with intellectual disabilities should be taught in mainstream schools.
系列1
系列2
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系列14
系列15
系列16
系列17
系列18
系列19
系列20

Questions/ Particulars Teachers	T S1	T S2	T S3	T S4	T S5
Part 1: Personal Background					
1. Sex M/F	F	F	F	F	M
2. Age < 26 (1) 26 - 35 (2) 36 - 45 (3) > 45 (4)	1	2	4	4	3
3.Educational Qualifications BA(1) Master/Mgstr (2) Phd (3)	1	2	1	2	2
4. other courses attended on Special Needs	autismus 1	0	0	LOGOPEDIC	ART THERAPY,
5. Years of Teaching Experience in Special School < 5 (1) 5 - 9 (2) 10 - 14(3) >15 (4)	1	1	4	1	2
6. Years of Teaching Experience in Mainstream School < 5 (1) 5 - 9 (2) 10 - 14(3) > 15 (4)	0	1	4	3	1
7. The number of children in your class	6	8	7	5	6
8. The age range of the children in your class	7 to 19	13 to 18	10 TO 16	10 TO 12	0
9.previous experience working or interacting with intellectually disabled Y/N	Y	N	N	N	Y
experience	ASD	0	0	0	0
10. capable of learning	2	2	1	2	1
11.capable of being independent for example in managing their self-help skills etc.	2	3	2	2	2
12. capable of learning to read and write.	2	2	1	2	2
13.capable of doing simple mathematics.	2	2	1	2	2
14.capable of obtaining employment, provided they are given the necessary support during their school years.	2	2	2	2	3
15. in communicating their needs to family members, peers, classmates and teachers.	2	3	1	2	1
16. capable of making their own decisions.	3	3	2	2	1
17.entitled to human rights.	3	1	1	2	2
18. have the same needs and emotions as typical children.	4	1	1	1	1
19. capable of functioning independently in the community. -	4	3	2	2	4
20. should be in the same classroom as typical students in mainstream schools.	*3*	*2*	*3*	*4*	*0*
21. disabilities should be in special classrooms in mainstream schools.	*2*	*2*	*2*	*2*	*0*
22. should attend some classes with other students in the mainstream school.	*1*	*1*	*1*	*1*	*2*
23.The self-esteem will improve when he/she has achieved success.	*1*	*1*	*1*	*1*	*1*
24.Special schools are equipped to cater to the educational needs of intellectually disabled children.	*3*	*1*	*1*	*1*	*0*

25.Mainstream schools are equipped to cater to the educational needs of intellectually disabled children.	*4*	*3*	*4*	*3*	*4*
26.Special schools should no longer exist.	*4*	*4*	*4*	*4*	*4*
27.By attending mainstream schools, improve their socialization skills.	*3*	*2*	*2*	*2*	*2*
28.By attending mainstream schools,have better self concept.	*3*	*2*	*3*	*2*	*0*
29.By attending mainstream schools,better accepted in the community.	*1*	*3*	*2*	*1*	*0*
30.By attending mainstream schools, live like any other child.	*3*	*4*	*2*	*4*	*4*
31 All children with intellectual disabilities should be taught in mainstream schools.	*3*	*4*	*3*	*4*	*4*

Questions/ Particulars Teachers	**T S6**	**T R1**	**T R2**	**T R3**	**T R4**
Part 1: Personal Background					
1. Sex M/F	F	F	F	F	F
2. Age < 26 (1) 26 - 35 (2) 36 - 45 (3) > 45 (4)	3	2	4	3	2
3.Educational Qualifications BA(1) Master/Mgstr (2) Phd (3)	2	0	0	1	0
4. other courses attended on Special Needs	YES	0	YES	Y	Y
5. Years of Teaching Experience in Special School < 5 (1) 5 - 9 (2) 10 - 14(3) >15 (4)	4	1	2	2	2
6. Years of Teaching Experience in Mainstream School < 5 (1) 5 - 9 (2) 10 - 14(3) > 15 (4)	0	0	4	0	0
7. The number of children in your class	6	6	6	6	6
8. The age range of the children in your class	12	9 TO 14	9 TO 14	9 TO 18	9 TO 18
9.previous experience working or interacting with intellectually disabled Y/N	YES	N	YES	Y	N
experience	ZVET	0	0		0
10. capable of learning	**1**	**1**	**1**	**1**	**2**
11.capable of being independent for example in managing their self-help skills etc.	**2**	**2**	**2**	**3**	**3**
12. capable of learning to read and write.	**2**	**2**	**2**	**2**	**2**
13.capable of doing simple mathematics.	**2**	**1**	**2**	**2**	**2**
14.capable of obtaining employment, provided they are given the necessary support during their school years.	**2**	**2**	**2**	**3**	**3**
15. in communicating their needs to family members, peers, classmates and teachers.	**1**	**2**	**1**	**2**	**2**
16. capable of making their own decisions.	**1**	**2**	**2**	**2**	**3**
17.entitled to human rights.	**2**	**2**	**2**	**2**	**2**
18. have the same needs and emotions as typical children.	**4**	**2**	**1**	**2**	**1**

19. capable of functioning independently in the community. -	**1**	**3**	**3**	**3**	**3**
20. should be in the same classroom as typical students in mainstream schools.	*0*	*0*	*2*	*3*	*4*
21. disabilities should be in special classrooms in mainstream schools.	*0*	*0*	*2*	*1*	*3*
22. should attend some classes with other students in the mainstream school.	*2*	*0*	*3*	*2*	*3*
23.The self-esteem will improve when he/she has achieved success.	*1*	*1*	*1*	*2*	*1*
24.Special schools are equipped to cater to the educational needs of intellectually disabled children.	*2*	*1*	*1*	*1*	*1*
25.Mainstream schools are equipped to cater to the educational needs of intellectually disabled children.	*4*	*3*	*3*	*3*	*3*
26.Special schools should no longer exist.	*1*	*4*	*4*	*4*	*4*
27.By attending mainstream schools, improve their socialization skills.	*0*	*2*	*2*	*3*	*3*
28.By attending mainstream schools,have better self concept.	*2*	*0*	*3*	*3*	*3*
29.By attending mainstream schools,better accepted in the community.	*0*	*2*	*2*	*3*	*3*
30.By attending mainstream schools, live like any other child.	*0*	*0*	*0*	*3*	*3*
31 All children with intellectual disabilities should be taught in mainstream schools.	*0*	*4*	*4*	*3*	*4*

Questions/ Particulars Teachers	**T R5**	**T R6**	**T R7**	**T R8**	**T R9**
Part 1: Personal Background					
1. Sex M/F	F	F	F	F	F
2. Age < 26 (1) 26 - 35 (2) 36 - 45 (3) > 45 (4)	2	2	2	2	2
3.Educational Qualifications BA(1) Master/Mgstr (2) Phd (3)	2	0	2	2	2
4. other courses attended on Special Needs	0	0	Y	0	Y
5. Years of Teaching Experience in Special Schoo! < 5 (1) 5 - 9 (2) 10 - 14(3) >15 (4)	1	2	1	1	2
6. Years of Teaching Experience in Mainstream School < 5 (1) 5 - 9 (2) 10 - 14(3) > 15 (4)	1	0	0	1	1
7. The number of children in your class	10	6	10	0	6
8. The age range of the children in your class	13 TO 19	8 TO 18	13 TO 19	0	8 TO 14
9.previous experience working or interacting with intellectually disabled Y/N	N	Y	Y	Y	N
experience	0	JINA SP SKOLA	PRAXE,	JINA SP S	0
10. capable of learning	**1**	**2**	**2**	**1**	**1**
11.capable of being independent for example in managing their self-help skills etc.	**2**	**3**	**3**	**2**	**2**

12. capable of learning to read and write.	2	3	2	2	2
13.capable of doing simple mathematics.	2	3	2	1	2
14.capable of obtaining employment, provided they are given the necessary support during their school years.	3	3	3	3	3
15. in communicating their needs to family members, peers, classmates and teachers.	1	2	2	1	1
16. capable of making their own decisions.	2	3	3	2	2
17.entitled to human rights.	1	2	1	1	1
18. have the same needs and emotions as typical children.	1	2	2	1	1
19. capable of functioning independently in the community. -	4	3	3	2	4
20. should be in the same classroom as typical students in mainstream schools.	*2*	*3*	*3*	*3*	*3*
21. disabilities should be in special classrooms in mainstream schools.	*2*	*2*	*2*	*2*	*1*
22. should attend some classes with other students in the mainstream school.	*1*	*2*	*2*	*2*	*1*
23.The self-esteem will improve when he/she has achieved success.	*1*	*3*	*2*	*1*	*1*
24.Special schools are equipped to cater to the educational needs of intellectually disabled children.	*1*	*1*	*2*	*1*	*1*
25.Mainstream schools are equipped to cater to the educational needs of intellectually disabled children.	*4*	*3*	*3*	*3*	*3*
26.Special schools should no longer exist.	*4*	*4*	*4*	*4*	*4*
27.By attending mainstream schools, improve their socialization skills.	*1*	*3*	*3*	*3*	*2*
28.By attending mainstream schools,have better self concept.	*1*	*3*	*3*	*3*	*3*
29.By attending mainstream schools,better accepted in the community.	*2*	*2*	*3*	*3*	*2*
30.By attending mainstream schools, live like any other child.	*4*	*3*	*3*	*2 OR 3*	*3*
31 All children with intellectual disabilities should be taught in mainstream schools.	*1*	*2*	*3*	*4*	*3*

Questions/ Particulars Parents	P R1	P R2	P R3	P R4	P R5
Part 1: Personal Background					
1. Sex M/F	F	F	F	M	F
2. Age < 26 (1) 26 - 35 (2) 36 - 45 (3) > 45 (4)	3	4	2	0	4
3. a) Educational Qualifications Primary(1) Secondary(2) Degree(3) Other (4)	0	3	1	1	3
3. b) other		0	0	0	0
4. Occupation					
5. Number of Children in the Family 0 (1) 1 -2 (2) 3 - 4 (3) > 4 (4)	2	2	2	3	2
6. a) Type of household Two Parents(1) Divorced (2) Single Parent(3) Other (4)	1	2	3	1	1
6. b) others	0	0	0	0	0
7.Name of School that your child is attending					

8.Age of your child	9	15	16	14	18
9.Sex of child M/F	M	F	M	M	M
10.Please describe your child					
11.Please describe a typical day of your child			0		
12.Medical Condition/s of your child					
13.Do you have any other child who is diagnosed with a disability? Y/N	N	N	N	0	N
13 b the diagnosis and the school/s he/she is attending	0	0	0	0	0
Part 2	0	0	0	0	0
14. capable of learning	2	2	1	0	2
15.capable of being independent for example in managing their self-help skills etc.	2	3	3	0	3
16. capable of learning to read and write.	2	1	2	0	2
17.capable of doing simple mathematics.	2	1	2	0	2
18.capable of obtaining employment, provided they are given the necessary support during their school years.	2	2	0	0	3
19. in communicating their needs to family members, peers, classmates and teachers.	1	2	2	0	2
20. capable of making their own decisions.	2	2	3	0	3
21.entitled to human rights.	1	2	2	0	2
22. have the same needs and emotions as typical children.	1	1	3	0	1
23. capable of functioning independently in the community.	2	2	2	0	2
24. have talents.	1	2	2	0	2
25. should be in the same classroom as typical students in mainstream schools.	*3*	*0*	*3*	*0*	*3*
26. disabilities should be in special classrooms in mainstream schools.	*1*	*0*	*2*	*1*	*3*
27. should attend some classes with other students in the mainstream school.	*2*	*0*	*3*	*1*	*2*
28.The self-esteem will improve when he/she has achieved success.	*2*	*2*	*2*	*1 OR 2*	*1*
29.Special schools are equipped to cater to the educational needs of intellectually disabled children.	*1*	*2*	*2*	*0*	*1*
30.Mainstream schools are equipped to cater to the educational needs of intellectually disabled children.	*3*	*3*	*3*	*3*	*3*
31.Special schools should no longer exist.	*4*	*3*	*3*	*0*	*4*
32.By attending mainstream schools, improve their socialization skills.	*2 OR 3*	*2 0R 3*	*2*	*3*	*2 OR 3*
33.By attending mainstream schools,have better self concept.	*3*	*2*	*2*	*0*	*3*
34.By attending mainstream schools,better accepted in the community.	*3*	*3*	*2*	*3*	*3*
35.By attending mainstream schools, live like any other child.	*3*	*3*	*0*	*1*	*3*
36 All children with intellectual disabilities should be taught in mainstream schools.	*3*	*2*	*2*	*3*	*4*

Questions/ Particulars Parents	**P R6**	**P R7**	**P R8**	**P R9**	**P R 10**
Part 1: Personal Background					
1. Sex M/F	F	0	F	F	F
2. Age < 26 (1) 26 - 35 (2) 36 - 45 (3) > 45 (4)	3	3	3	3	3
3. a) Educational Qualifications Primary(1) Secondary(2) Degree(3) Other (4)	1	2	2	2	2

3. b) other					
4. Occupation					
5. Number of Children in the Family 0 (1) 1 -2 (2) 3 - 4 (3) > 4 (4)	2	2	2	2	2
6. a) Type of household Two Parents(1) Divorced (2) Single Parent(3) Other (4)	3	1	1	1	1
6. b) others					
7.Name of School that your child is attending					
8.Age of your child	14	18	12	14	10
9.Sex of child M/F	F	F	F	F	M
10.Please describe your child					
11.Please describe a typical day of your child	0				
12.Medical Condition/s of your child					
13.Do you have any other child who is diagnosed with a disability? Y/N	N	N	N	N	N
13 b the diagnosis and the school/s he/she is attending	0	0	0	0	0
Part 2	0	0	0	0	0
14. capable of learning	**1**	**2**	**2**	**0**	**2**
15.capable of being independent for example in managing their self-help skills etc.	**2**	**4**	**3**	**2**	**2**
16. capable of learning to read and write.	**2**	**2**	**2**	**2**	**2**
17.capable of doing simple mathematics.	**2**	**2**	**2**	**0**	**2**
18.capable of obtaining employment, provided they are given the necessary support during their school years.	**2**	**3**	**3**	**0**	**2**
19. in communicating their needs to family members, peers, classmates and teachers.	**1**	**1**	**2**	**1**	**1**
20. capable of making their own decisions.	**2**	**2**	**2**	**2**	**2**
21.entitled to human rights.	**0**	**2**	**3**	**4**	**2**
22. have the same needs and emotions as typical children.	**1**	**1**	**2**	**1**	**1**
23. capable of functioning independently in the community.	**0**	**3**	**2**	**0**	**2**
24. have talents.	2	2	1	1	1
25. should be in the same classroom as typical students in mainstream schools.	*3*	*3*	*3*	*3*	*2*
26. disabilities should be in special classrooms in mainstream schools.	*3*	*2*	*2*	*3*	*2*
27. should attend some classes with other students in the mainstream school.	*2*	*2*	*2*	*3*	*2*
28.The self-esteem will improve when he/she has achieved success.	*1*	*1*	*2*	*0*	*2*
29.Special schools are equipped to cater to the educational needs of intellectually disabled children.	*2*	*1*	*1*	*1*	*1*
30.Mainstream schools are equipped to cater to the educational needs of intellectually disabled children.	*3*	*3*	*3*	*4*	*3*
31.Special schools should no longer exist.	*4*	*4*	*4*	*4*	*4*
32.By attending mainstream schools, improve their socialization skills.	*1 0R 3*	*1 OR 3*	*1 0R 2*	*1*	*1 OR 3*
33.By attending mainstream schools,have better self concept.	*3*	*4*	*0*	*0*	*3*
34.By attending mainstream schools,better accepted in the community.	*3*	*3*	*2*	*0*	*3*
35.By attending mainstream schools, live like any other child.	*0*	*4*	*3*	*3*	*2*
36 All children with intellectual disabilities should be taught in mainstream schools.	*4*	*4*	*2*	*4*	*3*

Questions/ Particulars Parents	**P R11**	**P R12**	**P R13**	**P R14**	**P S1**

Part 1: Personal Background					
1. Sex M/F	M	F	F	F	F
2. Age < 26 (1) 26 - 35 (2) 36 - 45 (3) > 45 (4)	3	3	3	2	3
3. a) Educational Qualifications Primary(1) Secondary(2) Degree(3) Other (4)	1	2	1	2	2
3. b) other					
4. Occupation					
5. Number of Children in the Family 0 (1) 1 -2 (2) 3 - 4 (3) > 4 (4)	2	2	2	2	3
6. a) Type of household Two Parents(1) Divorced (2) Single Parent(3) Other (4)	1	1	2	2	1
6. b) others					
7.Name of School that your child is attending					
8.Age of your child	14	9	0	9	18
9.Sex of child M/F	M	M	M	M	M
10.Please describe your child					
11.Please describe a typical day of your child	0				
12.Medical Condition/s of your child					
13.Do you have any other child who is diagnosed with a disability? Y/N	N	N	0	N	N
13 b the diagnosis and the school/s he/she is attending	0	0	0	0	0
Part 2	0	0	0	0	0
14. capable of learning	**3**	**2**	**2**	**2**	**1**
15.capable of being independent for example in managing their self-help skills etc.	**3**	**2**	**2**	**3**	**2**
16. capable of learning to read and write.	**4**	**2**	**2**	**4**	**2**
17.capable of doing simple mathematics.	**2**	**2**	**2**	**4**	**1**
18.capable of obtaining employment, provided they are given the necessary support during their school years.	**0**	**3**	**2**	**4**	**1**
19. in communicating their needs to family members, peers, classmates and teachers.	**1**	**2**	**2**	**2**	**1**
20. capable of making their own decisions.	**4**	**3**	**2**	**4**	**2**
21.entitled to human rights.	**4**	**2**	**2**	**2**	**2**
22. have the same needs and emotions as typical children.	**1**	**2**	**1**	**1**	**1**
23. capable of functioning independently in the community.	**3**	**3**	**2**	**3**	**2**
24. have talents.	0	2	2	2	2
25. should be in the same classroom as typical students in mainstream schools.	*3*	*2*	*2*	*2*	*1*
26. disabilities should be in special classrooms in mainstream schools.	*4*	*3*	*2*	*2*	*3*
27. should attend some classes with other students in the mainstream school.	*0*	*2*	*2*	*2*	*2*
28.The self-esteem will improve when he/she has achieved success.	*1*	*2*	*2*	*2*	*1*
29.Special schools are equipped to cater to the educational needs of intellectually disabled children.	*1*	*2*	*1*	*1*	*2*
30.Mainstream schools are equipped to cater to the educational needs of intellectually disabled children.	*3*	*3*	*3*	*3*	*3*
31.Special schools should no longer exist.	*4*	*4*	*1*	*4*	*3*
32.By attending mainstream schools, improve their socialization skills.	*0*	*2*	*2 OR 1*	*2*	*2*
33.By attending mainstream schools,have better self concept.	*0*	*3*	*2*	*2*	*2*

34.By attending mainstream schools,better accepted in the community.	*0*	*3*	*2*	*2*	*2*
35.By attending mainstream schools, live like any other child.	*0*	*2*	*2*	*3*	*2*
36 All children with intellectual disabilities should be taught in mainstream schools.	*0*	*3*	*3*	*3*	*3*

Questions/ Particulars Parents	**P S2**	**P S3**	**P S4**	**P S5**	**P S6**
Part 1: Personal Background					
1. Sex M/F	M	M	F	F	M
2. Age < 26 (1) 26 - 35 (2) 36 - 45 (3) > 45 (4)	3	4	4	3	4
3. a) Educational Qualifications Primary(1) Secondary(2) Degree(3) Other (4)	2	2	2	2	3
3. b) other					
4. Occupation					
5. Number of Children in the Family 0 (1) 1 -2 (2) 3 - 4 (3) > 4 (4)	2	2	2	2	3
6. a) Type of household Two Parents(1) Divorced (2) Single Parent(3) Other (4)	1	2	3	1	1
6. b) others					
7.Name of School that your child is attending					
8.Age of your child	18	16	17	17	18
9.Sex of child M/F	M	M	M	Z	Z
10.Please describe your child					
11.Please describe a typical day of your child					
12.Medical Condition/s of your child					
13.Do you have any other child who is diagnosed with a disability? Y/N	N	N	N	N	N
13 b the diagnosis and the school/s he/she is attending	0	0	0	0	0
Part 2	0	0	0	0	0
14. capable of learning	**0**	**1**	**1**	**0**	**2**
15.capable of being independent for example in managing their self-help skills etc.	**0**	**2**	**4**	**0**	**2**
16. capable of learning to read and write.	**0**	**2**	**2**	**0**	**2**
17.capable of doing simple mathematics.	**0**	**2**	**2**	**0**	**2**
18.capable of obtaining employment, provided they are given the necessary support during their school years.	**0**	**2**	**3**	**0**	**2**
19. in communicating their needs to family members, peers, classmates and teachers.	**0**	**1**	**1**	**0**	**2**
20. capable of making their own decisions.	**0**	**3**	**3**	**0**	**2**
21.entitled to human rights.	**0**	**2**	**1**	**0**	**2**
22. have the same needs and emotions as typical children.	**0**	**2**	**1**	**0**	**2**
23. capable of functioning independently in the community.	**0**	**3**	**3**	**0**	**2**
24. have talents.	0	2	2	0	2
25. should be in the same classroom as typical students in mainstream schools.	*2*	*2*	*3*	*3*	*2*
26. disabilities should be in special classrooms in mainstream schools.	*3*	*3*	*3*	*2*	*2*
27. should attend some classes with other students in the mainstream school.	*2*	*2*	*3*	*1*	*2*
28.The self-esteem will improve when he/she has achieved success.	*1*	*2*	*1*	*1*	*1*
29.Special schools are equipped to cater to the educational needs of intellectually disabled children.	*2*	*1*	*1*	*2*	*3*

30.Mainstream schools are equipped to cater to the educational needs of intellectually disabled children.	*3*	*4*	*1*	*3*	*4*
31.Special schools should no longer exist.	*4*	*4*	*4*	*4*	*2*
32.By attending mainstream schools, improve their socialization skills.	*2*	*1OR 2*	*2 OR 3*	*2*	*2*
33.By attending mainstream schools,have better self concept.	*1*	*2*	*3*	*3*	*2*
34.By attending mainstream schools,better accepted in the community.	*1*	*1*	*3*	*3*	*2*
35.By attending mainstream schools, live like any other child.	*1*	*3*	*3*	*2*	*2*
36 All children with intellectual disabilities should be taught in mainstream schools.	*2*	*3*	*4*	*4*	*3*

Questions/ Particulars Parents	**P S7**	**P S8**	**P S9**	**P S10**	
Part 1: Personal Background					
1. Sex M/F	F	M	F	F	
2. Age < 26 (1) 26 - 35 (2) 36 - 45 (3) > 45 (4)	3	3	3	3	
3. a) Educational Qualifications Primary(1) Secondary(2) Degree(3) Other (4)	3	3	3	2	
3. b) other					
4. Occupation					
5. Number of Children in the Family 0 (1) 1 -2 (2) 3 - 4 (3) > 4 (4)	2	3	3	2	
6. a) Type of household Two Parents(1) Divorced (2) Single Parent(3) Other (4)	2	2	1	1	
6. b) others					
7.Name of School that your child is attending					
8.Age of your child	18	18	18	11	
9.Sex of child M/F	M	M	Z	M	
10.Please describe your child					
11.Please describe a typical day of your child					
12.Medical Condition/s of your child					
13.Do you have any other child who is diagnosed with a disability? Y/N	N	N	N	N	
13 b the diagnosis and the school/s he/she is attending	0	0	0	0	
Part 2	0	0	0	0	
14. capable of learning	**2**	**1**	**2**	**2**	
15.capable of being independent for example in managing their self-help skills etc.	**2**	**2**	**1**	**3**	
16. capable of learning to read and write.	**2**	**2**	**1**	**2**	
17.capable of doing simple mathematics.	**2**	**1**	**2**	**2**	
18.capable of obtaining employment, provided they are given the necessary support during their school years.	**2**	**1**	**2**	**3**	
19. in communicating their needs to family members, peers, classmates and teachers.	**2**	**1**	**2**	**3**	
20. capable of making their own decisions.	**2**	**3**	**2**	**4**	
21.entitled to human rights.	**3**	**1**	**1**	**2**	
22. have the same needs and emotions as typical children.	**1**	**1**	**2**	**2**	
23. capable of functioning independently in the community.	**2**	**1**	**1**	**4**	
24. have talents.	1	1	2	2	
25. should be in the same classroom as typical students in mainstream schools.	*0*	*1*	*2*	*4*	
26. disabilities should be in special classrooms in mainstream schools.	*0*	*1*	*2*	*2*	

27. should attend some classes with other students in the mainstream school.	*0*	*1*	*1*	*2*	
28.The self-esteem will improve when he/she has achieved success.	*1*	*1*	*1*	*2*	
29.Special schools are equipped to cater to the educational needs of intellectually disabled children.	*1*	*1*	*3*	*3*	
30.Mainstream schools are equipped to cater to the educational needs of intellectually disabled children.	*3*	*1*	*4*	*3*	
31.Special schools should no longer exist.	*4*	*1*	*2*	*4*	
32.By attending mainstream schools, improve their socialization skills.	*0*	*1*	*0*	*2*	
33.By attending mainstream schools,have better self concept.	*0*	*1*	*0*	*2*	
34.By attending mainstream schools,better accepted in the community.	*0*	*1*	*0*	*2*	
35.By attending mainstream schools, live like any other child.	*0*	*1*	*0*	*2*	
36 All children with intellectual disabilities should be taught in mainstream schools.	*4*	*1*	*3*	*3*	

Teachers	Training attended
T S1	autismus 1
T S2	nil
T S3	nil
T S4	logopedic,
T S5	arteterapie, pohybem k vyrovnanosti, vychovne projeckty, tvoriva skola - cinnostni uceni
T S6	cant read handwriting
T R1	nil
T R2	spec ped, autismus, alternativni komunikace, smyslova vychora mentalni postizeny, kominikasishrednosli, grafomotorika
T R3	edulace dih a ole radami, VOKS, autismus, strodium bioterapie - arteterapie,
T R4	4 lete peda lyceum - maturita ze special ni ped
T R5	nil
T R6	nil
T R7	alternative a augmentative komunikace - makaton semonai & problematic, ADHD, ADD, specificke poruchy keeri, vyhka ve spec tridach
T R8	nil
T R9	autismus, alternativni komunikace