Study on Equal Learning Opportunities for Students with Disabilities under the Integrated Education System

Report

**This project is commissioned by
Equal Opportunities Commission**

to

**Centre for Special Educational Needs and
Inclusive Education
The Hong Kong Institute of Education**

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Executive Summary

Background

1.   The Equal Opportunities Commission (EOC) has commissioned the Centre for Special Educational Needs and Inclusive Education of The Hong Kong Institute of Education to conduct a research project "Study on Equal Learning Opportunities for Students with Disabilities under the Integrated Education System".   The study aims at eliciting the stakeholders' understanding of Integrated Education[1] (IE) policy and attitudes towards integrators, discerning the stakeholders' perception of difficulties encountered with respect to students with different categories/ degrees of disabilities, and collecting opinions from the stakeholders towards allocation of resources, provision of professional training and support from the community.

2.   The fieldwork which consists of questionnaire survey and case study was undertaken from September 2010 to November 2011. Various stakeholders including principals, teachers, professionals (e.g. social workers, counselors, therapists), students with special educational needs (SEN), regular students, parents of SEN students, and parents of regular students were involved.   In the quantitative questionnaire survey, 230 schools comprising 139 primary schools and 91 secondary schools completed the questionnaires, and a total of 5,136 stakeholders participated. To collect qualitiative data, 475 stakeholders from 20 schools were interviewed in the case study. These 20 schools have adopted the New Funding Mode[2] to care for their SEN students.

3.   Even though IE program has been implemented for over a decade, there is still room for attaining the ideal that 100% of the mainstream schools will admit SEN students and provide equal learning opportunities for them. The findings show that among the 230 schools participating in the questionnaire survey, only 192 schools (83%) have admitted SEN students. Of these 192 schools, 48% of them have adopted the "whole-school approach" in caring for SEN students.   The data show that 75% of these schools have no more than 10% SEN students. The types of SEN students include: Attention Deficit and Hyperactivity Disorders (ADHD), Autistic Spectrum Disorders (ASD), Communication Difficulties (CD), Emotional and Behavioural Difficulties (EBD), Hearing Impairment (HI), Intellectual Disability (ID), Physical Disabilities (PD), Specific Learning Difficulties (SLD), and Visual Impairment (VI). The number of types of SEN students commonly ranges from 4 to 7 in each school.

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[1]   Integrated education is generally linked to a process of placing students with special educational needs in ordinary schools which constitute the majority of so called "mainstream/mainstreaming schools", whereas inclusive education is defined by UNESCO in 2009 as a process of strengthening the capacity of the education system to reach out to all learners. The Education Bureau of HKSAR adopts the term "integrated education" in its official documents but the research team adopts the idealation of "inclusive education" that is commonly embraced by educators.

[2]   The Government introduced the New Funding Mode plan in 2003/2004, under which schools were granted subsidies according to the number of SEN students in each school and the severity of the problem of individual students.

Key Findings of the Quantitative Questionnaire Survey

4.　　As for the 192 schools which have admitted SEN students, about 70-90% of the respondents opine that implementation of inclusive education mainly comes from the government, parents of SEN students and the general public.　However, most parents of SEN students speculate that teachers are the key stakeholders to expect schools to implement inclusive education.　In contrast, only about half of the principals and teachers agree that the momentum comes from teachers themselves, which shows a big gap in aspirations from what parents expect.

5.　　The numbers of trained principals and teachers in schools of inclusive education are not satisfactory.　The percentage of teachers without special education training[3] is high.　Some schools do not meet the policy requirement of having 10% of teachers with special education training.　Nearly 40% of the interviewed teaching staff (particularly teachers) lack knowledge about inclusive education.　Around 10-20% of the principals, teachers and professionals do not agree that SEN students can participate in all kinds of activities and that they should be provided with accommodation measures.　Furthermore, taking heed of inadequate training and resources provided for school personnel, 30-50% of the respondents disagree with accepting and supporting students with severe disabilities.

6.　　Interviewed schools offer different support measures in enhancing the development of SEN students. These support measures include making special arrangement in examination (88%), providing professional therapy/counseling (82%), providing additional tutorials after school (77%), parent education (73%), writing up an individual education plan (IEP) (70%), and appointing teaching assistants (67%).　As for learning and teaching for different types of SEN students, the principals, teachers and professionals consider that there are difficulties in teaching students with ID (24%), EBD (23%), ADHD (21%) or ASD (20%).　Although efforts are made by schools in the arrangements of learning and teaching, more than 20% of the parents of SEN students show dissatisfaction.　In this respect, the teaching practices in schools have not come up to the expectations and demands of parents of SEN students.

7.　　With respect to academic performance, 37% of the respondents (principals, teachers and professionals) generally consider SEN students having different learning difficulties, including grasping learning skills (44%), learning on their own (43%), being motivated to learn (41%), understanding what teachers are teaching in the classroom (36%), performances in examinations meeting expectation (33%), and developing multiple intelligences (23%). In relation to academic performance of different types of students with disabilities, approximately 80% of the principals, teachers and professionals show greater agreement about academic performance of students with HI, VI or PD.　Most respondents are concerned with academic performance of students with ID, SLD, EBD, ADHD and ASD.

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[3]　Special education training courses are offered in relevant undergraduate and post-graduate programs which are catered to teachers who work in mainstream schools (for implementation of inclusive education) or special schools.

8.   Nearly half of the SEN students (48%) reveal that their examination results are not satisfactory when compared to 26% of regular students. Approximately 30% of SEN students cannot grasp a range of learning skills (e.g. note-taking, problem-solving) and learn independently whereas 17% of regular students do so. About 20% of SEN students indicate that they cannot understand what teachers are teaching in the classroom, while 11% of regular students do so. Furthermore, many parents of SEN students (46%) indicate that the academic performance of their children does not meet their expectation. Up to one-third to a half of the parents think that their SEN children are not concentrated in the classroom for grasping a range of learning skills and what teachers are teaching, and it is hard for them to learn actively and independently. This reflects that parents of SEN students who commonly embrace higher expectation tend to have more negative comments on their children's academic performance.

9.   Notwithstanding there are non-hostile views, many parents of regular students still comment on behaviours of SEN students including disturbing others' learning (59%), occupying so many school resources (39%), having special arrangements (30%) and bullying other students (27%). Parents of regular students in secondary schools have more negative views about inclusive education than those in primary schools, probably because secondary school students have to face with the challenges of public examinations and their parents are therefore under stress. These parents might not comprehend how the schools care for the needs of SEN students and are worried about their own children's learning being dragged by SEN students in class.

10.   As for social performance of various types of SEN students, principals, teachers and professionals generally opine that SEN students have peers and social activities. The majority of principals, teachers and professionals (around 90%) show positive views on emotional performance of students with HI, PD and SLD. However, about 30-70% of respondents consider that students with EBD, ADHD, ID and ASD cannot concentrate on learning in class, disturb classmates' learning and possess negative self-concept. As regards "relationship with staff", "relationship with peers", "interaction with peers" and "academic, social and emotional performance", most SEN students think that they have poorer performance than regular students in various aspects.

11.   Regarding relationship with peers, over 80% of SEN students consider that their classmates are friendly to them. They will help and learn from each other, and appreciate individual differences. However, around 30% of SEN students indicate that they are bullied (26%) and teased (31%) by their classmates. For regular students, 18% and 24% of them indicate that they have the same experiences, respectively. It shows that more SEN students than regular students are bullied and teased in schools and the situation appears worrying.

Key Findings of the Qualitative Case Study

12.   Concluding from the results of case study, most respondents indicate they are influenced by the education policy so as to recognize core values of inclusive education. Some schools have implemented inclusive education to increase the enrolment of more SEN

students in order to avoid school closure. However, this policy has brought many difficulties and challenges to schools. They include: insufficient knowledge of inclusive education, shortage of resources, inadequate manpower, great workload and a lack of collaboration.

13.   Based on the degree that SEN students impact on others and the capacity that schools can take care of them, school stakeholders hold different views on different types of SEN students and their severity. Respondents are not willing to accept students with ID, ASD or ADHD, and those with moderate or severe disabilities. It is easier for most schools to accept students with HI, VI and PD.

14.   Class placement in schools is mostly based on students' abilities or random allocation. However, for some schools with small numbers of classes, SEN students with low academic performance, behavioral problems and special needs of caring might be allocated to the same class. For most interviewed schools which receive support from NGOs and special schools, students on average appear to have fair academic performance. However, some schools are concerned about the potential drop of overall teaching quality.

15.   Although home-school cooperation is generally smooth, some teachers think that certain parents do not disclose the situation of their SEN children and are not willing to cooperate with schools. However, some parents of SEN students consider that schools do not provide sufficient information and they are worried about the labeling effects on their children. Parents of regular students complain that more resources are allocated for SEN students.

16.   To facilitate the implementation of inclusive education, teacher training is a matter of concern. Most interviewed teaching staff (particularly teaching assistants and social workers) reveal that there is not sufficient training for them. The causes are: (1) Administrative arrangements of schools do not allow a considerable number of teachers to receive training each year; (2) As there is a small number of SEN students in school, caring of these students and related teacher training are not pivotal for school development; (3) The training contents cover broadly and lack practical information and follow-up guidance; (4) Even if teachers can afford to have further studies, their first choices are usually degree or post-graduate courses, rather than those professional development courses in special education; (5) There are already too many types of SEN students for inexperienced teachers who lack proper training to juggle with; and (6) The mobility of teaching assistants is so great that training is forever needed every year. In the long run, all teachers should receive pre-service training in special education so that their negative views about SEN students could be changed.

17.   There are different reasons that parents of SEN students let their children study in the mainstream schools. For some parents, their children are transferred to the existing school as the original school has not met their children's special educational needs. Some parents are rejected by many schools and only the existing schools are willing to accept their SEN children. Furthermore, some parents expect their children to be treated fairly, and are worried that if their children attend special schools, they will be negatively labeled in the society and cannot have better development. Most parents of SEN students are satisfied with their children's learning in schools but some parents show disagreements and make complaints to

schools. Complaint cases are mainly about insufficient support for SEN students as their parents expect schools to provide more resources and support for their children. Moreover, some parents of SEN students have great expectation on their children and when there is a gap between their expectation and the reality, they express dissatisfaction to the schools.

18.   The majority of interviewed SEN students have expressed that they like their schools and get along well with their teachers and classmates. However, some SEN students think that they are regarded as bad students in the eyes of their teachers. They are sometimes bullied (teased or beaten up) by classmates. Interviewed SEN students have mentioned that there are after-school counseling and assessment adaptation. However, a few students need private tutorials to solve their learning problems.

19.   Most interviewed regular students reveal that they are willing to get along with SEN students or offer assistance to them. Regular students in secondary schools are more considerate and tolerant towards SEN students than those in primary schools. Nevertheless, some regular students find that sometimes it is difficult to get along with SEN students, mainly because of their impolite and unacceptable manners. Schools have made efforts to reduce bullying but cases of bullying among students still exist. There are more verbal abuses than physical bullying.

20.   Parents of regular students do not have much understanding of inclusive education in schools. However, interviewed parents generally agree or accept SEN students to study along with their children in schools. They find that their children study happily. They indicate that there could be a win-win situation with inclusive education: SEN students will receive assistance while their children can study with classmates with different abilities. They also acquire attitudes of tolerance and acceptance, learn to care for others, build up senses of responsibility and empathy, and develop the characters of helpfulness. All these will be beneficial to their future life. However, a few parents of regular students have expressed worries that some deviant behaviours of SEN students will have negative influences on their children.

Conclusion and Recommendations

21.   Concluding from the data of questionnaire survey and case study, there are problems in the system, policy and implementation of inclusive education in Hong Kong. They are summarized as follows:

(a)   The identification of SEN students is criticized to be too sloppy and simple. The assessment reports do not cover enough details. Although the complaints might be due to parents' concerns and high expectations, it should be understood that these assessment outcomes could have life-long impacts on SEN students such as school selection and placement. It would also affect allocation of public resources by the government.

(b)   If schools are going to implement inclusive education, they have to reform (e.g. changes in physical facilities and pedagogic adaptation) in order to cater for the needs of SEN students. However, survey data reveal that about 20% of the principals, teachers and professionals express disagreement about adopting some necessary modification measures. Even worse, there are around half of the respondents who disagree to accept and support students with severe disabilities. It is a great concern if schools are not determined to make necessary changes to meet the needs of SEN students, SEN students will face with the ever increasing learning difficulties.

(c)   Survey findings show that many principals (61%), teachers (43%) and professionals (49%) and parents of SEN students (37%) consider that schools do not receive enough government subsidies/ resources to implement inclusive education, particularly in funding amount, teacher training, manpower allocation and professional support. Many respondents indicate that teachers have heavy workload and do not have sufficient time to support different types of SEN students.

(d)   The findings of questionnaire survey show a worrying situation that around 20% of the principals, and 50% of the teachers and professionals are not familiar with the "Code of Practice on Edcuation under the Disability Discrimination Ordinance" and "Indicators for Inclusion 2008: A Tool for School Self-evaluation and School Development". They also express that they do not know much about the development of inclusive education and related support resources. It is disappointing to note that resources are allocated but outcomes are far from what stakeholders expect, and this will be an obstacle to the development of inclusive education.

(e)   In the case study, the majority of SEN students report that they have good relationship with teachers who encourage, help and care for them. However, survey data reveal that around 10% of the SEN students hold opposite views. 14% of the SEN students feel that they are not treated fairly in schools whereas 9% think that teaching staff, being unfriendly, do not actively take care of them.

(f)   There is a large discrepancy in the perception toward the sufficiency and appropriateness of support given by schools to SEN students. Teachers generally believe that their schools perform well in providing various measures and strategies to help SEN students. However, survey findings reveal that 20% or more of the parents of SEN students are dissatisfied with teaching, adaptation of curriculum and assessment, teachers' professional knowledge, and support provided by teaching assistants. Parents of regular students also express disagreement with the extra support given to SEN students, considering it as unfairness. They worry that SEN students disturb classroom orders and slow down teaching progress. It demonstrates that the communication between schools and parents is insufficient so that it affects the effectiveness of inclusive education as well as assistance provided for SEN students.

(g)   In terms of relationship with peers, 16% of SEN students do not have good peer relationship and they are often teased (31%) and bullied (26%). From the case study,

interviewees generally think that bullying among students is not severe. In most occasions, students with emotional and behavioral problems (e.g. student with ADHD) may bully against regular students or regular students bully against SEN students verbally. It is rare to see physical bullying. However, even for the subtle hitting and scolding which have been neglected by teachers and parents, it may cause psychological stress to regular students or SEN students, causing them to feel unhappy and helpless.

(h) In accordance with the development of the new senior secondary curriculum, applied learning courses are offered in some of the schools with special curricula, special schools and mainstream secondary schools. Some interviewed teachers are concerned about further education and career path of SEN students.

(i) In general, schools receive funding through the New Funding Mode to support SEN students. Schools often contact NGOs to acquire support services which include purchased services, organizing activities or talks, providing consultation or collaborative projects. Most interviewed schools report that these support services have certain effectiveness. However, some respondents point out that the effects vary due to a lack of continuity in the support services, frequent changing supporting organizations, high mobility of supporting staff, insufficient communication between organizations and schools, and poor home-school cooperation.

22. In response to the afore-mentioned problems in the system, policy and implementation of inclusive education, the research team proposes the following recommendations with reference to overseas implementation experiences of inclusive education:

(1) Identification of SEN students

For early intervention, assessment should be taken in the stage of pre-school education. A comprehensive and detailed assessment report should be provided to parents, teachers and professionals. It not only helps parents understand the development needs of their children and right of their choices, but also provides useful information for the follow-ups in education and therapies.

(2) Initiatives of schools to implement inclusive education

Schools should be proactive in making changes or reform to cater for SEN students' needs. This can be achieved by formulating long-term plans and policy on the curricula and accommodation for SEN students. Furthermore, they should try to achieve consensus in the directions and goals among stakeholders in schools.

(3) Allocation of resources and manpower

In view of student cases with moderate or severe disabilities in mainstream schools, the shortage of manpower and limitation of resources are noted. Currently, mainstream schools take care of students with mild disabilities whereas special schools care for students with moderate or severe disabilities. This is a dual-track mode of the implementation of "mainstream integrated education and special education". For

effective implementation, the Education Bureau (EDB) should issue guidelines that include clear procedures of referral and ways of professional collaboration to mainstream schools and special schools so that the dual-track mode can be strengthened.

(4)   Preparation and training of school staff

School staff's knowledge in integrated education, special education, and existing support services needs to be strengthened. All school staff, including principals, teachers, teaching assistants should be encouraged to take training in special education. Pre-service teacher training programs in tertiary institutions should include special education as a core module as well as exposure or attachment in inclusive settings. The government should provide incentives for teaching staff to have further studies in special education programs. For example, the completion of further studies in special education programs will be one of the prerequisites in the career promotion.

(5)   Appointment of designated SEN coordinators

The government should consider setting up a functional post at management level in school, viz. a designated teacher, to deal with matters of SEN students, instead of the current practice of an added-on duty. In this respect, schools can constantly evaluate and prioritize the development of integrated education, identification of special education needs, organization of support measures, and management of resources. Schools may also connect with other schools which have rich experiences in integrated education for support and advice.

(6)   Whole school approach

In some mainstream schools, SEN students may be confined to the same classes given that class placement is based on students' academic performance. It is recommended that schools should handle class placement of SEN students so as to reduce segregation and discrimination. The research team is also concerned about the ideas of selective acceptance of SEN students, as students with certain disabilities (e.g. ID, ADHD and ASD) are commonly not welcomed. There are guidelines in the Whole School Approach in School provided by the Education Bureau. Schools should refer to the guidelines in the processes of student admission and class placement.

(7)   Specialized and long-term IEP for SEN students

Some teaching staff too much emphasize uniformity that the learning effectiveness of IEP has been neglected. Therefore, the EDB should consider allocating more resources, and delineating the function and implementation format of IEP. With reference to overseas experiences of the learning rights of SEN students and legislation of IEP, schools should be requested to provide specialized and long-term IEP for diagnosed SEN students in order to protect their rights of receiving appropriate educational arrangements. The enforcement of IEP to all SEN students will be a proactive measure to guarantee equal learning opportunities of all SEN students.

(8)   Caring Campus

The cultivation of a caring campus is an essential foundation of integrated education. Teaching staff should develop the spirit of education for all, reduce the rejection of SEN students and let them feel respected, cared and concerned. Schools should help students understand the importance of mutual respect and elimination of discrimination through public education, small group activities and individual counseling. To promote peer relationship, schools should hold peer counseling/ learning partnership programs and other group activities to enhance SEN students' social skills. Stakeholders should have zero tolerance towards any form or degree of bullying, no matter it is direct or indirect, physical or verbal.

(9)   Home-school communication and cooperation

Schools have the responsibilities to notify parents about their integrated education policy and support, so as to eliminate parents' mistrust and worries. Parents of SEN students should recognize their rights of participation and giving opinions.   Apart from parent-teacher association, IEP meeting is a good platform for communication between parents and schools. The EDB may allocate more resources on publicity through different media (e.g. TV and internet), in order to raise the public's and the parents' knowledge of integrated education and their respect for human rights.

(10)   Community support

Schools may build up long-term collaborative relationship with organizations (e.g. NGOs, professional organizations, special schools with resource centres, and integrated education resource schools) which provide support services for SEN students' learning and staff training. The EDB should publicize more extensively about the availability of resources and support.

(11)   Way forward for SEN students

For further education and career development of SEN students, the government and related organizations should offer a wide range of appropriate study courses, related manpower and resources for SEN students who will truly experience equal learning opportunities of post-secondary education. Moreover, universities and tertiary educational institutions should set up well-defined practices in providing adjusted admission criteria, flexible duration of study and adaptation of support measures, in meeting the needs of SEN students.

Chapter 1   Overview

1.1   Introduction

The concept of integrated education, inclusive education and mainstreaming were first introduced to Hong Kong in the 1970s. Mainstreaming refers to the process of placing students with special educational needs (SEN) in ordinary or mainstream schools. While both integration education and inclusive education involve mainstreaming, they differ in the approach of education provided to SEN students. Integrated education focuses on fitting SEN students into the existing school arrangement (Hall, 1997), while inclusive education emphasizes more on the equipping the school environment to fit the needs of SEN students. Hong Kong has implemented the mode of integrated education whereas the research team adopts the idealation of "inclusive education" that is commonly embraced by educators. It should be noted that the terms integrated education and inclusive education will be used interchangeably throughout the report unless specifications are required.

Initially, the practice of integrated education (IE) in Hong Kong took the form of special classes and special programs in ordinary schools to cater for students with special educational needs. In 1997, the IE pilot project with an emphasis on whole-school approach was launched in relation to the 1994 Salamanca Statement and Framework for Action on Special Needs Education that called upon governments to give inclusive education the highest policy and budgetary priority so as to include all children in mainstream schools regardless of individual differences or difficulties. From 1999 onwards, the IE program was officially implemented in a number of primary and secondary schools across the territories. In 2001, the Code of Practice on Education was issued by the EOC under the Disability Discrimination Ordinance to ensure that persons with disabilities have equal opportunities in access to, and meaningful participation in, local education.

The implementation of IE over the past decade has led to the involvement of a wider group of teachers and increased public awareness of IE, bringing about heightened parental expectations and increased pressure on schools and teachers. Over the years, IE has been extended to cover disabilities including Attention Deficit and Hyperactivity Disorders (ADHD), Autistic Spectrum Disorders (ASD), Communication Difficulties (CD), Emotional and Behavioural Difficulties (EBD), Hearing Impairment (HI), Intellectual Disability (ID), Physical Disabilities (PD), Specific Learning Difficulties (SLD), and Visual Impairment (VI). A wide range of professional/specialist support at school, teacher and student levels is provided to schools. The support resources are either directly provided by the Education Bureau (EDB) or via principals, teachers, counselors, therapists, social workers and teaching assistants in schools. The list of resources include educational psychology service, speech therapy service, student guidance service, enhanced advisory service for schools, teacher professional development, and support for parents in making school choices. When implementing these measures, the assumption is that the measures are effective for IE and can enhance the learning of SEN students. Yet this assumption needs to be verified.

To advance the IE program and balance the benefits for all stakeholders, this survey was conducted to investigate the pros and cons of controlled segregation (e.g. grouping SEN students into one class) and desegregation of SEN students (e.g. distributing SEN students to different classes) in mainstream schools[4], and how operations can properly be administered with respect to different categories and/or degrees of disabilities. Furthermore, the provision of resources/ intervention should be consulted so that all the stakeholders can play their roles in a timely manner to enhance the learning ability of both SEN and regular students.

1.2 Objectives

The study aims at understanding the general attitudes of educators and school teachers in acknowledging the necessity of integrated education to disabled students and how ready they are to educate them in their own schools. It also investigates difficulties encountered by stakeholders (including principals, teachers, professionals, parents of SEN students, parents of regular students, SEN students and regular students) and solicits their opinions on current status and ways and means to further advance the implementation effectively. The objectives are listed below.

(a) To conduct a literature review on the existing studies on the subject of integrated/ inclusive/ special education of students with disabilities in Hong Kong and overseas.

(b) To elicit the stakeholders' understanding of IE policy and attitudes towards students with SEN in mainstream schools in relation to controlled segregation and desegregation approaches.

(c) To discern the stakeholders' perception of difficulties encountered under the four domains (viz. school management and organization, learning and teaching, student support and school ethos, and student performance) in educating SEN students and able-bodied students in the IE program, with respect to different categories/degrees of disabilities.

(d) To collect opinions from the stakeholders towards allocation of resources, provision of professional training, and support from the community. The functional roles and inter-relationship of IE program in mainstream schools, skills opportunity schools (SOSs), special schools and career-oriented training courses are examined.

1.3 Research Questions

While this study probes for the development of integrated education in various aspects, the research team has focused on the following questions:

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[4] School practices vary so much that some schools will group SEN students at the same grade-level in a class of small size whereas some schools will allocate SEN students to different classes, and some practices are in between.

(a) To conduct a literature review on the existing studies on the subject of integrated/ inclusive/ special education of students with disabilities in Hong Kong and overseas.

1. What are the characteristics and significance in the policy and development of integrated/ inclusive/ special education of students with disabilities in Hong Kong?
2. What are the literature and research on integrated/ inclusive/ special education of students with disabilities in Hong Kong?
3. What are the stages of development and issues encountered in USA, UK, Australia and some Asian countries?
4. What are the implications for Hong Kong with respect to overseas experiences in inclusive education?

(b) To elicit the stakeholders' understanding of IE policy and attitudes towards SEN students in mainstream schools in relation to controlled segregation and desegregation approaches.

1. What are the core values of inclusive education?
2. How do schools put the ideas into practice?
3. Are schools prepared to take care of SEN students?
4. What support measures have been formulated in schools?
5. In relation to controlled segregation and desegregation approaches, how do schools administer these support measures?

(c) To discern the stakeholders' perception of difficulties encountered under the four domains (viz. school management and organization, learning and teaching, student support and school ethos, and student performance) in educating SEN students and able-bodied students in the IE program, with respect to different categories/degrees of disabilities.

1. What changes are found in school management and organization under the IE system?
2. What difficulties are found in learning and teaching in classes with students of different learning abilities?
3. How sufficient and adequate are the support measures for SEN students?
4. How is it to proceed to the holistic development of SEN students, including emotional, social and academic aspects?
5. What are the major problems encountered when inclusive education is implemented?

(d) To collect opinions from the stakeholders towards allocation of resources, provision of professional training, and support from the community. The functional roles and inter-relationship of IE program in mainstream schools, skills opportunity schools, special schools and career-oriented training courses are examined.

1. How is the professional training for principals, teachers and teaching assistants?
2. Are existing resources sufficient and adequate for the needs of schools and SEN students?
3. How can non-profit-making organizations provide sufficient and adequate support to schools?
4. What are the roles played by skills opportunity schools, special schools and career-oriented training courses when inclusive education is implemented?

1.4   Research Team

This study is undertaken by the Centre for Special Educational Needs and in Inclusive Education (CSENIE). The research team includes Dr. Kenneth SIN Kuen Fung, Prof. Chris FORLIN, Dr. HO Fuk Chuen, Dr. AU Mei Lan, Dr. YAN Zi (early stage of preparation and compilation of data) and Dr. LUI Ming (later stage of compilation of data and report writing). Furthermore, the teaching staff, administrative staff, and research assistants at CSENIE, have also assisted in different aspects of this research study.

Chapter 2 Literature Review

2.1 Implementation of Integrated Education in Hong Kong

With respect to topics on inclusive education and special education of SEN students, the research team has conducted a review of recent development, experiences and research studies in Hong Kong and overseas countries/ regions. The information is summarized below.

2.1.1 Types of disabilities

Hong Kong has a population of over 7 million in 2011, among which there are 360,000 people with disabilities. In the Rehabilitation Program Plan in 2007, the types of disabilities have increased from 8 to 10, including: attention deficit/hyperactive disorder, autism, hearing impairment, intellectual disabilities, mental illness, physical disabilities, specific learning difficulties, speech impairment, visceral disability and visual impairment. Different bureaus of government formulated policies, budgets, education, services and support measures in response to meeting the needs of people with disabilities.

2.1.2 Policies on integrated education

It was highlighted in the item 6 of the "School Education in Hong Kong: A Statement of Aims (1993)" that "every school should help all of its students, whatever their level of ability, including those with special educational needs, to develop their potential as fully as possible in both academic and non-academic directions." The Hong Kong Government reiterated the policy of integrated education in Hong Kong in the 1995 White Paper on Rehabilitation. In the "Reform Proposal for the Education System in Hong Kong" commissioned in 2000, the Education Bureau also emphasized catering for the needs of students with learning disability, and, through counseling services and assistance, to provide SEN students, the opportunity to maximize their potentials. The Equal Opportunities Commission likewise formulated the Code of Practice on Education under the Disability Discrimination Ordinance in 2001 to lay down guidelines for private and public educational establishments in preventing and eliminating disability discrimination for the sake of universal equal opportunity. The guidelines included the provision of: non-restrictive learning environments; formulation of appropriate admission procedures; tailoring the curriculum, teaching methods, assessment; counseling support to ensure that the individual needs of the SEN students can be satisfied. The Chinese Government deposited the instrument of ratification with the United Nations on 1 August 2008, and then became the thirty-third signatory of the Convention on the Rights of Persons with Disabilities. On 31 August of the same year, the Convention entered into force in China as well as in Hong Kong SAR and Macau SAR, and its obligations covered education, rehabilitation and employment, and hence engendering deep-rooted impacts on the development of integrated education.

2.1.3 Development of integrated education

In 1997/98, the former Education Department launched a two-year pilot project on integrated education to assist students with five types of SEN students in mainstream schools, including students with: hearing impairment; visual impairment; physical disabilities; mild intellectual disabilities and autism (those with average intelligence). Thereafter, under the development of integrated education, eight types of SEN students could study in mainstream schools, namely: specific learning disabilities; intellectual disability; autism; attention deficit and hyperactive disorder; visceral disability; visual impairment; hearing impairment; speech impairment. The Government introduced the New Funding Mode plan in 2003/2004, under which schools were granted subsidies according to the number of SEN students in each school and the severity of the problem of individual students.

According to the list of participating schools in the New Funding Mode scheme (2007/08), there were 282 primary schools participating in the scheme. However, since the number of SEN students keeps increasing, the subsidy of $550,000 could not satisfy the needs of the schools with a large number of SEN students. Starting from the school year of 2008/09, the Education Bureau changed the funding arrangement of the New Funding Mode. The amount of subsidy remains unchanged for schools admitting students with the need of tier-2 support, i.e. they receive $10,000 per year for each student admitted. However, for the first 1 to 6 students with the need of tier-3 support, each school would receive an annual subsidy of $120,000; for 7 or more students with the need of tier-3 support, the school would receive $20,000 for each additional student admitted. The upper limit of fund received per year for each school increased from $550,000 to one million (Education Bureau, 2008). Starting from 2009, secondary school could also receive funding under the New Funding Mode scheme.

For career training, there are 4 tertiary institutions offering pre-service teacher training. Before 2009, only one institution included special education as one of the core courses of the program (Office of the Ombudsman Hong Kong, 2009). At present, all pre-service teacher training programs include the contents about special educational needs. In terms of in-service teacher training, teachers who taught SEN students were arranged to attend training in special education, and received subsidies for the training. Starting from 1993, teachers could enroll in the 2-year Special Education Teacher Training Program (one year full-time course work and one-year practicum of teaching) offered by The Hong Kong Institute of Education (HKIEd). However, the program was terminated in the year of 2004/2005 and was replaced by a program of teacher professional development program, which includes a 120-hour special education training course and a course related to ASD and specific learning difficulties in 2005/2006 (Education Commission, 1996; Education Bureau, 2006). In the Bachelor of Education (BEd) and Postgraduate Diploma in Education (PGDE) programs at tertiary institutes (e.g. HKIEd, HKU), special education is offered as the minor study. The running of the BEd (Special Needs), Professional Development Program (Catering for Diverse Learning Needs) and specialized study about special education in the postgraduate degree programs will also provide training opportunities at different educational levels.

The Education Bureau formulated a "5-year teacher professional development framework for integrated education" in 2007. Within 5 years starting from 2007/2008, the Education Bureau

requires that: each regular school should have at least 10% of the teachers who have finished 30 hours of training in basic courses about caring students with different educational needs and learning how to provide high-quality classroom teaching; at least 3 teachers should have finished 90 hours of training in advanced courses to learn how to provide additional support; at least 1 teacher should have finished 60 hours of training in thematic courses to learn about the needs of specific types of students according to the types of students in their own schools; at least one Chinese subject teacher and one English subject teacher should have finished the thematic course about specific learning difficulties. The Education Bureau has arranged workshops and training courses for principals and teaching assistants, as well as talks, seminars, experience sharing meetings (Education Bureau, 2007). In the coming 5 years after 2012, teachers will be trained up in these commissioned programs. The goal is to attain 15% trained teachers in each school.

2.1.4 Whole school approach to cater for students' individual differences

Under the prevailing policy to adopt the whole school approach to cater for student differences, the Education Bureau resorts to the 3-Tier Intervention Model in providing individualized support to students with special educational needs. Tier-1 support, through high-quality teaching in the regular classroom, caters for students with transient or mild learning difficulties, so as to avoid further deterioration. Tier-2 support deploys additional resources towards students with persistent learning difficulties, including those with special educational needs. Tier-3 support provides enhanced intensive individual support for students with severe learning difficulties.

2.1.5 Characteristics of integrated education

To conclude, the development of integrated education in Hong Kong is originated from the policy stated in the White Paper on Rehabilitation in 1977. Since the pilot program in 1997, the substantial development has gone through a period of 15 years. The current policy strategy emphasizes the respect on parents' choices, and the implementation of both special education and integrated education. Through providing additional funding support, teacher training, professional consultation and support provided by external bodies, schools are encouraged to adopt the school-based strategies of "whole-school approach", early identification, early intervention, cross sectors collaboration and home-school cooperation, in order to support the SEN students in their schools.

2.1.6 Research studies about integrated education in Hong Kong

Many scholars or organizations have conducted research studies on the topic of integrated education/ inclusive education/ special education in Hong Kong, and provided suggestions. The research projects conducted in these 10 years include: "Report of the Subcommittee to Study Issues Relating to the Provision of Boarding Places, Senior Secondary Education and Employment Opportunities for Children with Special Educational Needs."; "Case studies of four integrated schools in Hong Kong."; "Report of the difficulties and challenges of the students with visual impairments in Hong Kong mainstreaming schools"; "Report of the difficulties and challenges of the integrators with hearing impairment in Hong Kong schools";

"Research Report of the Integrated Education Implementation in Hong Kong Primary Schools"; and "Report on studying the all-round development of students with visually impairment in Hong Kong Schools". There are also reports from some education organizations, scholastic journals, and books which discuss about related issues, difficulties and suggestions. They are not described in details here.

2.1.7   A study on students with visual impairment in regular schools

The Hong Kong Society for the Blind and the Centre for Special Educational Needs and Inclusive Education of The Hong Kong Institute of Education collaborated on a survey study which was completed in 2012. The aim of the study was to examine the education and rehabilitation services for people with visual impairment, and the learning difficulties faced by students with visual impairment in regular schools. The research team identified the following factors which may directly or indirectly affect students' learning: quality of visual equipment, learning support, home-school cooperation, and teachers' professional competencies. Suggestions were given about the improvement of visual equipment to increase the efficiency of learning, the enhancement of support to students with visual impairment to expand their scope of learning, the enhancement of home-school cooperation, and the development of professional training for teachers teaching students with visual impairment.

2.1.8   A study on students with hearing impairment in regular schools

The "Report of the Difficulties and Challenges of the Integrators with Hearing Impairment in Hong Kong Schools" conducted by the Hong Kong Society for the Deaf in 2009 points out that many teachers lack an understanding about students' hearing impairment. For example, they underestimated the severity of students' hearing impairment, or overestimated the effectiveness of the hearing aids, or neglected the needs of students with hearing impairment. This affected the arrangements of learning and teaching, and deprived students of their equal learning opportunities. The proportion of students with hearing impairment studying in schools not participating in the project of integrated education or receiving the New Funding Mode is increasing. The students' severity of hearing impairment ranges from mild to severe, and there are also students with other types of disabilities. Because of hearing impairment, students' ability of comprehension is low; their confidence in learning will be affected. All these lead to unsatisfactory learning performance. There is also reporting of discrimination by peers and bullying on students with hearing impairment. Efforts should be enhanced in the adaptation of classroom teaching, individual education plan (IEP), regular meetings with parents, home visits and consultation, the promotion of inclusive culture in schools, and the elimination of bullying behavior among peers.

2.1.9   Other relevant research studies

The "Subcommittee Report on Study Issues Relating to the Provision of Boarding Places, Senior Secondary Education and Employment Opportunities for Children with Special Educational Needs" by the Legislative Council in 2008 revealed existing problems of the development of special education and integrated education in Hong Kong and overseas

countries. Social acceptance of people with disabilities is a key factor for them to embrace equal opportunities.

A survey conducted by the Chinese University of Hong Kong in 2002 (Lau, 2002) indicated that about 70% of the respondents believed that people with disabilities were discriminated, and 50% of the respondents believed that the discrimination has reached a moderate or severe degree. One important point to note is that the respondents believed that apart from TV advertisement or publicity activities to promote the understanding of people with disabilities, personal interaction with people with disabilities would reduce discrimination against people with intellectual disabilities or mental illness. This implies that the implementation of integrated education might probably reduce public attitudes of discrimination against people with disabilities in Hong Kong.

Moreover, the "Baseline Survey on Public Attitudes towards Persons with a Disability 2010" conducted by the Equal Opportunities Commission revealed that more than 50% of the respondents perceived that persons with specific disabilities implied having some forms of inability or dependence on others, and about 30% considered that they were likely unable to lead a happy and fulfilling life. However, most respondents had no regular contact with persons with disabilities to substantiate their viewpoints.

A survey study conducted by the Department of Social Work of the Chinese University of Hong Kong about student bullying in integrated education schools. The Education Convergence also carried out a questionnaire study about integrated education in 2006. The data showed that respondents generally believed that integrated education slowed down the teaching progress. Schools admitted different types of SEN students so that it was difficult to take care of all their needs. Regular teachers could not handle SEN students and they generally did not grasp the methods of teaching them. The Education Bureau should reduce the number of students for classes with SEN students, and limit the number of types of SEN students in regular schools.

In 2005, the Special Education Society of Hong Kong and the Hong Kong Primary Education Research Association collaborated on a project titled "Research Report of the Integrated Education Implementation in Hong Kong Primary Schools". The aim of this research was to evaluate the implementation of the integrated education in Hong Kong primary schools. The research collected opinions about integrated education from principals, teachers, parents, and students (the total number of respondents was 1,688), particularly about the implementation of integrated education, and how the implementation affected learning & teaching and administration in schools. Some suggestions of improvement, particularly in the area of SEN coordinator, effective school management, curriculum accommodation and teacher empowerment, were also given.

2.2 Implementation of Inclusive Education in Overseas Countries/ Regions

In the book "Approaches of inclusive education" (edited by Sin, K. F., Hui, L. H. & Chui, L. C., 2010), views, research and implementation experiences of scholars on inclusive education are compiled. Authors from different regions examined the development of inclusive eduction in their own countries (including Canada, South Africa, Hong Kong, Russia, Finland, Norway, Turkey, U.S., Korea and some developing countries in Asia-Pacific region). They pointed out that there were obstacles in implementing inclusive education and different implementation models were described. Such difficulties may be resources, manpower, attitude, discrimination, equal learning opportunities and the modes of support. Suggestions on formulating policies and ways of successful attainment in technological support, positive school culture, barriers removal, legislation and teacher empowerment, were also provided. In addition, the research team summarizes the development of inclusive education in the countries/ regions below as well as shown in Table 2-1.

2.2.1 United States

Legislation in Special Needs

The Individuals with Disabilities Education Improvement Act (IDEA) revised in 2004 stated the rights and responsibilities of different stakeholders in special education. Following a campaign named "Funding the Individuals with Disabilities Education Act", the President Obama signed the American Recovery and Reinvestment Act of 2009, which allocated an additional fund of $12.2 billion for SEN children's education.

The IDEA clearly defines the following categories of SEN children as children protected by law: autism, visual impairments, hearing impairments, intellectual disability, orthopedic impairments, serious emotional disturbance, speech or language impairments, multiple disabilities, specific learning disabilities, traumatic brain injury, and other types of physical disabilities. The IDEA stated that the authorities in each state should provide early intervention services to 0-3 year-old infants, for example, occupational therapy, psychological assessment and therapy, physiotherapy, and other medical services. SEN children between the age of 3 and 21 should be provided assessment services and appropriate special education. The expenses are covered by the government fund and also payment by service users. On 6 September 2011, the Department of Education in the U.S. announced the latest revision of part C of IDEA about early intervention. The revision focuses on providing a fund of US$436 millions for the early intervention services of 0-2 year-old infants with developmental disabilities or with diagnosed physical or mental conditions which may lead to developmental disabilities.

To facilitate the implementation of different special education policies, each state should gather the statistics of 0-21 year-old children and adolescents with special educational needs through different types of media (e.g. websites and telecommunication). This is known as the "Child Find System". The SEN children/adolescents who are identified with this system will be assessed and evaluated by the multi-disciplinary unit in schools. There are clinical

psychologists, special education teachers, regular teachers and school administrative staff in the unit. After the assessment, the Individual Education Program (IEP) team will design curriculums which fit the needs of the SEN children protected by the IDEA.

The "No Child Left Behind Act of 2002" provides the detailed guidelines of pedagogy, special education training for teachers, student performance assessment and teaching performance evaluation, in order to protect poor students' and SEN students' equal learning opportunities. The Americans with Disabilities Act signed by the President Bush in 1990 was revised in 2008 to include private organization (including private schools) in their regulations to protect the rights of people with disabilities and to minimize discrimination.

Implementation of Special Education

If the authority believes there is a need of assessment for a particular student, parental consent should be obtained first. If the parents believe there is any fault in the assessment, or their child is discriminated for any reason, they can complain to the U.S. Commission on Civil Rights. Each state has its law protection system to assist the parents to find law professionals and resources because of their rights.

According to the IDEA, after SEN children's assessment, schools will invite parents, teachers, and professionals to attend an IEP meeting. The IDEA makes sure parents have amble opportunity to participate in their children's IEP, as schools are required to notify parents ahead of time about the meeting time and venue and to seek their consent (Yell, 2006). Schools should also notify parents the objectives and agenda of the meeting. If there is any change or revision in the IEP, parental consent should be sought. The IDEA also sets clear requirements on the selection of IEP committee members (Yell, 2006). There should be at least one special education teacher, one regular teacher, one representative from an educational organization (should have the qualification to supervise the implementation of IEP, and is familiar with regular education curriculum and the existing resources of the school), one person who can evaluate the outcome of IEP (can be former IEP committee member), the student himself/herself (if appropriate). The committee should not include the student's teachers.

The IDEA sets clear requirements on the necessary content of IEP (Yell, 2006):

- The student's current academic performance and functional performance;
- The student's annual goal on academic and functional performance;
- The method to measure the student's progress and the time to provide parents the student's regular progress report;
- Provide evidence-based special education services and supplementary assistance to the student, and the program revision and support provided by school staffs;
- If the student could not participate in activities together with regular students in certain extent, provide explanations;
- Give explanations if the student could not be evaluated by regular assessment scheme; explain how alternative assessment methods or adaptation of assessment methods are designed;
- The starting date, venue, duration and frequency of services;

- The measurable goal of post-secondary school arrangement; the assessment services and transition services during the transition period according to student's age (should be provided to all students above the age of 16), in order to help students achieve their goals.

The IDEA suggests that appropriate education should be carried out in the least restrictive environment (LRE). It suggests that SEN students should receive education together with regular students (Yell, 2006). The LRE is not only in a certain circumstance, it should be applied in the mainstream educational environment, no matter it is private or public school. Special class, segregated teaching or keeping SEN students from regular educational environment should only be applied when regular educational environment could not offer satisfactory supporting facilities and services (IDEA, 20 U.S.C. 1412). The IDEA also defines the degree of restriction: institutions specifically designed for disabled people are the most restrictive environment; regular mainstream school is the least restrictive environment.

However, there are also scholars believing that the LRE could be different for different students. The key is what environment could provide the most appropriate education for children (McLaughlin & Jordan, 2005, p.104). The law only encourages but not forces the placement of all SEN students in regular classrooms (Bateman & Linden, 1998). There were legal cases posing restrictions on inclusive education arrangement, for example, keeping students with violence tendency and those who affected classmates' learning out of the regular classrooms (Light vs Parkway 41 F.3rd 1223 [8th Cir 1994]).

2.2.2   United Kingdom

The Disability Discrimination Act passed by the Parliament of the U.K. in 1995 sets guidelines against the discrimination of people with disabilities by educational organization. Local educational departments should provide annual reports to parents, stating the children's learning plan and the arrangements made by schools to make sure students have equal learning opportunity. The Special Educational Needs and Disability Act 2001 stipulate that SEN students should have equal learning opportunity as regular students in further and continuing education. Therefore, tertiary institutions should provide facilities and measures to facilitate SEN students' learning.

Special education system in England differs from that in the United States. England does not have a specialized education system based on the identification of different types of SEN students (Dyson & Gallannaugh, 2008). The reason of not categorizing people with disabilities is to reduce the effect of a conscious identity of disability and the labeling effect. Students in England are provided supporting services according to their individual special educational needs. The Education Act 1981 in UK stipulates that all SEN students should be placed in mainstream schools. Inclusive education has since been the mode of special education in England. Apart from people with developmental disabilities (e.g. Autism Spectrum Disorders and intellectual disabilities), people with behavioral and emotional difficulties are also the target of services. The Equality Act 2010 Section 6 stated that if there is any act of discrimination involved in the admission process or student treatment (for example, facilities and services) by any educational organization, it is regarded as a violation

of the law. The Centre for Inclusive Education in the U.K. pointed out that inclusive education aims at providing high-quality learning opportunity to students with different educational needs. Based on the principle of elimination of discrimination, a system with justice and fairness should be set up to let people of different races, genders, and level of disabilities have the opportunity to explore their potentials.

(1) Resources

To provide students with education that fits their needs, IEP should be set up. The government should make sure enough teaching resources and different types of facilities are provided. The British government has set up multiple funds for the promotion of inclusive education, including funds related to special education, community inclusion, extra-curricular activities, school implementation and additional educational reward.

(2) Teacher Training

The law of inclusive education (Department for Education and Skills (DfES), 2004) states that the related authorities will collaborate with teacher training organization and tertiary institutions to set up teacher training programs. All teachers are expected to be well-equipped to be teachers of SEN students (Lambe, 2007). However, the recent statistics show that special education teacher training in UK is still lacking. The statistics in 2007 revealed that only 29% of the tertiary institutions in England have required courses of special education in the teacher training degree programs (Vickerman, 2007). Only 42% of the institutions offer selective courses (non-required courses) of special education. Half of the courses are mainly theory-based teaching. The pre-service teacher training in special education in the U.K. should be strengthened.

(3) Home-school Cooperation

The Education Act 1981 states that parents of SEN students have the following rights:

    (a) The right of receiving relevant information
        The school district should notify parents their rights protected by law, and the names of people involved in their children's education, including teachers, professionals, and related government officials. If the schools have any arrangements for students (for example, arrangement of assessment), they should first notify the parents with formal letter and seek their consents. Parents have the right to examine students' educational records (including results of assessment, progress report of learning, etc.). If a parent's first language is not English, he/she can request the schools to provide translation service.

    (b) Their children's right of receiving assessment
        If students have not been assessed in the past 6 months, their parents have the right to request for an assessment. If the parents have any doubts about the assessment methods and the outcomes given by an organization, they can request for a re-assessment by another organization, or multiple assessments, to make sure their children's special educational needs to be thoroughly considered. Parents also have the right to accept or reject any assessment on their children.

(c) The right to participate in their children's IEP construction, implementation and evaluation

The Education Act 1994 stipulates that SEN students should be provided an IEP. Parents have the right to participate in the construction of IEP, and have the right to accept or reject the content of the IEP and the arrangement of education.

(d) The right to sue and appeal for the implementation of special education

A Special Educational Needs and Disability Tribunal was set up in 1993 in the U.K. to serve parents of SEN children. If parents have any disagreement with their SEN children's assessment and support, they can request the education authority to hold a conference meeting through the tribunal. Parents can also deal with the conflicts with the education authorities through the tribunal. Parents have the right to receive legal services from lawyers in the process. If there is any disagreement with the decision made by the tribunal, parents can appeal to the Minister of State.

2.2.3   Australia

The Disability Discrimination Act 1992 (Commonwealth Government, 1992) has pushed forward inclusive education for SEN students. A longitudinal study in the New South Wales indicated that the proportion of SEN students studying in regular school has risen from 7.8% in 1988 to 47% in 2002.

To fulfill the requirements of the Disability Discrimination Act, the Disability Standards for Education was revised in 2005, stating that people with disability have equal opportunity and choices as regular people to receive education. It also states the responsibilities of educational staffs, and the rights of people with disabilities to receive education and training in public and privates institutions (Disability Standards for Education, 2005). Discrimination and harassment against SEN students should also be removed from the processes of school or institution admission, curriculum development, and student support services. In some circumstances, educational organizations should also make special arrangements so that people with disabilities can receive education. For example, facilities of hearing aid should be installed in the lecture theatres of universities so that people with hearing impairment can attend lectures.

Starting from the 1990s, resource teachers and education assistants have taken up a clear role in assisting the learning of SEN students. The Withdrawal Intervention Model was implemented by teaching SEN students in a small class in resource classroom (Forlin, 2001). However, since mainstream schools accepted more and more SEN students, there was a lack of manpower and resources. After 2000, SEN students started to study in regular classrooms, and resource teachers and education assistants helped regular teachers to take care of SEN students on a one-to-one basis or in small group teaching (Forlin, 2006).

For teacher training, there was a survey study in 2002 which showed that 45.5% of the 73 pre-service teacher training undersgraduate programs provided by the 16 universities in Australia have included special education or inclusive education courses as their required courses. For

the in-service teacher training, the Australian government has provided ample funding for the Quality Teacher Program, in order to provide training related to inclusive education for current teachers (Forlin, 2006).

2.2.4 Japan

In 2007, the Japan government has changed the terminology of "special education" to "special need education" in law articles related to education for children with special educational needs. The new terminology reflects a change in concept: the focus was shifted from a pedagogical perspective to look at different types of SEN students, to the fulfillment of children's educational needs (Shun & Matsumura, 2008). The School Education Act passed in 2009 states that special schools should provide education opportunities for different types of SEN students, so that they can obtain knowledge and skills to overcome the difficulties in daily life and to promote their independence. The Article 74 also stated that special schools should provide professional consultations for regular kindergartens, primary schools and secondary schools when necessary. Many regular schools in Japan have now set up special needs classrooms for SEN students with mild disabilities to study. Article 81 states that students with the following types of disabilities can study in regular schools: mental disorders, physical impairment, health problem, mild/moderate visual impairment, mild/moderate hearing impairment, and others. However, the inclusive education opportunity for students with ADHD, learning disabilities, and Autism Spectrum Disorders was not specified in the School Education Act in 2009. The Act seems to assume that SEN students would only study in special schools or special education classrooms in regular schools (Nagano & Weinberg, 2012), instead of studying with regular students in regular schools' regular classrooms.

According to the statistics, Japan has 40,004 special education classrooms in regular primary schools and junior secondary schools, with 124,166 students studying in these classrooms. There are no special education classrooms in kindergartens and high schools, and students in these two stages of education attend special schools. There is no compulsory education when students reach the age of high school, and students need to pass a public exam in order to get into high schools. No adaptation was provided for SEN student in this high school entrance system and this makes it harder for SEN students to get into high schools.

Currently, Japan has 3 major policies for the implementation of special education:

(1) Developing individual education support schemes to provide services to students according to their needs. This requires the cooperation among organizations from the following sectors: education, medical, social welfare and guardian.

(2) Recruiting special need education coordination specialists to help contact people inside and outside schools. The connection between organizational staffs and guardians will facilitate the maintenance of equal learning opportunity among SEN children. Currently, 95% of the primary and secondary schools in Japan have recruited special need education coordination specialists.

(3) Setting up a cross-disciplinary department, named "Special Support Council", in each

district. The aim is to facilitate the cooperation and participations among local institutions, for example, special schools, mainstream primary schools, mainstream secondary schools, medical organizations and social welfare organization.

The Japan government has started to concern about the role of parents in SEN children's learning. In 2002, the Education Department has announced a notification titled "Schools' Concern of the Needs of Students with Disabilities". The content includes:

(a) Before making decision for students about school selection, guardians' opinions should be sought and they should have the opportunity to express their opinions.

(b) The government department of education should gather enough information and opinions from experts before giving guidelines to schools.

(c) Appropriate follow-up services should be provided to make sure SEN students are well taken-care of after they enter schools.

The difficulties faced by Japan special education include:

(1) Currently there are no clear criteria and guidelines to define what kinds of SEN students are suitable to study in regular schools. Parents of SEN students have to seek for their children's learning opportunity in regular schools through legal procedures (Nagano & Weinberg, 2012). Students' placements are mainly determined by local government organizations and educational organizations.

(2) There is still no regulation about what facilities and services schools should be equipped with to serve SEN students. There is no element or concept of the "Least Restrictive Environment" in Japan education law. The authority assumed that SEN students could learn without any special facilities and services in regular schools if they choose to study in it (Nagano & Weinberg, 2012). However, some SEN students are currently already studying in regular schools. Many students could not adapt to the environment in regular school, and there are reports of bullying and harassment on SEN students by teachers and classmates (Furukawa, 2003).

(3) The concept of the rights of people with disabilities and their parents is weak among people in the society (Watanabe, 2004). The Japanese society changed the concept of equal opportunity for people with disabilities to the concept of independent living and social responsibilities among people with disabilities. This weakens the public awareness of their rights. The culture in the society and the government education organization both ignore the human rights of SEN students and their parents.

(4) There is difficulty in the cooperation among education institutions, schools and public organizations. The experts from different organizations (education, medical, social welfare) get together regularly for concern group meetings. However, many factors cause difficulties in the cooperation. The first one is the fluidity of manpower. The

professionals working in a certain district may leave because of job change, retirement, work pressure and other reasons. Another factor is that the group members come from different organizations, which have different culture or different objectives, which causes problems in communication.

2.2.5   Taiwan

Consistent with the worldwide trend and the concept of inclusive education, Taiwan also chooses inclusive education as their policy of special education, aiming to place SEN students in mainstream schools. The Report of the Education of the Disabled of the ROC completed in 1995 reveals that the Ministry of Education promotes a "humanistic approach" of inclusive education and there should be zero rejection of SEN students (Ministry of Education of ROC, 1995). The Special Education Act 2009 Article 22 states that schools and examination authority should not reject the admission of students or the attendance of examination by SEN students because of reasons related to disabilities. The Special Education Act announced by the Ministry of Education in 1997 already emphasizes the right of receiving appropriate education by all people with disabilities. Placement of students with the following disabilities: intellectual disabilities, visual impairment, hearing impairment, language impairment, physical disabilities, health problems, severe emotional difficulties, learning disabilities, multiple disabilities, Autism Spectrum Disorders, developmental disabilities, and other obvious disabilities, should be arranged according to their special needs, and they should study in the least restrictive environment (Ministry of Education of ROC, 1997).

The detailed guidelines of the implementation of the Special Education Act announced in 2003 stipulate that preschool SEN children receive education together with regular children. The Special Education Act 2009 Article 17 requires nursery homes and kindergartens to actively seek for SEN students, and provide special education and related services to them. Management organization should evaluate annually the appropriateness of the arrangement and services. Before any arrangements to be made, consents and evaluation by the guardians should be sought. The Article 23 states that the management organization should provide rehabilitation services, training and therapy to SEN students, based on the outcomes of professional assessments. To provide intervention for SEN children at early stage, the implementation of special education should start from the age of 3.

According to the educational policy, inclusive education has already been implementing. For example, there are 5 kinds of arrangement for SEN students: (1) well-sustained classroom; (2) resource classroom program; (3) itinerant teacher's support service; (4) home-schooling; (5) regular class with special education services. The Special Education Development Report in 2008 reveals that 39.8% of the SEN students were placed in resource classrooms in 2008; 33.2% of the SEN students were placed in regular classrooms; 17% of the SEN students were placed in well-sustained classroom; 9.4% of the SEN students received itinerant teacher's support service or home-schooling.

For the rights of parents, the Special Education Act 2009 Article 6 states that when an organization arranges meetings to deal with SEN students' assessment and placement, their

guardians should be invited to attend the meeting. The Article 21 states that if students or their guardians have any opinions about the assessment, placement or counseling services, they can complain to the organization. If there is any offense to the students' rights of learning, counseling and support services, the students or their guardians can complain to their schools.

For student's further education and career path, the Ministry of Education announced the "12-Year National Education - Plan to Help Admit Disabled Students to Senior/Vocational High Schools" in response to the 12-year national policy of basic education. The plan suggests students with disabilities to get into high schools or technical training schools after junior secondary school education. Schools could place students flexibly by having them promoted without having them go through examination. Tertiary institutions are encouraged to allow special arrangement for the admission of SEN students. Tertiary institutions should set up resource classrooms and provide different kinds of aids of learning and living to facilitate SEN students' study. The People with Disabilities Rights Protection Act was in final amendment in 2011 (Chen, 2011). The aim is to create a non-restrictive environment for visually impaired people to access information. For example, the Article 30 states that the Ministry of Education requires libraries to plan, organize and store readable electronic library resources for usage among people with visual impairment. The Article 52 stipulates that authorities related to economic development should collect samples of barrier-free software and hardware, and also set the regulations for the standard of products or services to create a barrier-free environment for the society. The Act also encourages the information technology departments of public and private universities to offer courses related to the design of barrier-free websites for people with special needs to have access to information sources. For career aspects, the Article 38 suggests that the department of economics and authorities should encourage their organizations to recruit people with disabilities. If more than 20% of the staffs are people with disabilities, reward should be given to the organization.

2.2.6   Mainland China

The China Disabled Persons Federation was established in 1988 with the approval by the Chinese Government. The federation helped the Chinese government to enact the first law regarding the needs of people with disabilities, the "Law of the People's Republic of China on the Protection of Disabled Persons 1990" (Zhang, 2001). The content of the law emphasizes the importance of family, work unit and community to share the responsibility of caring for the needs of people with disabilities. It also mentions the importance of early intervention (Chen, 1996). The legal definition of people with disabilities are those "who suffers from abnormalities or loss of a certain organ or function, psychologically or physiologically, or in anatomical structure and has lost wholly or in part the ability to perform an activity in the way to be considered normal" (Zhang, 2007, p.1). China currently recognizes 6 types of people with disabilities: visual impairment, hearing impairment, intellectual disabilities, physical disabilities, psychiatric disabilities, and multiple impairments (Clark & Zhou, 2005; Hampton, 2001). There are around 60 million people with disabilities in China, with about 25% people living in city areas and 75% people living in rural areas (Hampton, 2001).

The Compulsory Education Law announced by the Chinese government in 2004 stipulates

that schools need to accept both regular students and SEN students, and requires that all students should receive at least 9 years of formal education starting from the age of 6. Special schools should also provide support to students with visual impairment, hearing impairment, and intellectual disabilities (Deng et al., 2001; MOE of PR, 2004). The discussion about inclusive education started from the publishing of a government document in 1987 about the teaching plan of special schools for students with intellectual disabilities. The document contains an item about "learning in regular class", and pointed out that the majority of students with mild intellectual disabilities have already been studying in regular schools. In 1988, the Education Department suggested different schemes in providing non-special school learning opportunities for SEN students. One of the schemes is to set up inclusive class in regular schools. Since then, "learning in regular class" has become a national educational policy, which was first experimented in several locations, and later was implemented nationally. One of the first spot of experimentation was in the Hailun City of the Heilongjiang province. A scheme of the "learning in regular class" for students with hearing impairment was implemented in that location. From 1989 to 1994, the "learning in regular class" project was promoted to 8 provinces, although it was only applied to students with visual impairment, hearing impairment or intellectual disabilities. "Learning in regular class" raises the opportunity of education for SEN students, and also provides school teachers and parents with more opportunities of participating in inclusive education (Deng & Manset, 2000).

However, although "learning in regular class" is consistent with the direction of inclusive education, there is a lack of concern about the quality and appropriateness of the education students received. In reality, "learning in regular class" did not fulfill the core values of inclusive education: equal learning opportunity and caring for individuals' special needs. Without provision of appropriate and enough support, the implementation of inclusive education could not provide equal opportunity to SEN children. China is facing the following difficulties in the implementation of inclusive education:

(1) There is a lack of school psychologists who have professional qualification to carry out various assessments for students. Teachers need professional judgment from speech therapists and other professionals to help with their teaching. The universities in China are setting up more graduate programs to train school psychologists in order to solve the problem of manpower shortage.

(2) Teachers lack training in special education. Their professional qualification was far from the standard.

(3) There are 40-75 students per class in schools implementing inclusive education. The number of students per class is too many for teachers to care for individual needs. Careful inspection showed that SEN students were merely sitting in the regular classrooms and they did not really receive appropriate education.

2.2.7 Macau

Following the global revolution of educational policy, the concepts of special education and inclusive education have already appeared in the law document of "Macau Education System"

(11/91/M) issued in 1991. Since then, SEN students started to study in public schools in Macau. In 1992, the Education and Youth Affairs Bureau (DSEJ) established a Centre for Educational Psychology, Counseling and Special Education, to arrange assessments for students and provide different support services. In 1996, the Act of Special Education (33/96/M) was issued and it emphasizes equal opportunity and appropriate education. It further encourages and helps SEN students to integrate into the schools and the society. In 2006, the law related to the non-tertiary educational system (9/2006) clearly pointed out the mode and direction of development. For example, it suggests that special education should, in first priority, be implemented in regular school with the mode of inclusive education. It could otherwise be carried out in other modes in special educational organizations. In the school subsidy plan provided by the government in 2006/2007, there was a new item of "inclusive education funding plan", which aimed to support schools to implement the development of inclusive education according to the resources they needed. The above descriptions mention the development of special education services in Macau in the recent 20 years. Inclusive education has been under great concern; policies, measures and resources have been established and adjusted. In 2012, the DSEJ finished the review of special education (including inclusive education and giftedness) in Macau. Actions will be taken in accordance to the recommendations.

The centre for educational psychology, counseling and special education of DSEJ is mainly to assess students' special educational needs. When students are diagnosed as having physical disabilities (including hearing impairment, visual impairment, language disorders, and other physical disabilities), borderline intelligence with learning difficulties, ASD, ADHD, specific learning disabilities, long-term and persistent emotional and behavioral difficulties, or giftedness, services will be provided to them according to the types of the disabilities and the support they need. The current policy is to help these SEN students to study together with regular students in regular schools. In 1991, the Macau public schools started to admit SEN students. In 1998, the private schools also started to accept SEN students. After then, the number of SEN students kept increasing. For example, in the year of 2001/2002, public schools admitted 139 SEN students and private schools admitted 2 SEN students. In the year of 2009/2010, 197 SEN students attended public schools and 190 SEN students attended private schools. The number of schools admitting SEN student kept increasing. In 2009, there were 9 public schools and 22 private schools which admitted SEN students. It is becoming more common to see SEN students studying in regular schools.

Schools need to provide different supports to students. Currently, teachers prepare IEPs, teaching plans, and annual assessment reports for SEN students. Schools need to provide non-restrictive learning environment and campus for students. The current policy involves teacher training, resources provision and technical guidance. For example, teachers of classes with SEN students gradually receive training in inclusive education. Schools with SEN students receive additional subsidies which are 2 times of the regular amount, so that they could hire supporting staffs. For classes with SEN students, there should not be more than 25 persons per class. The number of SEN students per class should not exceed 3. For every 6 to 8 SEN students, one additional teaching assistant should be hired. Moreover, providing subsidy to school development project facilitates the improvement of campus environment, purchase of

equipments and teaching tools, and the organization of activities. In terms of technical guidance, school inspectors visit schools regularly to meet with teachers and parents; discuss about issues related to IEPs; and offer suggestions about teaching and counseling according to students' needs. More importantly, supporting personnel provides school-based training and promotes activities related to inclusive education.

Table 2-1   A summary of inclusive education practices developed by overseas countries/ regions

Countries / Regions	Legislation and Policy	Implementation and/or Difficulties & Challenges Encountered (in italics)
United States	"No Child Left Behind Act of 2002" provides the detailed guidelines of pedagogy, special education training for teachers, student performance assessment and teaching performance evaluation. The Individuals with Disabilities Education Improvement Act (IDEA) revised in 2004 stated the rights and responsibilities of different stakeholders in special education. The Americans with Disabilities Act was revised in 2008 to include private organization (including private schools) in their regulations to protect the rights of people with disabilities and to minimize discrimination.	The IDEA clearly defines the categories of SEN children as children protected by law. The authorities in each state should provide early intervention services to 0-3 year-old infants. SEN children between the age of 3 and 21 should be provided assessment services and appropriate special education. After SEN children's assessment, schools will invite parents, teachers, and professionals to attend an IEP meeting. Appropriate education should be carried out in the least restrictive environment (LRE), as found in mainstream schools.
United Kingdom	The Education Act (1981) in UK stipulates that all SEN students should be placed in mainstream schools. The Disability Discrimination Act (1995) passed by the Parliament of the U.K. sets guidelines against the discrimination of people with disabilities by educational organizations. The Special Educational Needs and Disability Act (2001) stipulate that SEN students should have equal learning opportunity as regular students in their further and continuing education. The Equality Act (2010) Section 6 stated that any act of discrimination in the admission process or in student treatments by any educational organization will be regarded as a violation of the law.	The British government has set up multiple funds for developing inclusive education. The law of inclusive education states that professional authorities will collaborate with teacher training organizations and tertiary institutions to develop teacher training programs. Parents of SEN students, according to the Education Act, have a series of given rights to participate in their children's inclusive education. *Recent research shows that special education teacher training in UK is extremely insufficient. A half of the given courses are mainly theory-based teaching.* *Follow-up investigations of parents' involvement and participation in inclusive education remain to be inadequate.*

Countries / Regions	Legislation and Policy	Implementation and/or Difficulties & Challenges Encountered (in italics)
Australia	The Disability Discrimination Act (1992) aims to push forward inclusive education for SEN students. The revised Disability Standards for Education (2005) states that people with disabilities have equal opportunities and choices as regular people to receive education. Discrimination and harassment against SEN students should be removed from the processes of school or institution admission, curriculum development, and student support services.	Pre-service teacher training degree programs that have been provided by the 16 universities in Australia have already included special education or inclusive education courses. The Australian government has provided ample funding for the Quality Teacher Program, in order to provide training related to inclusive education for current teachers. *There remains no matching and systematic assessment and evaluation to current implementations of inclusive education training programs provided in relevant educational organizations/ universities.*
Japan	In 2007, the Japan government has changed the terminology of "special education" to "special need education" in law articles related to education for SEN children. The School Education Act (2009) states that special schools should provide education opportunities for different types of SEN students.	The Japan government has taken action to: (a) develop individual education support schemes to provide services to students according to their needs; (b) recruit special need education coordination specialists to help contact people inside and outside schools; and (c) set up a cross-disciplinary department, named "Special Support Council", in each district. The role of parents in SEN children's learning has also been taken account by the Japan government. *Currently, there are no clear criteria and guidelines to define what kinds of SEN students are suitable to study in regular schools. Similarly, no specific regulations about what facilities and services schools should be equipped in order to serve SEN students.*

Countries / Regions	Legislation and Policy	Implementation and/or Difficulties & Challenges Encountered (in italics)
Taiwan	The Ministry of Education (1995) promotes a "humanistic approach" of inclusive education and there should be zero rejection of SEN students. The Special Education Act (2003) stipulates that preschool SEN children receive education together with regular children. The Special Education Act Article 17 (2009) requires nursery homes and kindergartens to actively seek for SEN students, and provide special education and related services to them.	Currently, there are 5 kinds of arrangement for SEN students: (1) well-equipped classroom; (2) resource classroom plan; (3) itinerant teacher's support service; (4) home-schooling; (5) regular class with special education services. The Ministry of Education also announced the "12-Year National Education - Plan to Help Admit Disabled Students to Senior/ Vocational High Schools" in response to the 12-year national policy of basic education. *Recent research identified three major challenges to implement inclusive education in Taiwan: (a) inadequate professionals in the relevant areas; (b) conceptions regarding inclusive schooling are not clearly defined; and (c) insufficient time for planning inclusive education and training teachers.*
Mainland China	The "Law of the People's Republic of China on the Protection of Disabled Persons" was enacted by the Chinese government in 1990. The law aims to protect disabled persons and care for the needs of people with disabilities. The Compulsory Education Law announced by the Chinese government in 2004 stipulates that schools need to accept both regular students and SEN students, and requires that all students should receive at least 9 years of formal education starting from the age of 6.	A scheme of the "learning in regular class" for students with hearing impairment was implemented in the Hailun City of the Heilongjiang province in 1989. From 1989 to 1994, the "learning in regular class" project had been promoted to 8 provinces in mainland China, although it was only applied to students with visual impairment, hearing impairment or intellectual disabilities. *Inadequate school psychologists who have professional qualification to carry out various assessments for students with special education needs.* *No matching evaluative programs to supervise and assess the quality of teaching for SEN students in the project of "learning in regular class". Teachers' abilities to teach and care for SEN students in each inclusive classroom remains to be unqualified according to professional standards.*

Countries / Regions	Legislation and Policy	Implementation and/or Difficulties & Challenges Encountered (in italics)
Macau	The concepts of special education and inclusive education appeared in the law document of "Macau Education System" issued in 1991. In 1992, the Education and Youth Affairs Bureau (DSEJ) established a Centre for Educational Psychology, Counselling and Special Education, to arrange assessments for students and provide different support services. In 1996, the Act of "Special Education" was issued and it emphasizes equal opportunity and appropriate education. In 2006/2007, a new item of "inclusive education funding plan" was listed in the school subsidy plan issued by the government, aiming to support schools to implement the development of inclusive education according to external resources these school may need.	In 1991, the Macau public schools started to admit SEN students. In 1998, the private schools also started to accept SEN students. In 2009, there were 9 public schools and 22 private schools which admitted SEN students. *School support in terms of more aspects and non-restrictive learning environment and campus for SEN students remains to be weak.* *Professional staffs who can support and provide school-based training programs as well as promote learning activities related to inclusive education are urgently needed in these inclusive schools.*

2.3   Implications

The development of integrated education in Hong Kong has already passed 15 years. The target groups of service and related policies are clearly defined. Along the development of integrated education, a lot of scholars and organizations have conducted research studies on topics about integrated education in order to identify difficulties and propose suggestions for improvement. The development of integrated education involves pre-school, primary school, secondary school and tertiary education stages. There are issues of resources, support and services at different levels. Owing to diversified strategies in solving the problems, effectiveness will vary with respect to the measures, collaboration and practice administered in the process. The research team has summarized the afore-mentioned literature review and based on the experiences in other places, there are some implications for the development of inclusive education in Hong Kong:

1.   Inclusive education has been implemented in many countries. The aims are: providing high quality learning opportunities for students with different educational needs; putting forward principles of respecting individual differences, tolerance and acceptance, and eliminating discrimination to build up a system with fairness; allowing people of different races, genders, and levels of disabilities to have opportunities to develop their potentials. All these should be taken in order to develop the foundation in Hong Kong. Key points of the section on education (Article 24) of the Convention on the Rights of Persons with Disabilities should also be noteworthy. In other words, people with disabilities and their particular concerns should not be despised, neglected or ignored. They should not be treated unfairly or discriminated against in schools as well as in the society.

2.   Development in every region has experienced different stages and areas of concerns, and covered service targets with different types of specific needs. In the development process, the government will base on the current needs and formulate relevant regulations and ordinances to steer the implementation. At present, the development of inclusive education in Hong Kong is promoted through rehabilitation policies and services, educational goals, and Disability Discrimination Ordinance: Code of Practice on Education. To catch up, Hong Kong should evaluate the related measures regularly and keep the services up-to-date, in order to protect the rights and development of students with disabilities under the integrated education system.

3.   The contents of regulations usually emphasize elimination of discrimination, equal opportunities, early identification/ intervention, and appropriate education. Furthermore, it is gradually recognized as legal rights in having parents' participation and IEP designated for SEN students. Currently, IEP is not regarded as legal rights by the Hong Kong government, society and schools, and therefore it might not be arranged for SEN students in schools that have implemented inclusive education. However, according to the needs of SEN students, other than what the government requires setting up IEP as tier-3 support for them, schools should provide IEP for all the diagnosed SEN students. This ensures that students with disabilities have the rights to learn.

4.   In the development process, there are always arguments in stakeholders' responsibilities, parties under legal protection, requirement of resources and quality of services in the system of special education. The government needs to revise the policies regularly in order to meet the needs of various stakeholders as well as to ensure the rights of due process for parents. As for the development of inclusive education in Hong Kong, requests made by parents and organizations have formed political power to solicit more resources from the government and changes made by schools. Moreover, the government has set up different task groups to build up platforms of communication. In such doing, the government and schools welcome organizations, professionals, parents and SEN students to provide opinions and participate in decision making.

5.   In many countries, the legal state of IEP has been established such that schools need to set up appropriate IEP with detailed learning contents for SEN students. For those over the age of 16, they will be served with post-secondary assessment and transitional programs. It is foreseen that schools need to formulate learning plan, assessment adaptation and transitional arrangements for SEN students in the development of inclusive education in Hong Kong. The participation and decision made by parents and SEN students appear essential. The government and schools should be well-prepared and planned for the post-school transition of students at certain educational stages such as senior primary school and senior secondary school.

6.   Some educational arrangements for SEN students include well-sustained classroom, resource classroom program, itinerant teacher's support service, home-schooling and regular class with special education services. Some countries emphasize complete inclusion and do not provide the arrangement of special education. However, other countries might adopt different progressive approaches according to the situations. In Hong Kong, the mainstream views are to adopt a parallel approach of implementing inclusive education and special education. There are opinions suggesting the establishment of schools specialized for SEN students and the permission for schools to select some particular types of SEN students. These issues are awaiting discussion in the society. In fact, without any attempts in discrimination or rejection of enrolment, some schools have already excelled in caring for the needs of certain types of SEN students.

7.   Along the development of inclusive education in many countries, there have been policies formulated to specify that SEN students and regular students should have equal opportunities in receiving higher education and continuing education. In addition, tertiary institutions should provide corresponding facilities and measures to enhance the learning of SEN students. As for SEN students with less capacity, they should be provided with opportunities of post-school transition services, vocational training and continuing education. As the next step of developing inclusive education, SEN students with different abilities should be provided with equal opportunities to receive higher education and continuing education.

8.   Schools and education authorities face common difficulties in different countries. They include a shortage of resources, insufficient professionals in undertaking assessment, a lack of special education training among teachers, and too many SEN students in the class. In Hong Kong, with respect to the existing school-based mode of whole-school approach and 3-tier model for the support, resources and objectives have been clearly defined. However, there are still challenges, especially in the adaptation of teaching and assessment. To this end, training of teachers and supporting staff becomes a key development item for consideration.

9.   The development of inclusive education involves transdisciplinary works. As noted in overseas countries, they include different government departments, professional organizations, resource schools and service centres, which provide services in evaluation, referral, therapy, training, counseling, education and assessment. Here in Hong Kong, other than effective arrangement and utilization of resources, the EDB and schools need to collaborate with various professionals and organizations to build up a network for synergy in the advancement of inclusive education.

10.   Inclusion education is one of the essential tasks in school reform as observed in overseas countries. The government is expected to advocate inclusion proactively, deploy the necessary resource and encourage collaboration. The schools need to put the policy into practice at different levels, so as to minimize the learning barriers of SEN students and combating the attitude of discrimination. All staff should exert efforts in school reform for strengthening the school support, building up inclusive campus and ensuring the learning rights of SEN students. Relevant stakeholders in Hong Kong should embrace these ideals and strive to achieve inclusive education for SEN students.

Chapter 3   Research Design and Methodology

3.1   Research Instruments and Procedures

This study consists of two parts which are questionnaire survey and case study. Based on research questions, the content and items in the research instruments (including questionnaires, focus group discussion guidelines and lesson observation record form) are constructed.

3.1.1   Questionnaire survey

With reference to literature and existing measurement scales of inclusive education, the questionnaire items were constructed (Education Bureau, 2008; Bailey, 2004; Deng, 2008; Forlin, 2005; Loreman et al., 2007; Mahat, 2008; Wilczenski, 1995). Based on conceptual framework and cultural differences, the research team revised the questions. Furthermore, stakeholders including principals, teachers, parents and professionals were invited in exploratory focus groups to provide views on the research objectives and survey contents.

According to the recommendations of the exploratory focus groups, the research team designed five different questionnaires for different stakeholders (i.e. principals, teachers, students, parents of SEN students, parents of regular students). The first draft was reviewed by special education experts, assessment experts and teachers involved in integrated education. It ensures the appropriateness of the questionnaires, and identification of problems such as uncommon and absurb use of terms, and clarity and sequence of questions. The research team then modified the questionnaires according to experts' comments. Finally, a group of pre-service teachers were invited to review the questionnaires. Based on their suggestions, the research team further revised the questionnaires.

3.1.2   Focus group discussion guidelines and lesson observation record form

Case study includes focus group interviews and lesson observation. Based on feedback from principals, teachers, parents, and professionals, the research team prepared guidelines and scope for target respondents and interviews.

3.1.3   Pilot study

The research team conducted a pilot study in June 2010. The data illustrated an initial understanding of the situation in the implementation of integrated education in Hong Kong primary and secondary schools. It also tested the validity and reliability of the research instruments, and whether the procedure was feasible and appropriate. The research team selected one primary school and one secondary school for the pilot study. Both schools had experiences of more than five years in the implementation of integrated education program. We invited five groups of stakeholders, including principals, staff (teachers and professionals), students, parents of SEN students and parents of regular students in completing the

questionnaires. In addition, we conducted focus group interviews with these 5 groups of people. Details are shown as follows:

Table 3-1   Number of respondents in pilot study

	Primary	Secondary	Total
Questionnaire Survey			
Principal	1	1	**2**
Staff	24	10	**34**
Parent of SEN student	13	0	**13**
Parent of regular student	85	0	**85**
SEN student	19	9	**28**
Regular student	124	257	**381**
Focus Group Interview			
Staff	5	5	**10**
Parent of SEN student	7	7	**14**
Parent of regular student	5	5	**10**
SEN student	7	4	**11**
Regular student	5	4	**9**

After analysing data of the pilot study, the findings show that the the questionnaires have adequate reliability and validity. The Cronbach's Alpha values of measurement scales range between 0.72 and 0.93, which show an acceptable level of internal reliability. There were two major revisions to the questionnaire items after examining the pilot data. One item was removed from the subscale "Core value of Inclusive Education" because the item loaded on a factor different from other items in the same subscale. Another item was removed from the parents' questionnaire because the factor loading was low. Revisions have also been made to the wordings in the items to increase clarity and comprehensiveness based on the comments from the pilot participants. The questionnaires were then finalized (see Appendix C).

Based on the comments provided by the focus group respondents, the interview questions were re-structured. Some highly-related questions were combined and certain questions were removed due to sensitive issues or the lack of knowledge among the target participants. The focus group discussion guidelines and lesson observation record form could be found in Appendices D and E respectively.

3.2   Sample of Main Study

3.2.1   Questionnaire survey

The target population of this survey is stakeholders of integrated education and they comprise 1,096 schools over the territories (600 primary schools and 496 secondary schools, excluding international schools and special schools). A total of 230 schools returned the completed questionnaires, including 139 primary and 91 secondary schools. The response rate was 21%. These participating schools are distributed evenly over Hong Kong Island, Kowloon, New Territories and Islands. Although it is not a random sampling, the setting is comparable to

some large-scale international studies [5,6]. As shown in Tables 3-2 and 3-3, the sampling is fairly representative.

Table 3-2   Number of schools participating in questionnaire survey

	Primary			Secondary		
	All schools	Respondents	Percentage	All schools	Respondents	Percentage
Hong Kong Island	126	17	13%	90	15	17%
Kowloon	183	41	22%	151	24	16%
New Territories	272	75	28%	243	49	20%
Islands	19	3	16%	12	2	17%
District not mentioned	-	3	-	-	1	-
Total	600	139	23%	496	91	18%

The research team invited participating schools to have different stakeholders filled in different versions of the questionnaires. For each school, it includes a principal, four teachers, a professional, five parents of SEN students, five parents of regular students, five SEN students and five regular students. Details of the respondents are listed in Table 3-3.

Table 3-3   Number of people participating in questionnaire survey

Stakeholder	Primary	Secondary	Total
Principal	126	83	209
Teacher	515	351	866
Professional	133	81	214
Parent of SEN student	621	395	1016
Parent of regular student	638	397	1035
SEN student	520	355	875
Regular student	546	375	921
Total	3099	2037	5136

3.2.2   Case Study

Besides questionnaire survey, a total of 20 schools (12 primary and 8 secondary schools) were invited to participate in case study. The sample consists of schools with different funding modes for integrated education (Table 3-4).

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[5]   In the International Association for the Evaluation of Education Achievement (TIMSS) 2007, there were 126 primary schools and 123 secondary schools, and respectively 3,791 primary 4 and 3,470 secondary 2 students participated in the assessment in Hong Kong.

[6]   In the Program for International Student Assessment (PISA) 2009, there were 151 secondary schools comprising 4,837 students participated in the assessment in Hong Kong.

Table 3-4   Number of schools with different funding modes participating in case study

Mode of integrated education	Primary	Secondary	Total
New Funding Mode	9	2	11
Whole School Approach	1	3	4
Integrated Education Scheme	1	1	2
Migration Mode	1	0	1
Learning Support Grant for Secondary Schools	0	2	2

Similar to procedure for questionnaire survey, case study involves different stakeholders, including principals, teachers, professionals, parents of SEN students, parents of regular students, SEN students and regular students. A total of 475 people participated (Table 3-5).

Table 3-5   Number of People Participating in Case Study

	Primary	Secondary	Total
Principal	10	8	18
Teacher	56	29	85
Professional	42	22	64
Parent of SEN student	46	21	67
Parent of regular student	50	12	62
SEN student	52	28	80
Regular student	52	15	67
SEN student observed during the lesson	21	11	32
Total	**329**	**146**	**475**

3.2.3   Consultative focus group interview

Based on data of questionnaire survey and views from respondents in case study, the research team conducted a consultative focus group interview. Representatives from associations of principals and parents, the Education Bureau (EDB), The Hong Kong Institute of Vocational Education (IVE), and scholars in special education were invited for views.

3.3   Supplementary Information

A summary of interview data of secondary school respondents is found in Appendix A. Furthermore, a summary of findings from the consultative focus group interview is included in Appendix B. The survey questionnaires are listed in Appendix C whereas the focus group discussion guidelines are included in Appendix D. As for reference, the lesson observation record form is found in Appendix E.

Chapter 4   Results and Analysis of Questionnaire Survey

4.1   Introduction

4.1.1   Overview of participating schools

A total of 230 schools returned the completed questionnaires for the survey. They included 139 primary schools and 91 secondary schools. The response rate was 21%. Among them, 192 schools have enrolled SEN students (118 primary and 74 secondary). In other words, 83% of the participating schools have admitted SEN students (primary 85% and secondary 81%). In other words, currently it is common to find SEN students in mainstream schools.

Most of the participating schools are whole-day schools whereas 5 primary schools have claimed AM or PM schools. The majority of secondary schools are grammar schools but some are pre-vocational or technical schools. Many are subsidized schools and receive standardized financial support from the government.   Out of the 192 schools, 48% have claimed to adopt the "whole school approach" (Table 4-1).

Table 4-1   Distribution and percentage of schools adopting "whole school approach"

	Primary (Percentage of total [N=118])	Secondary (Percentage of total [N=74])	Primary & Secondary (Percentage of total [N=192])
Whole school approach	68 (58%)	25 (34%)	93 (48%)
Non whole school approach	50 (43%)	47 (64%)	97 (51%)
Not mentioned	-	2 (3%)	2 (1%)
Total	**118 (100%)**	**74 (100%)**	**192 (100%)**

Most of the participating schools have less than 10% of SEN students but a few primary schools have admitted over 20% of SEN students (Table 4-2).

Table 4-2   Distribution and percentage of SEN students in school

% SEN students	1-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	Not mentioned	Total
Primary	29	45	20	12	5	3	1	1	2	**118**
Secondary	56	15	2	0	0	0	0	0	1	**74**
Total	**85**	**60**	**22**	**12**	**5**	**3**	**1**	**1**	**3**	**192**

According to school reporting (Table 4-3), numbers of SEN students diagnosed by professionals include: Specific Learning Disabilities (3723), Communication Difficulties (1401), Attention Deficit and Hyperactivity Disorder (1024), Autism Spectrum Disorder (662), Hearing Impairment (457), Intellectual Disabilities (304), Emotional and Behavioural Difficulties (226), Physical Disabilities (102) and Visual Impairment (72). Based on the 192 schools, on average each school has 48 SEN students (57 in primary and 34 in secondary).

Table 4-3   Distribution of different types of SEN students

No. of SEN students (average no. per school)	SLD	CD	ADHD	ASD	HI	ID	EBD	PD	VI	Total no. of SEN students (average no. per school)	Total no. of Undiagnosed* students (average no. per school)	Total no. of undiagnosed & SEN students (average no. per school)
Primary (118 schools)	2627 (22)	1168 (10)	801 (7)	538 (5)	228 (2)	208 (2)	190 (2)	54 (<1)	31 (<1)	5845 (50)	885 (8)	6730 (57)
Secondary (74 schools)	1096 (15)	233 (3)	223 (3)	124 (2)	229 (3)	96 (1)	36 (<1)	48 (1)	41 (1)	2126 (29)	367 (5)	2493 (34)
Total	3723	1401	1024	662	457	304	226	102	72	7971	1252	9223
Average no. per school (192 schools)	19	7	5	3	2	2	1	<1	<1	42	7	48

Note:-

SLD - Specific Learning Disabilities; CD - Communication Difficulties; ADHD - Attention Deficit and Hyperactivity Disorder;

ASD - Autism Spectrum Disorder; HI - Hearing Impairment; ID - Intellectual Disabilities; EBD - Emotional and Behavioural Difficulties;

PD - Physical Disabilities; VI - Visual Impairment

* means those students showing features of special educational needs but not having been diagnosed.

As for the types of SEN students per school, there are mostly 4-7 types but some schools have reported 8-9 types (Table 4-4).

Table 4-4   Relationship between categories of SEN students in school and frequency of schools

No. of categories of SEN students in school	1	2	3	4	5	6	7	8	9
Primary	5	3	8	16	25	29	25	6	1
Secondary	1	5	5	17	14	21	7	3	1
Total	6	8	13	33	39	50	32	9	2

4.1.2   Presentation of results

The questionnaires (Appendix C) are designed in such a way that some statements are provided for respondents who express their disagreement or agreement with them. A four-point Likert rating scale is used: 1 - strongly disagree; 2 – disagree; 3 – agree; 4 – strongly agree. In presenting the results, mostly respondents' views of disagreement (i.e. "strongly disagree" and "disagree") are compiled to reveal their misunderstanding or dissatisfication

towards inclusive education. Occasionally, respondents' views of agreement (i.e. "strongly agree" and "agree") are compiled to indicate their understanding, expectation or satisfaction towards inclusive education. The results are listed as percentages to indicate the proportions of respondents taking the views of disagreement or agreement.

Alternatively, the results are presented as scores which are the average values of rating figures. If the score is below 2, it means that most respondents disagree with the statement. If the score is around 2.5, it means that half of the respondents disagree whereas the other half do agree with the statement. If the score is above 3, it means that a majority of respondents agree with the statement.

In face of the large dataset, it would be difficult to present all the results in great details. In this respect, we try to compile the data and present the views of stakeholders in tabular and graphic forms, and statistical multiple comparisons ($p<0.05$) are undertaken to distinguish differences between stakeholders. Some views expressed by parents and students have been summarized and quoted in the paragraphs for comparison with other stakeholders.

4.2 Understanding of Inclusive Education

4.2.1 Recognition of core values of inclusive education

The core values of inclusive education are to provide equal opportunities, safeguard fundamental human rights in order to demonstrate social justice and fairness, establish a symbol of civilization, and eliminate discrimination. Different stakeholders have different views on these core values. Table 4-5 summarizes percentages of disagreement on the items.

Table 4-5   Percentage of disagreement about "Recognition of core values of inclusive education"

Recognition of core values of inclusive education	Principal (N=209)	Teacher (N=866)	Professional (N=214)	Parent of SEN student (N=1016)	Parent of regular student (N=1035)
Provides SEN students with equal learning opportunities	26%	38%	28%	12%	21%
Is the human right of SEN students to learn in regular class	15%	23%	9%	9%	22%
Is an embodiment of social justice	29%	34%	35%	14%	20%
Is a symbol of civilization	28%	35%	36%	11%	22%
Excluding SEN students from regular class is a discriminatory practice	57%	62%	55%	28%	43%
Average	31%	38%	33%	15%	26%

Over a quarter of participating teachers, principals and professionals disagree with "Inclusive education provides SEN students with equal learning opportunities", "Inclusive education is an embodiment of social justice" and "Inclusive education is a symbol of civilization". Most

respondents accepted "It is the human right of SEN students to learn in regular class". However, over half of the participant teachers, principals and professionals disagree with "Excluding SEN students from regular class is a discriminatory practice". With respect to the items, teachers expressed a higher percentage of disagreement when compared with other respondents.

As for the recognition of core values of inclusive education, the average scores from the five groups of people fall below 3, which are not high. Neverthess, parents of SEN students (2.97) and parents of regular students (2.81) score significantly higher ($p<0.05$) than those of principals (2.73), teachers (2.61) and professionals (2.69). It is surprising to note that teachers score significantly lower when compared with other groups.

View on "Recognition of core values of inclusive education"
1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree
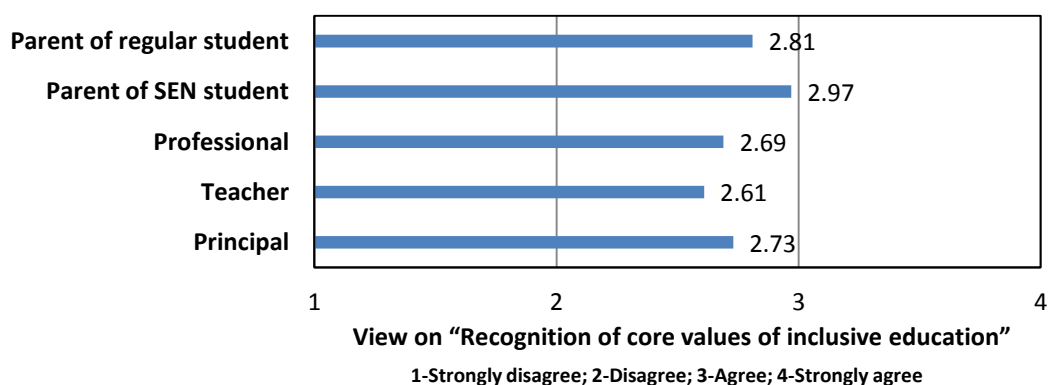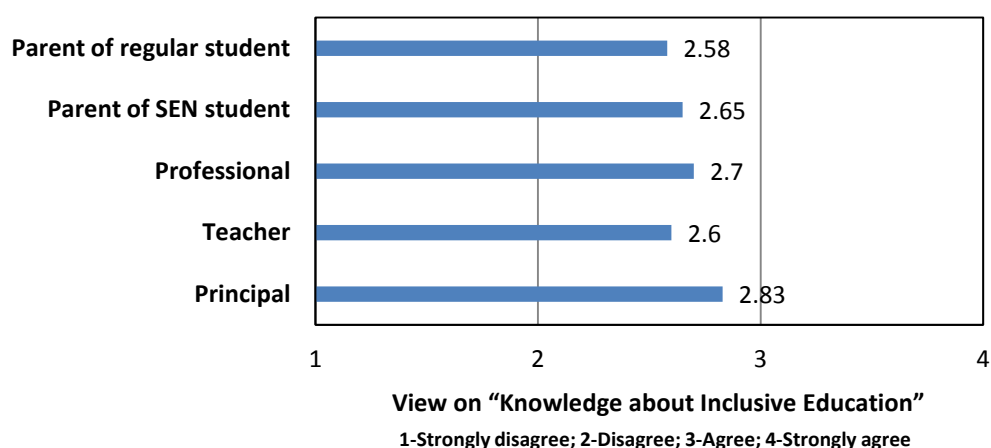
4.2.2   Knowledge about inclusive education

In implementing inclusive education, stakeholders need to have a good understanding of different policies, models, developmental stages and and guidelines. Many respondents understand the meaning of "whole-school approach" in inclusive education and the degree of familiarity is higher. However, over half of the teachers perceive that they are unfamiliar with the main points of Code of Practice on Education under the Disability Discrimination Ordinance and Indicators for Inclusion 2008: A Tool for School Self-evaluation and School Development. This phenomenon may directly impart on the implementation of inclusive education. In general, respondents do not understand too much about the development of inclusive education and support provided by resource schools. Table 4-6 summarizes percentages of disagreement on the items.

Table 4-6   Percentage of disagreement about "knowledge about inclusive education"

Knowledge about inclusive education	Principal (N=209)	Teacher (N=866)	Profes-sional (N=214)	Parent of SEN student (N=1016)	Parent of regular student (N=1035)
The main points of *Code of Practice on Education under the DDO*	16%	59%	44%	38%	42%
The main points of the *Indicators for Inclusion 2008: A Tool for School Self-evaluation and School Development*	21%	52%	49%	40%	45%
The whole-school approach for inclusive education	8%	17%	10%	28%	38%
The history of inclusive education in Hong Kong	34%	47%	46%	40%	47%
The support provided by Resource Schools on Whole School Approach (RSWSA)	24%	25%	19%	32%	40%
Average	**21%**	**40%**	**34%**	**36%**	**42%**

The average score of the five groups of people towards "knowledge about inclusive education" is less than 3, not a high figure. When compared among the groups, the principals score the highest (2.83) whereas the teachers score the lowest (2.6). This reveals that there is a gap in the knowledge possessed between management personnel and frontline staff. The parents of SEN students (2.65) and parents of regular students (2.58) show a lower level of knowledge. The knowledge possessed by these groups is significantly lower than ($p<0.05$) those of the principals (2.83) and professionals (2.70). It reflects that teachers and parents have a poor knowledge of inclusive eduction and therefore, more publicity should be emphasized at these groups in future.

View on "Knowledge about Inclusive Education"
1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree

4.2.3   Knowledge about resources to support inclusive education

The Education Bureau (EDB) provides lots of resources for the development of inclusive education, such as extra funding to support SEN students, support provided by Special School Resource Centres (SSRC) and referral support for SEN students. The Hong Kong Examinations and Assessment Authority (HKEAA) also provides special examination

arrangement and support for SEN students.   In general, many parents do not know about the support resources when compared with other stakeholders.   However, some principals, teachers and professionals express that they are unfamiliar with SSRC, especially for teachers (47%).   In fact, existing services offered by SSRC are limited with respect to support targets and scope of services.   This might be the reason why its services are not commonly known to the stakeholders (Table 4-7).

Table 4-7   Percentage of disagreement about "Knowledge about resources to support inclusive education"

Resources to support inclusive education	Principal (N=209)	Teacher (N=866)	Profes-sional (N=214)	Parent of SEN student (N=1016)	Parent of regular student (N=1035)
The extra funding to support SEN students provided by EDB	9%	21%	10%	24%	30%
The support provided by SSRC	28%	47%	34%	35%	34%
Referral support for SEN students provided by the EDB	16%	30%	19%	29%	30%
The support for SEN students provided by the HKEAA	16%	28%	19%	32%	31%
Average	**17%**	**32%**	**21%**	**30%**	**31%**

With the average score less than 3, the "Knowledge about resources to support inclusive education" of all the groups is relatively weak.   When compared among the groups, the principals (2.91) and professionals (2.87) score higher whereas the teachers score the lowest (2.73).   This reveals that the teachers lack the knowledge about support resources. The knowledge about existing support services possessed by the teachers, parents of SEN students and regular students shows no significant difference but their scores are significantly lower than those of the principals and professionals.   If frontline educators and parents lack the knowledge about resources to support inclusive education, it is difficult for the SEN students to have the appropriate support in learning.

4.2.4   Key stakeholders who expect school to carry out inclusive education

Based on Table 4-8, about 70-90% of the respondents think that inclusive education is mainly advocated by the government, parents of SEN students and the general public.   On the other hand, parents of SEN students expect that teachers are the key stakeholder playing significant role in the advocacy of inclusion in schools.   However, only about half of the principals and teachers agree that the momentum comes from teachers themselves, which shows a big gap in aspirations from what parents expect.

Table 4-8   Percentage of views on key stakeholders who expect school to carry out inclusive education

Stakeholder	Principal (N=209)	Teacher (N=866)	Professional (N=214)	Parent of SEN student (N=1016)	Parent of regular student (N=1035)
The government	100%	97%	99%	93%	85%
Parents of SEN students	93%	89%	94%	91%	83%
Parents of students without SEN	39%	40%	51%	73%	56%
Teachers	47%	52%	57%	85%	66%
The public	74%	71%	82%	82%	66%

4.2.5   Comparison between groups' understanding of inclusive education

As shown in Table 4-9, scores between 2 and 3 (disagreement and agreement) are found in the groups of respondents. This reveals that stakeholders have a poor understanding of inclusive education. It is even worth concerns that teachers score lower than the other groups. In summary, there appears a need to promote the understanding and attitude towards inclusive education in the community.

Table 4-9   Understanding of inclusive education: comparison of average figures

	Principal (N=209)	Teacher (N=866)	Professional (N=214)	Parent of SEN student (N=1016)	Parent of regular student (N=1035)
Recognition about inclusive education	2.73	2.61	2.69	2.97	2.81
Knowledge about inclusive education	2.83	2.60	2.70	2.65	2.58
Knowledge about resources to support inclusive education	2.91	2.73	2.87	2.79	2.77
Stakeholders expect school to carry out inclusive education	2.84	2.79	2.89	2.98	2.79

Note : 1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree

Average value of understanding inclusive education
1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree
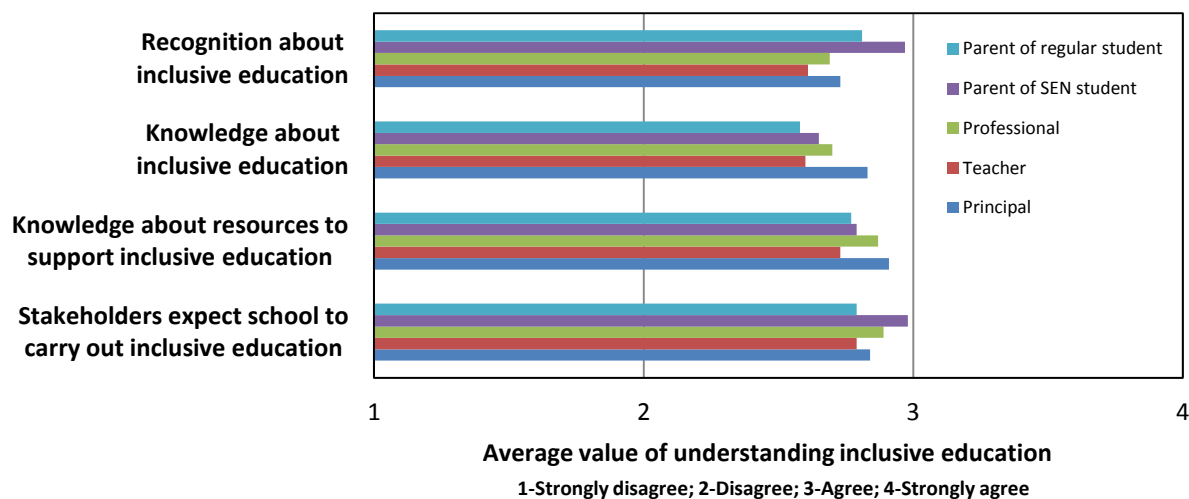
4.2.6 Intention towards Inclusive Education

For school inclusion, the willingness of taking action for some necessary arrangements is of prime importance, e.g. "Encourage SEN students to participate in all social activities in the regular classroom", "Adapt the curriculum to meet the individual needs of students regardless of their abilities", "Include students with a severe disability in the mainstream class, if provided with the necessary support", "Improve the school environment to include SEN students in the mainstream class", "Adapt communication techniques to ensure that SEN students can be included in the mainstream class" and "Adjust assessment for individual students to ensure that inclusive education can take place". However, about 10-20% of the principals, teachers and professionals express disagreement about encouraging SEN students in participating activities, offering improved school environment, and providing adapted curriculum, communication techniques and assessment for SEN students. Even worse, there are 30-50% of the respondents who disagree to accept and support students with severe disabilities (Table 4-10).

Table 4-10   Percentage of disagreement about "Intention towards Inclusive Education"

	Principal (N=209)	Teacher (N=866)	Professional (N=214)
Encourage SEN students to participate in all social activities in the regular classroom	6%	12%	6%
Adapt the curriculum to meet the individual needs of students regardless of their abilities	14%	18%	11%
Include students with a severe disability in the mainstream class, if provided with the necessary support	47%	47%	35%
Improve the school environment to include SEN students in the mainstream class	10%	12%	6%
Adapt communication techniques to ensure that SEN students can be included in the mainstream class	8%	10%	4%
Adapt assessment of individual students to ensure that inclusive education can take place	14%	13%	9%
Average	**17%**	**19%**	**12%**

The statistical data reveal that the professionals (3.01) score higher in expressing a greater intention to work for inclusive education than teachers (2.88) and principals (2.97).

From qualitative data of case study, most principals and teachers express that schools launched inclusive education in response to the policy in Hong Kong, resulting the increasing number of SEN students in schools. In the interviews, the principals, teachers and professional in primary and secondary schools embrace a rather positive view on the implementation of inclusive education. They agree that it will provide better opportunities for SEN students to receive formal education. This will reduce the stigmas on SEN students so that they can integrate successfully into the society in the future. Through frequent contacts with SEN students, regular students will be more willing to accept people of diversity in schools as well as in the community. The responses appear different from those in the questionnaire survey. A possible explanation is that these respondents, embracing a more positive attitude, are more receptive to be interviewed.

4.3 Acceptance of SEN Students

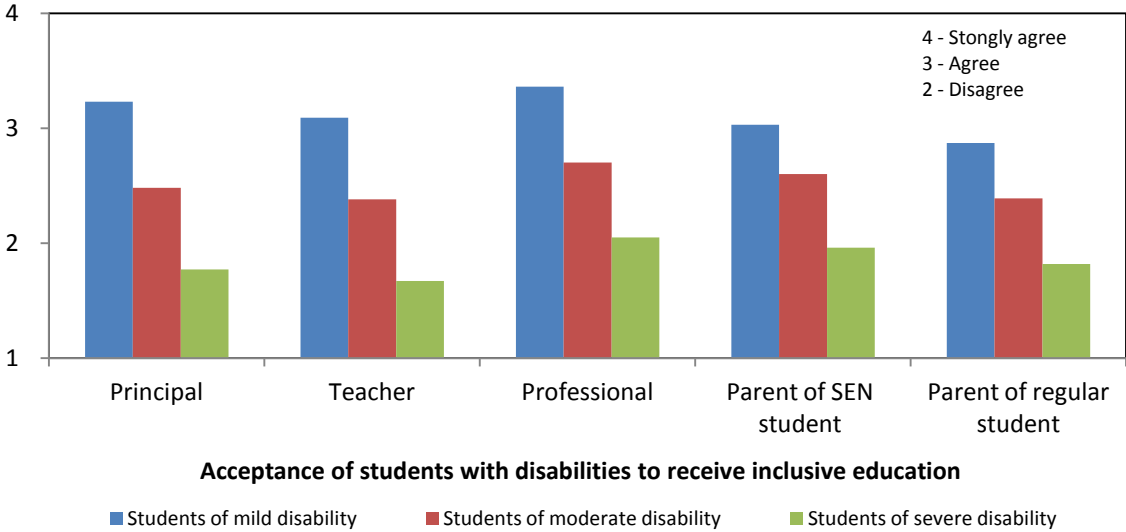### 4.3.1 Acceptance for SEN students to receive inclusive education based on severity of disability

Depending on different degrees of diabilities, respondents' view and acceptance towards SEN students will vary. The scores are in descending order with respect to students with mild disabilities (3.04), moderate disabilities (2.47) and severe disabilities (1.83). The score for students with mild disabilities is significantly higher ($p<0.05$), which indicates respondents are more willing to accept them to study in mainstream classes.

When compared among the groups (Table 4-11), respondents are more willing to accept SEN students with mild disabilities to study in mainstream classes, followed by moderate ones. They tend not to accept SEN students with severe disabilities (figures not over 2.05). No matter how the degrees of disabilities of SEN students are, the professionals show a higher acceptance whereas parents of regular students and teachers indicate lower acceptance. Principals commonly accept SEN students with mild disabilities to study in mainstream classes but show reservation for SEN students with moderate or severe disabilities. It is perplexing to note that parents of SEN students, though they consent to have SEN students with mild disabilities in mainstream classes, their average score (3.03) is significantly lower ($p<0.05$) than those of principals (3.23), teachers (3.09) and professionals (3.36). The reason for this phenomenon needs to be further investigated.

Table 4-11 Stakeholders' views on students of mild, moderate and severe disability to receive inclusive education

	Principal (N=209)	Teacher (N=866)	Professional (N=214)	Parent of SEN student (N=1016)	Parent of regular student (N=1035)	Average
Accept students of mild disability	3.23	3.09	3.36	3.03	2.87	**3.04**
Accept students of moderate disability	2.48	2.38	2.70	2.60	2.39	**2.47**
Accept students of severe disability	1.77	1.67	2.05	1.96	1.82	**1.83**

Note : 1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree

4 - Stongly agree
3 - Agree
2 - Disagree

Acceptance of students with disabilities to receive inclusive education

■ Students of mild disability   ■ Students of moderate disability   ■ Students of severe disability

4.3.2   Acceptance for the disability categories of SEN students

According to Table 4-12, the respondents do not fully agree that SEN students with different categories of disabilities are enrolled in mainstream classes. The majority of respondents disagrees that students with severe disabilities study in mainstream classes. More than half of the respondents disagree to accept students with moderate intellectual disabilities, emotional and behavioral difficulties, attention deficit and hyperactivity disorder, or autism spectrum disorder. Furthermore, students with mild intellectual disabilities, emotional and behavioral difficulties, attention deficit and hyperactivity disorder, or autism spectrum disorder are less accepted by principals, teachers and parents of regular students.

In general, students with mild sensory impairment are accepted by principals, teachers and professional more than students with mild cognitive and behavourial difficulties. However, about 10-20% of the parents of SEN and regular students still tend to disagree that SEN students with mild sensory impairment should be admitted into mainstream classes. All these views may constitute obstacles, which affect schools to accept students with mild disabilities.

Table 4-12 Percentage of disagreement with the questionnaire item "Students with disabilities to be included in regular classes"

Disagreement (%)	Students of mild disability					Students of moderate disability					Students of severe disability				
	P	T	Pr	Pa (SEN)	Pa (regu-lar)	P	T	Pr	Pa (SEN)	Pa (regu-lar)	P	T	Pr	Pa (SEN)	Pa (regu-lar)
Students with Hearing Impairment	2	5	1	15	13	28	42	24	37	44	73	81	65	76	80
Students with Visual Impairment	5	10	5	18	19	40	50	31	43	48	82	86	74	81	82
Students with Physical Disabilities	2	7	3	15	14	20	35	18	29	34	57	66	47	58	62
Students with Intellectual Disabilities	31	43	36	37	48	84	86	86	71	76	98	98	98	89	88
Students with Emotional and Behavioural Difficulties	17	20	4	20	36	64	64	29	45	66	88	91	77	77	87
Students with Attention Deficit and Hyperactivity Disorder	12	20	4	15	27	61	58	33	39	54	86	88	69	71	80
Students with Autism Spectrum Disorder	16	18	8	18	25	60	62	49	39	49	88	91	83	71	77
Students with Communication Difficulties	9	11	1	14	22	40	47	21	34	47	72	78	54	65	73
Students with Specific Learning Disabilities	1	15	3	17	29	44	49	25	35	57	75	79	56	65	77

Note :   P – parent; T – teacher; Pr – Principal; Pa (SEN) – parent of SEN student;
Pa (regular) – parent of regular student

4.4   Comparison of views of primary and secondary school respondents towards inclusive education

Based on Table 4-13, overall speaking, views of primary and secondary school respondents on inclusive education do not differ much. As for teachers, primary school teachers score significantly higher ($p<0.05$) than secondary school teachers in relation to "Knowledge about inclusive education" and "Knowledge about resources to support inclusive education" (2.68 vs 2.50, 2.80 vs 2.64). As for professionals, those serving primary school score significantly higher than those serving secondary school with respect to "Knowledge about inclusive education" (2.80 vs. 2.54). However, those serving primary school score significantly lower ($p<0.05$) than those serving secondary school regarding "Recognition of core values about inclusive education" and "Intention towards Inclusive Education" (2.65 vs 2.78, 2.96 vs 3.11).

As for principals, primary school principals score more-or-less the same as secondary school principals. There is no significant difference ($p<0.05$).

Regarding parents of SEN students, those in primary schools score more-or-less the same as those in secondary schools in most aspects. However, parents of SEN students in primary schools score significantly higher ($p<0.05$) than those in secondary schools in relation to "Knowledge about inclusive education" (2.69 vs 2.60).

With respect to parents of regular students, those in primary school score relatively higher than those in secondary schools in terms of "Knowledge about resources to support inclusive education", "Intention towards Inclusive Education" and "Accept students of mild disability". Parents of regular students in secondary schools have more negative views about inclusive education than those in primary schools probably because secondary students have to face public examinations and their parents are therefore with anxiety. These parents might not comprehend how the schools care for the needs of SEN student and are worried about their own children's learning being dragged by SEN students in the class.

Table 4-13   Comparison of views of respondents on inclusive education in primary and secondary schools

Average figures	Principal			Teacher			Professional			Parent of SEN student			Parent of Regular student		
	P	S	Diff (S - P)	P	S	Diff (S - P)	P	S	Diff (S - P)	P	S	Diff (S - P)	P	S	Diff (S - P)
Recognition of core values about inclusive education	2.72	2.72	0	2.62	2.59	-0.03	**2.65**	**2.78**	**0.13**	2.96	3.00	0.04	2.82	2.80	-0.02
Knowledge about inclusive education	2.87	2.78	-0.09	**2.68**	**2.50**	**-0.18**	**2.80**	**2.54**	**-0.26**	**2.69**	**2.60**	**-0.09**	2.60	2.54	-0.06
Knowledge about resources to support inclusive education	2.94	2.88	-0.06	**2.80**	**2.64**	**-0.16**	2.91	2.81	-0.1	2.81	2.77	-0.04	**2.80**	**2.72**	**-0.08**
Stakeholders expect school to carry out inclusive education	2.84	2.84	0	2.79	2.77	-0.02	2.89	2.89	0	2.99	2.97	-0.02	**2.82**	**2.73**	**-0.09**
Intention towards Inclusive Education	3.01	2.90	-0.11	2.88	2.87	-0.01	**2.96**	**3.11**	**0.15**	2.96	3.00	0.04	2.82	2.80	-0.02
Accept students of mild disability	3.26	3.18	-0.08	3.07	3.12	0.05	3.34	3.40	0.06	3.01	3.07	0.06	**2.91**	**2.81**	**-0.10**
Accept students of moderate disability	2.44	2.52	0.08	2.38	2.37	-0.01	2.67	2.75	0.08	2.61	2.59	-0.02	2.41	2.36	-0.05
Accept students of severe disability	1.74	1.80	0.06	1.67	1.67	0	2.03	2.09	0.06	1.96	1.95	-0.01	1.84	1.79	-0.05
Overall attitude towards inclusive education	2.48	2.50	0.02	2.39	2.39	0	2.70	2.73	0.03	2.57	2.55	-0.02	**2.41**	**2.33**	**-0.08**

Note : P-primary; S-secondary; Diff-difference
1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree
Across the row, paired P & S figures in bold differ significantly in statistics, p<0.05

4.5　School Organization and Management

4.5.1　Working strategies

Schools involved in inclusive education need to conduct different working strategies, e.g. to coordinate support, to improve school buildings, to get adequate funding, to utilize the funding appropriately, to have staff development, and to achieve consensus among Staff and School Management Committee in catering for diversity. As for agreement on theses work strategies, scores of different groups are in the descending order of principals (2.93), teachers (2.87) and professionals (2.86). In general, the scores are not high and there is no significant difference ($p>0.05$).

As shown in Table 4-14, the principals express less disagreement towards coordination of support, improvement of school buildings and appropriate use of the funding. However, the principals, teachers and professionals show disagreement towards getting adequate funding, provision of staff development, and achievement of consensus among Staff and School Management Committee in catering for diversity. In addition, over 15% of parents of SEN students show disagreement towards improvement of school buildings, getting adequate funding and appropriate use of the funding.

Table 4-14　Percentage of disagreement about school organization and management

	Principal (N=209)	Teacher (N=866)	Professional (N=214)	Parent of SEN student (N=1016)
All forms of support are coordinated	1%	8%	11%	14%
The school makes its buildings physically accessible to SEN students	7%	17%	16%	16%
The school receives adequate funding from the government to support inclusive education	61%	43%	49%	37%
The school appropriately distributes the funding received from the government to support inclusive education	9%	11%	8%	16%
The school provides sufficient staff development activities to help staff respond to student diversity	27%	32%	33%	*
Staff and School Management Committee work well together to cater for students' learning needs	16%	20%	31%	*
Average	**20%**	**22%**	**25%**	**21%**

*Questionnaire for parent of SEN student does not contain this item.

4.5.2　Arrangement of class placement for SEN students

Based on what the schools report (see the chart below), class placement in the forms of "Arrange into a regular class according to their age" (34%), "Arrange into a regular class according to their ability" (35%) and "Core subject in segregated resource class and non-core subject in regular class" (32%) are more common. It is rare to see arrangements such as "In segregated resource class" (4%) and "Arrange into a regular class according to their type of SEN" (7%).

Arrange into a regular class according to their ability	35%
Arrange into a regular class according to their age	34%
Core subject in segregated resource class; non-core subject in regular class	32%
Arrange into a regular class according to their type of SEN	7%
In segregated resource class	4%
Other approach	13%

Placement of SEN students into different types of classes
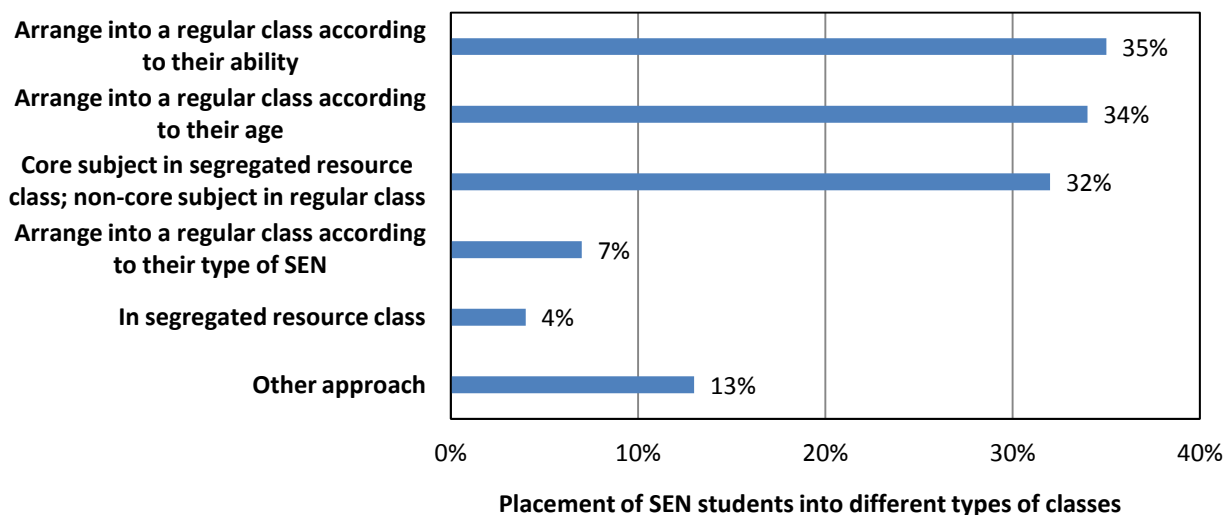
As regards segregated modes of supporting SEN students in schools, it includes pull-out teaching that takes some SEN students from their classes to form a small class for teaching certain subjects (mainly core subjects of Chinese, English and Mathematics). Another segregated mode is to place SEN students in the same class for all subjects. There are also segregated assessment and segregated support measures including after-school tutoring, examination arrangements, training of social skills, therapies, and designated resource rooms for SEN students. As for de-segregation policies in schools, SEN students are allowed to participate activities and share learning resources (e.g. after-school tutoring) together with regular students.

In class placement, different schools employ different approaches The following are the examples of which the first two are more common:

1. To consider the types of SEN and characteristics, similar SEN students are placed into different classes so as to reduce conflicts between students and difficulties encountered by teachers in caring for them.
2. All the students (including SEN students) are placed based on their academic performace/ ability. Next, SEN students are evenly allocated to classes of the same level. However, since SEN students commonly are poor in academic performance, most of them are placed to classes of lower academic achievement whereas there might not be any SEN students in the elite classes.
3. Random placement of students into different classes.
4. While the types of SEN and characteristics are considered, similar SEN students are placed into the same class, e.g. students with specific learning disabilities. This facilitates teachers to care for them. The SEN students and regular students are not segregated.
5. Class allocation is made depending on school resources such as teachers' capacity and school facilities.

4.5.3 Professional training

In respect of data from 192 schools, only 26% of the principals have received training in professional courses of special education (e.g. 30/60/90 hours of special training courses). Less than 10% of them have participated in special education training courses for teachers or possessed a major/ minor degree in special/ inclusive education. Only 1-2% of the principals have a professional diploma or master degree in special education. Furthermore, 49% of the teachers have not received any training in inclusive education. While 16% of teachers have participated in professional courses of special education, only 4% have received training courses in special education. Less than 2% of the teachers have a major/ minor degree in special/ inclusive education, a professional diploma or master degree in special education.

According to these questionnaire survey data, the numbers of trained principals and teachers in schools of inclusive education are not satisfactory. The respondents in case study indicate that they have received information about inclusive education from the workplace and training courses. Many teachers and professional reveal that they have learned about inclusive education through on-the-job practices. They have not received any formal training courses in tertiary institutions.

As for training of stakeholders about inclusive education, the principals, teachers and professionals score between 2 and 3 (disagreement and agreement). Principals (2.49) generally agree that training is insufficient and their score is lower than that of teacher (2.65). Based on Table 4-15, more than half of the principals disagree that teachers, teaching assistants, administrative staff and even themselves (with the exception of professionals) have received sufficient training. In this regard, concerns are urgently needed in relation to the training of teachers, teaching assistants and administrative staff.

Table 4-15   Percentage of disagreement about "training of the following people in my school is sufficient"

	Principal (N=209)	Teacher (N=866)	Professional (N=214)
Principal	54%	35%	28%
Teacher	60%	49%	44%
Teaching assistant	71%	61%	61%
Administrative staff	65%	50%	54%
Professional (e.g. social worker, counsellor)	14%	9%	30%

According to Table 4-16，there is a high percentage of teachers who have not received any training in special education. There are 8 primary schools and 12 secondary schools that have not attained the policy requirement of having 10% of teachers with training in special education.

Table 4-16 Distribution of schools with SEN students but teachers not receiving any training in inclusive education

Teachers not receiving any training in inclusive eduction (%)	Primary	Secondary
96-100%	**1**	**3**
91-95%	**7**	**9**
86-90%	3	12
81-85%	10	11
76-80%	8	4
71-75%	6	2
66-70%	7	1
61-65%	9	0
56-60%	6	1
51-55%	5	0
46-50%	3	0
41-45%	3	0
36-40%	3	0
31-35%	2	0
26-30%	0	0
21-25%	1	0
16-20%	1	1
11-15%	3	0
Not mentioned	40	30
Total	**118**	**74**

4.6   Student Support

4.6.1   Supporting strategies

The supporting strategies in schools emphasize mutual respect, active caring, equal treatment, peer support, minimization of bullying, sharing a philosophy of inclusion, policy of caring, minimization of discrimination and home-school cooperation. In general, scores towards supporting strategies achieved by schools are above 3, which show positive views possessed by different groups on inclusive culture in schools. There are significant differences among the groups of principals (3.21), teachers (3.04) and professionals (3.02) ($p<0.05$).

Alternatively, based on Table 4-17, there is a small proportion of stakeholders (<10%) indicate disagreement about supporting strategies achieved by schools including mutual respect and minimization of bullying and discrimination. More principals and teachers agree that schools have achieved some goals such as mutual respect, active caring, minimization of bullying and discrimination, and home-school cooperation. However, principals, teachers and professionals show a higher level of disagreement (10-30%) about some supporting strategies achieved by schools including sharing a philosophy of inclusion and peer support.

Table 4-17 Percentage of disagreement about school policies of supporting SEN students

	Principal (N=209)	Teacher (N=866)	Professional (N=214)	Parent of SEN student (N=1016)
Staff and SEN students treat one another with respect	2%	5%	10%	5%
Staff take care of SEN students with a positive attitude	3%	8%	15%	9%
All students are equally treated in school	5%	13%	16%	13%
SEN students and their regular peers help each other	12%	22%	19%	12%
The school aims to minimize bullying towards SEN students	0%	2%	4%	9%
The staff, students and parents share a philosophy of inclusion	23%	24%	30%	13%
Pastoral and behavior support policies support inclusive education	8%	14%	14%	18%
The school strives to minimize discriminatory practices	0%	3%	5%	10%
There is a good partnership between staff and parents of SEN students	3%	9%	13%	14%
Average	**6%**	**11%**	**14%**	**11%**

4.6.2 School ethos

The items of school ethos include whether schools are willing to accept different types of SEN students, appropriate use of community resources, cooperation between teaching staff, and application of different strategies. There is no significant difference among the groups of principals (2.96), teachers (2.92) and professionals (2.91) ($p<0.05$). In general, the level of agreement is not high. Besides, according to Table 4-18, more principals (41%) and teachers (24%) indicate disagreement about accepting different types of SEN students. 23% of the professionals think that there should be improvement of cooperation among teaching staff in the education of SEN students.

Table 4-18   Percentage of disagreement about school culture

	Principal (N=209)	Teacher (N=866)	Professional (N=214)
The school is willing to admit students with a range of SEN	41%	24%	20%
The school makes good use of community resources to support SEN students	13%	20%	17%
Staff collaborate with each other on educating SEN students	6%	14%	23%
Staff use various strategies for educating SEN students	6%	10%	11%
Average	**17%**	**17%**	**18%**

4.6.3   Support measures adopted by schools

As for data provided by the principals, their schools offer different support measures. They include making special assessment arrangements (88%), providing professional therapy/ counseling (82%), providing additional tutorials after school (77%) and parent education (73%), writing up an individual education plan (IEP) (70%), and appointing teaching assistants (67%) and resource teachers (47%). Other than these, 24% of the schools employ other support measures such as arrangement of supporting activities by social workers to enhance inclusive education.

% of Schools provide support measures
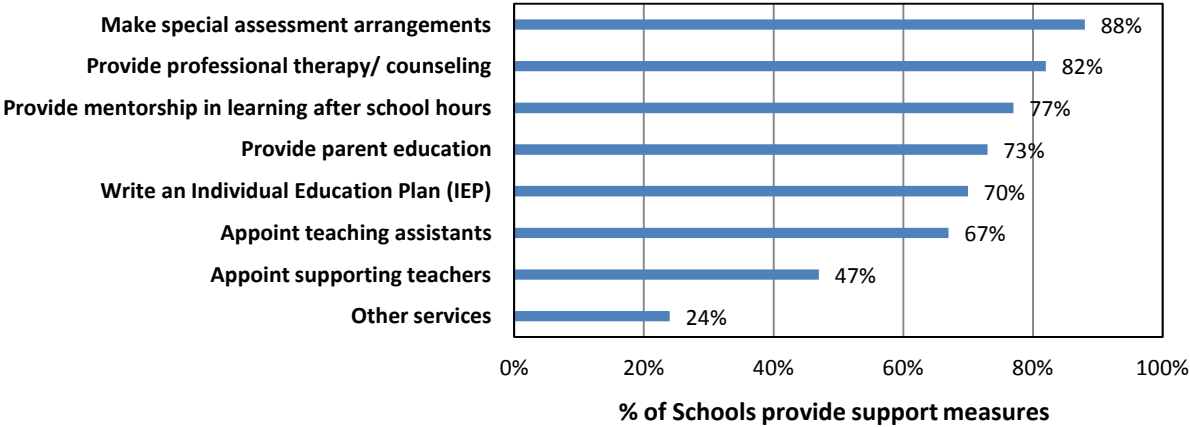
4.7   Difficulties Encountered in Learning and Teaching

4.7.1   Teaching strategies

As for learning and teaching, principals, teachers and professionals score between 2.8 and 3.1, which show certain assurance of sufficient and adequate support measures provided by schools for the SEN students (Table 4-19).

Table 4-19   Stakeholders' views on having provided sufficient and adequate support for different types of SEN students

	Principal (N=209)	Teacher (N=866)	Professional (N=214)
Students with Intellectual Disabilities	2.94	2.84	2.81
Students with Emotional and Behavioural Difficulties	2.87	2.86	2.80
Students with Autism Spectrum Disorder	2.95	2.86	2.84
Students with Attention Deficit and Hyperactivity Disorder	2.95	2.89	2.80
Students with Communication Difficulties	2.96	2.88	2.82
Students with Visual Impairment	2.97	2.91	2.97
Students with Physical Disabilities	3.04	2.95	2.87
Students with Hearing Impairment	3.05	2.96	2.96
Students with Specific Learning Disabilities	3.10	2.97	3.02

Note : 1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree

Questionnaire survey findings (Table 4-20) reveal that over 10% principals, teachers and professionals indicate there are difficulties encounted in most items of learning and teaching. More principals, teachers and professionals show disagreement in "Staff have sufficient professional knowledge to support the learning of students" (37%), "Teaching assistants are concerned to support the learning of students" (23%) and "Lessons are planned in response to student diversity" (22%).

As for learning and teaching for different types of SEN students, the principals, teachers and professionals consider there are difficulties in teaching students with ID (24%), EBD (23%), ADHD (21%) or ASD (20%).

Table 4-20 Percentage of disagreement about learning and teaching of different types of SEN students

Disagreement (%)	ID	EBD	ADHD	ASD	CD	VI	HI	PD	SLD	Average
Staff have sufficient professional knowledge to support the learning of students	46	43	40	43	37	31	32	27	29	**37**
Teaching assistants are concerned to support the learning of students	22	24	22	21	23	26	27	25	18	**23**
Lessons are planned in response to student diversity	36	27	26	24	20	18	15	16	18	**22**
Staff modify the curriculum to meet the needs of students	18	21	19	19	21	22	20	17	11	**19**
The school adjusts assessment to meet the needs of students	17	25	22	19	20	17	13	16	10	**18**
The school arranges teaching groups so that students are valued	15	17	15	12	14	24	22	21	10	**17**
Students learn collaboratively	30	24	21	24	18	9	8	10	11	**17**
Lessons are made accessible to students	20	15	14	12	9	8	3	7	7	**10**
Teachers are concerned to support the learning of students	10	9	8	8	8	10	7	10	5	**8**
Average	**24**	**23**	**21**	**20**	**19**	**18**	**16**	**16**	**13**	**19**

Note:-
ID - Intellectual Disabilities; EBD - Emotional and Behavioural Difficulties; ADHD - Attention Deficit and Hyperactivity Disorder;
ASD - Autism Spectrum Disorder; CD - Communication Difficulties; VI - Visual Impairment; HI - Hearing Impairment;
PD - Physical Disabilities; SLD - Specific Learning Disabilities

4.7.2 Views of parents of SEN students on "learning and teaching"

In relation to "learning and teaching" arrangements in school (Table 4-21), not less than 20% of parents of SEN students indicate disagreement including "Lessons are planned in response to the needs of my kid" (27%), "The school adjusts assessment to meet the needs of my kid." (24%), "Staff have sufficient professional knowledge to support the learning of my kid." (24%), "Staff modify the curriculum to meet the needs of my kid." (20%) and "Teaching assistants are concerned to support the learning of my kid." (20%). In this respect, the teaching practices in schools have not fulfilled the expectations and demands of parents of SEN students.

Table 4-21   Percentage of disagreement about arrangement of "learning and teaching" in school by parents of SEN students

	Parent of SEN student (N=1016)
Lessons are planned in response to the needs of my kid.	27%
The school adjusts assessment to meet the needs of my kid.	24%
Staff have sufficient professional knowledge to support the learning of my kid.	24%
Staff modify the curriculum to meet the needs of my kid.	20%
Teaching assistants are concerned to support the learning of my kid.	20%
The school arranges teaching groups so that my kid is valued.	19%
Teachers are concerned to support the learning of my kid.	14%
My kid learns collaboratively.	7%
My kid takes part in classroom learning.	4%
Average	**18%**

4.8   Performace of SEN Students

4.8.1   Academic performance

With respect to academic performance (Table 4-22), 37% of the respondents (principals, teachers and professionals) on average consider SEN students have different learning difficulties, including grasping learning skills (44%), learning on their own (43%), being motivated to learn (41%), understanding what the teacher is teaching in the classroom (36%), Performances in examinations meeting expectation (33%), and developing multiple intelligences (23%).

Furthermore, many parents of SEN students (46%) indicate the academic performance of their children does not meet their expectation. For examples, they are not concentrated in the classroom for grasping a range of learning skills and what teachers are teaching, and it is hard for them to learn actively and independently (33-46%).

Table 4-22   Percentage of disagreement about academic performance of different types of SEN students

Disagreement (%)	ID	SLD	EBD	ADHD	ASD	CD	VI	PD	HI	Average
Grasp a range of learning skills (e.g. note-taking, problem-solving)	78	56	49	51	49	42	27	25	23	**44**
Learn on their own	80	59	49	56	46	37	22	22	17	**43**
Are motivated to learn	59	53	61	58	46	42	20	17	17	**41**
Understand what the teacher is teaching in the classroom	76	49	39	44	37	32	17	16	13	**36**
Performances in examinations meet my expectation	52	46	43	41	32	31	19	17	16	**33**
Can develop his/her multiple intelligences	40	18	27	21	28	25	19	20	11	**23**
Average	**64**	**47**	**45**	**45**	**40**	**35**	**21**	**20**	**16**	**37**

Note:-
ID - Intellectual Disabilities; SLD - Specific Learning Disabilities; EBD - Emotional and Behavioural Difficulties;
ADHD - Attention Deficit and Hyperactivity Disorder; ASD - Autism Spectrum Disorder; CD - Communication Difficulties;
VI - Visual Impairment; PD - Physical Disabilities; HI - Hearing Impairment

In relation to academic performance of different students with disabilities (Table 4-23), about 80% of the principals, teachers and professionals show greater agreement about academic performance of students with hearing impairment, visual impairment or physical disabilities (averaged figures of 2.88-2.93). However, about 30% of the teachers consider these three groups of SEN students have difficulties in grasping a range of learning skills. Most respondents are concerned with academic performance of students with ID, EBD, ADHD and ASD (2.23-2.59). Among them, the lowest score is found in students with ID (2.23), who have difficulties in grasping a range of learning skills and what teachers are teaching in the classroom. Also it is hard for them to learn actively and independently.

When compared with principals (2.64) and teachers (2.61), views of the professionals on academic performance of different SEN students are significantly higher (2.73) ($p<0.05$). Parents of SEN students (2.67) consider the academic performance and learning abilities of their children are slightly higher than those of principals and teachers but slightly lower than that of professionals.

Table 4-23 Stakeholders' views on academic performance of different types of SEN students

	Principal (N=209)	Teacher (N=866)	Professional (N=214)	Average
Students with Intellectual Disabilities (ID)	2.22	2.23	2.29	**2.23**
Students with Specific Learning Disabilities (SLD)	2.52	2.50	2.58	**2.51**
Students with Attention Deficit and Hyperactivity Disorder (ADHD)	2.49	2.51	2.64	**2.53**
Students with Emotional and Behavioural Difficulties (EBD)	2.47	2.53	2.67	**2.54**
Students with Autism Spectrum Disorder (ASD)	2.57	2.56	2.73	**2.59**
Students with Communication Difficulties (CD)	2.61	2.61	2.79	**2.64**
Students with Visual Impairment (VI)	2.94	2.86	2.89	**2.88**
Students with Physical Disabilities (PD)	2.97	2.85	2.91	**2.88**
Students with Hearing Impairment (HI)	3.00	2.88	3.04	**2.93**
Average	**2.64**	**2.61**	**2.73**	**2.64**

Note : 1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree

Stakeholders' views on academic performance of different types of SEN students
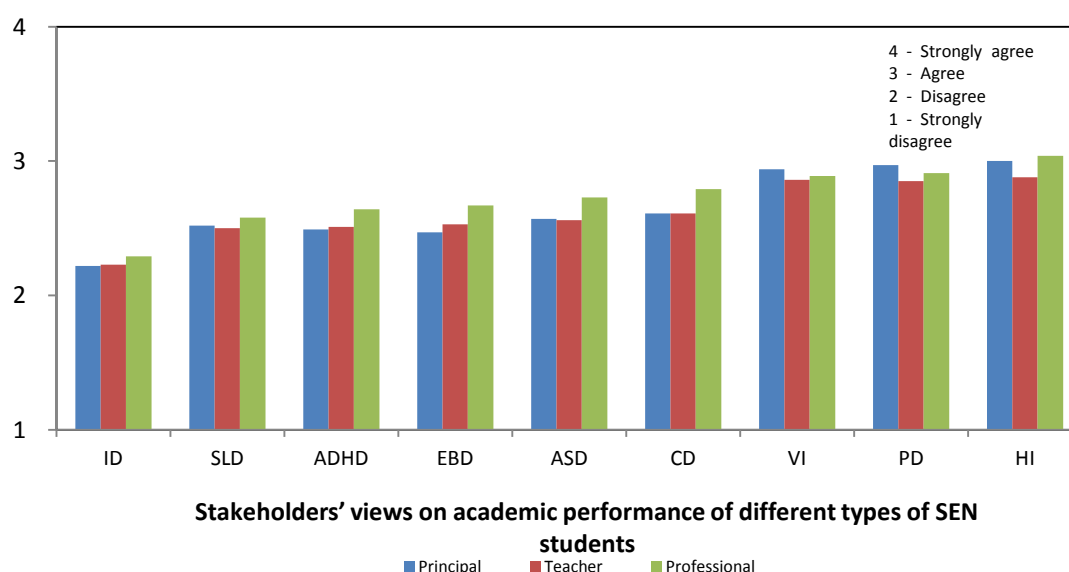
As for questionnaire survey data of SEN students, findings show that they are not satisfied with their academic performance. When compared with regular students (3.04), SEN students (2.78) consider there are difficulties in grasping learning skills and teaching contents, and learning independently. With respect to 26% regular students, nearly half of SEN students (48%) reveal that their examination results are not satisfactory. About 30% of SEN students cannot grasp a range of learning skills (e.g. note-taking, problem-solving) and learn independently whereas only 17% of regular students do so. As regards 11% of regular students, about 20% of SEN students indicate that they cannot understand what teachers are teaching in the classroom.

4.8.2 Social performance

In mainstream schools, SEN students should participate in different activities in order to foster the development of interpersonal relationship. Indicators of good interpersonal relationship include "Participate in inter-school activities", "Get on well with regular students", "Have a social circle of friends", "Socialize with regular students" and "Participate in extracurricular activities".

With respect to social performance by differenct types of SEN students (Table 4-24), about 20-30% of respondents (principals, teachers and professionals) show disagreement about social interaction of students with ASD (32%), ID (27%), CD (24%), EBD (22%) or ADHD (17%). However, relatively fewer respondents show disagreement about social interaction of students with HI (11%), VI (9%), PD (8%) or SLD (5%).

Table 4-24 Percentage of disagreement about social performance of different types of SEN students

Disagreement (%)	ASD	HI	CD	EBD	ADHD	HI	VI	PD	SLD	Average
Participate in inter-school activities	27	34	21	21	18	20	13	16	8	**20**
Get on well with regular students	36	24	27	39	30	7	8	4	4	**20**
Have a social circle of friends	45	32	31	24	15	8	8	8	5	**19**
Socialize with regular students	36	29	28	17	13	7	8	5	4	**16**
Participate in extracurricular activities	14	17	13	11	8	12	6	9	3	**10**
Average	**32**	**27**	**24**	**22**	**17**	**11**	**9**	**8**	**5**	**17**

Note:-
ASD - Autism Spectrum Disorder; ID - Intellectual Disabilities; CD - Communication Difficulties;
EBD - Emotional and Behavioural Difficulties; ADHD - Attention Deficit and Hyperactivity Disorder; HI - Hearing Impairment;
VI - Visual Impairment; PD - Physical Disabilities; SLD - Specific Learning Disabilities

Based on Table 4-25, principals, teachers and professionals generally consider SEN students have peers and social activities. Their scores are 3.00, 2.89 and 3.01, respectively. As for social performance of different types of SEN students, school educators indicate more negative views on ASD (2.71) and ID (2.76) than the other types. In contrast, parents of SEN students (3.00) generally show more positive views on social performance of their children.

Table 4-25 Stakeholders' views on social performance of different types of SEN students

	Principal (N=209)	Teacher (N=866)	Professional (N=214)	Average
Students with Autism Spectrum Disorder (ASD)	2.78	2.67	2.76	**2.71**
Students with Intellectual Disabilities (ID)	2.87	2.73	2.79	**2.76**
Students with Communication Difficulties (CD)	2.87	2.75	2.91	**2.80**
Students with Emotional and Behavioural Difficulties (EBD)	2.84	2.80	2.96	**2.84**
Students with Attention Deficit and Hyperactivity Disorder (ADHD)	2.93	2.91	2.99	**2.93**
Students with Physical Disabilities (PD)	3.16	3.01	3.10	**3.05**
Students with Specific Learning Disabilities (SLD)	3.12	3.00	3.14	**3.05**
Students with Visual Impairment (VI)	3.16	3.05	3.17	**3.09**
Students with Hearing Impairment (HI)	3.25	3.12	3.27	**3.17**
Average	**3.00**	**2.89**	**3.01**	**2.93**

Note : 1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree

Stakeholders' views on social performance of different types of SEN students

1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree
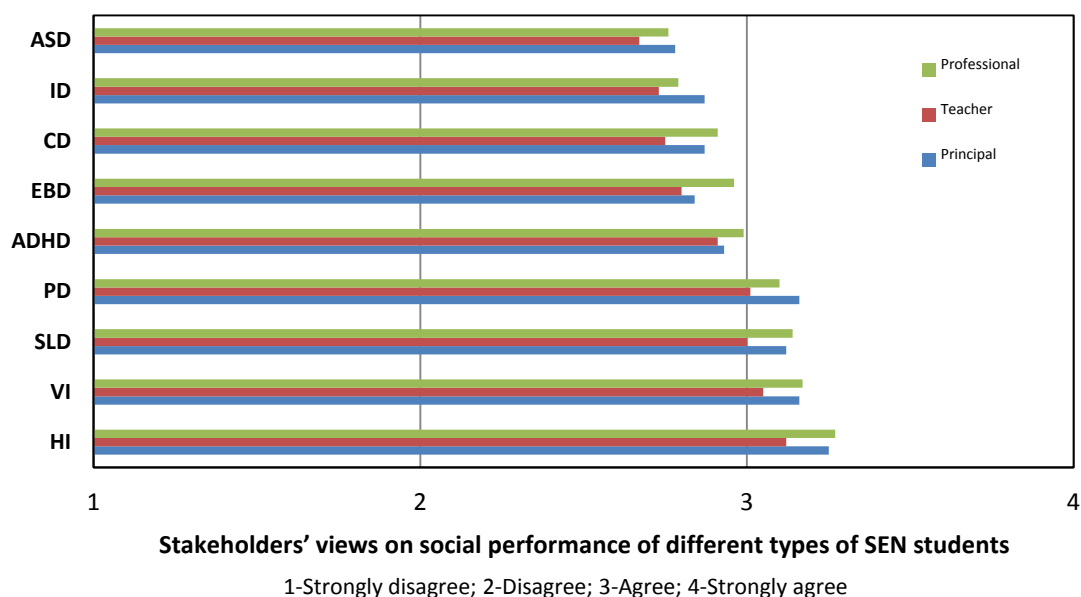
Data of student questionnaires about their peer relationship show that over 80% of SEN students (3.09) consider that their classmates are friendly to them. They can help and learn from each other, and appreciate individual differences. However, around 30% of SEN students feel that they are bullied (26%) and teased (31%) by their classmates. For regular students, respectively 18% and 24% indicate that they have the same experiences. It shows that more SEN students than regular students are bullied and teased in schools. The situation appears worrying.

4.8.3   Emotional performance

The emotional stability of SEN students will facilitate personal growth and learning. Indicators of positive emotional performance include "Concentrate on learning in class", "Do not disturb classmates' learning", "Possess positive self-concept", "Feel happy in school" and "Are willing to go to school on time" (Table 4-26). Some respondents (principals, teachers and professionals) show disagreement about positive emotional performance of SEN students such as "Concentrate on learning in class" (37%), "Do not disturb classmates' learning" (33%) and "Possess positive self-concept" (33%). However, fewer respondents indicate disagreement about positive emotional performance in some other aspects including "Feel happy in school" (13%) and "Are willing to go to school on time" (7%).

The majority of principals, teachers and professionals (around 90%) show positive views on emotional performance of students with HI, PD and SLD. However, about 30-70% of respondents consider that students with EBD, ADHD, ID and ASD cannot concentrate on learning in class, disturb classmates' learning and possess negative self-concept. Students with EBD face difficultites mainly in self-concept and not concentrating on learning in class.

Table 4-26   Percentage of disagreement about emotional performance of different types of SEN students

Disagreement (%)	EBD	ADHD	ID	ASD	VI	CD	HI	PD	SLD	Average
Concentrate on learning in class	64	70	48	49	37	29	13	12	12	**37**
Do not disturb classmates' learning	74	74	35	45	24	22	8	8	8	**33**
Possess positive self-concept	52	40	46	36	37	36	23	15	12	**33**
Feel happy in school	23	14	17	17	9	17	7	6	4	**13**
Are willing to go to school on time	18	9	9	6	7	8	4	4	2	**7**
Average	**46**	**41**	**31**	**31**	**23**	**22**	**11**	**9**	**8**	**25**

Note:-
EBD - Emotional and Behavioural Difficulties; ADHD - Attention Deficit and Hyperactivity Disorder; ID - Intellectual Disabilities; ASD - Autism Spectrum Disorder; VI - Visual Impairment; CD - Communication Difficulties; HI - Hearing Impairment;PD - Physical Disabilities; SLD - Specific Learning Disabilities

According to Table 4-27, students with EBD (2.52) and ADHD (2.58) are perceived not less likely to have positive emotional behaviours. However, over 80% of parents of SEN students express consent over emotional performance of their children. This reflects that parents generally underestimate the emotional problems caused by the SEN students.

Data of the student questionnaire indicate the emotional performance of SEN students (3.22) is not as positive as that of regular students (3.38) ($p < 0.05$). While 13% SEN students do not feel happy in school, 8% of regular students think so.   19% of SEN students cannot concentrate on learning in class whereas 10% of regular students find it a problem. Furthermore, similar proportions of students (13% of SEN students and 6% of regular

students) think that they disturb classmates' learning. There are 7% of SEN students and 3% of regular students who are not willing to go to schools on time.

Table 4-27 Stakeholders' views on positive emotional performance of different types of SEN students

	Principal (N=209)	Teacher (N=866)	Professional (N=214)	Average
Students with Emotional and Behavioural Difficulties (EBD)	2.49	2.51	2.57	**2.52**
Students with Attention Deficit and Hyperactivity Disorder (ADHD)	2.57	2.57	2.64	**2.58**
Students with Intellectual Disabilities (ID)	2.78	2.69	2.79	**2.73**
Students with Autism Spectrum Disorder (ASD)	2.78	2.69	2.83	**2.73**
Students with Communication Difficulties (CD)	2.91	2.77	2.92	**2.82**
Students with Specific Learning Disabilities (SLD)	2.90	2.81	2.89	**2.84**
Students with Physical Disabilities (PD)	3.16	3.01	3.09	**3.05**
Students with Visual Impairment (VI)	3.15	3.05	3.19	**3.09**
Students with Hearing Impairment (HI)	3.24	3.07	3.23	**3.13**
Average	**2.89**	**2.80**	**2.91**	**2.83**

Note : 1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree
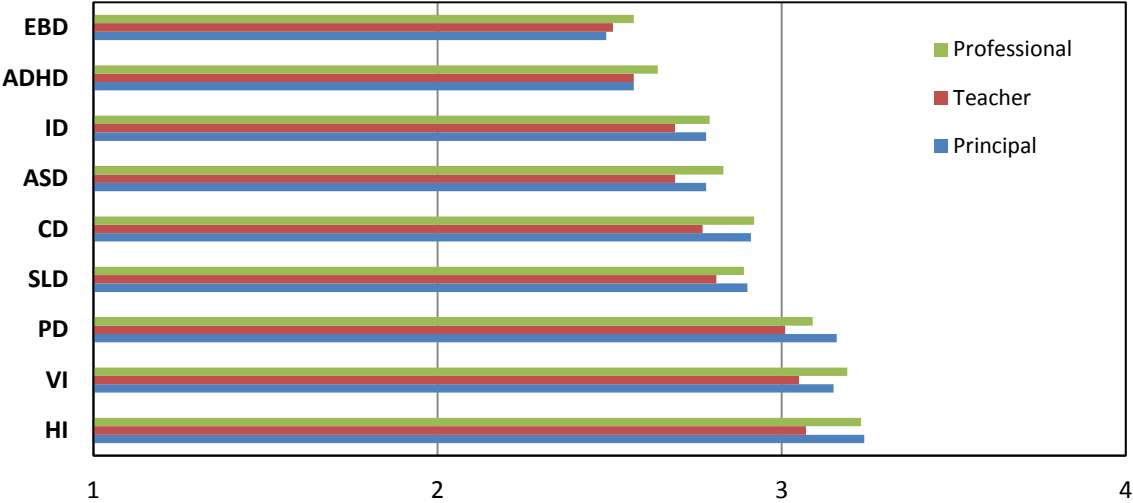
Stakeholders' views on positive social performance of different types of SEN students

1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree

4.8.4 Respondents' concerns about "academic, social and emotional performance of SEN students"

As a summary of the above discussion, respondents show more concerns and disagreement about the academic performance of SEN students, particularly in learning skills, independent

learning, active learning, concentration on learning and grasping course contents. Furthermore, with respect to social and emotional performance, students with ID, EBD, ADHD or ASD are regarded as having more difficulties than other types of SEN students.

4.8.5 Parents' concerns about "academic, social and emotional performance of SEN children"

As a whole, over 20% of parents of SEN students indicate disagreement about academic, social and emotional performance of SEN children (Table 4-28), particularly in academic performance. For example, "Performances in examinations meet my expectation" (46%), "Grasp a range of learning skills" (46%), "Learn on their own" (40%), "Are motivated to learn" (37%), "Understand what the teacher is teaching in the classroom" (33%) and "Can develop his/her multiple intelligences" (20%). In contrast, fewer parents of SEN students show disagreement on social and emotional performance of their children (4-18%). Only 33% of them disagree that their SEN children can concentrate on learning in class.

Table 4-28 Percentage of disagreement about SEN students' performance by their parents

		Parent of SEN student (N=1016)
Academic performance	Performances in examinations meet my expectation	46%
	Grasp a range of learning skills (e.g., note-taking, problem-solving)	46%
	Learn on their own	40%
	Are motivated to learn	37%
	Understand what the teacher is teaching in the classroom	33%
	Can develop his/her multiple intelligences	20%
Social performance	Have a social circle of friends	18%
	Participate in inter-school activities	16%
	Socialize with regular students	11%
	Get on well with regular students	10%
	Participate in extracurricular activities	8%
Emotional performance	Concentrate on learning in class	33%
	Possess positive self-concept	15%
	Do not disturb classmates' learning	15%
	Feel happy in school	9%
	Are willing to go to school on time	4%
	Average	**23%**

4.9   Students' Views on School Life

4.9.1   Views from SEN students and regular students

In relation to "relationship with staff", "relationship with peers", "interaction with peers" and "academic, social and emotional performance", both SEN students and regular students express their views on school life. In general, SEN students show lower scores than regular students in various aspects (Table 4-29). However, except academic performance (2.78),

SEN students score no less than 3. This indicates that they assure their performance in the other aspects of school life.

Table 4-29   Students' views on school life

	SEN student (N=875)	Regular student (N=930)
Relationship with staff	**3.24**	**3.37**
Relationship with peers	**3.09**	**3.24**
Interaction with peers	**3.17**	**3.38**
Academic performance	**2.78**	**3.04**
Social performance	**3.19**	**3.39**
Emotional performance	**3.22**	**3.38**

Note :   1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree
         Across the row, paired figures in bold differ significantly in statistics, $p<0.05$

Regarding "relationship with staff" (Table 4-30), 9% of SEN students show disagreement about good relationship with staff, particularly in "I am equally treated in school" (14%), "Staff take care of me with a positive attitude (9%), and "Teachers are nice to me" (9%). Only 5% of SEN students disagree about "Staff and I treat one another with respect".

Table 4-30   Percentage of disagreement by students about "good relationship with staff in school"

		SEN student (N=875)	Regular student (N=930)
Staff and I treat one another with respect		5%	3%
Staff take care of me with a positive attitude		9%	5%
I am equally treated in school		14%	7%
Teachers are nice to me		9%	4%
	Average	**9%**	**5%**

When compared with 12% of regular students, 18% of SEN students indicate disagreement about "good relationship with peers" (Table 4-31), including "I am not laughed at by classmates" (31%), "I am not bullied in school" (26%), "All students learn from each other in school" (16%), "Classmates are nice to me" (15%), and "Classmates and I help each other" (13%). In this respect, it is quite serious that SEN students who are laughed and bullied in school. This situation is worth consideration.

Table 4-31   Percentage of disagreement by students about "good relationship with peers in school"

	SEN student (N=875)	Regular student (N=930)
Classmates and I help each other	13%	4%
I am not bullied in school	26%	18%
I am not laughed at by classmates	31%	24%
I appreciate people who are different from me	8%	5%
Classmates are nice to me	15%	9%
All students learn from each other in school	16%	11%
Average	**18%**	**12%**

When compared with 8% of regular students, 16% of SEN students show disagreement about good interaction with peers in school (Table 4-32), e.g. playing with other students (16%), having lunch together (13%), doing assignments together (18%) and talking with other students (17%). This reveals that some SEN students need to improve interpersonal relationship with peers.

Table 4-32   Percentage of disagreement by students about "good interaction with peers in school"

	SEN student (N=875)	Regular student (N=930)
I feel comfortable playing with other students in breaks	16%	8%
I feel comfortable having lunch together with other students	13%	6%
I feel comfortable doing assignments together with other students	18%	10%
I feel comfortable initiating talk with other students	17%	8%
Average	**16%**	**8%**

When compared with 18% of regular students, 33% of SEN students indicate disagreement about good academic performance (Table 4-33), particularly "doing well in examinations" (48%).   Furthermore, SEN students find difficulties in grasping learning skills (30%), understanding what teachers are teaching in class (20%), and learning independently (33%).

Table 4-33 Percentage of disagreement by students about "good academic performance"

	SEN student (N=875)	Regular student (N=930)
I do well in examinations	48%	26%
I can grasp a range of learning skills (e.g., note-taking, problem-solving)	30%	17%
I can understand what the teacher is teaching in class	20%	11%
I can learn on my own	33%	17%
Average	**33%**	**18%**

When compared with 6% of regular students, 15% of SEN students show disagreement about good social performance (Table 4-34), particulary in their participation in inter-school activities (21%), having a circle of friends (16%), communication with classmates (15%) and getting on well with classmates (14%). They find difficulties in these social activities.

Table 4-34   Percentage of disagreement by students about "good social performance"

	SEN student (N=875)	Regular student (N=930)
I can participate in extracurricular activities	9%	3%
I can participate in inter-school activities	21%	10%
I have a social circle of friends	16%	6%
I can communicate with classmates	15%	4%
I get on well with classmates	14%	5%
Average	**15%**	**6%**

When compared with 7% of regular students, 13% of SEN students indicate disagreement about good emotional performance (Table 4-35). They find difficulties particulary in their concentration on learning (19%), feeling happy in school (13%) and not disturbing classmates' learning (13%). However, only 7% of SEN students show disagreement about willingness to go to school on time. This reflects that they enjoy learning in school.

Table 4-35   Percentage of disagreement by students about "good emotional performance"

	SEN student (N=875)	Regular student (N=930)
I am willing to go to school on time	7%	3%
I feel happy in school	13%	8%
I can concentrate on my learning in class	19%	10%
I do not disturb classmates' learning	13%	6%
Average	**13%**	**7%**

4.9.2   Comparison of SEN students between primary schools and secondary schools

The table below compares questionnaire survey data of SEN students studying in primary and secondary schools. Based on Table 4-36, other than academic performance, overall scores exceed 3, which mean positive views embraced by SEN students towards school life. As for all the aspects (relationship with staff, relationship with peers, interaction with peers, academic performance, social performance and emotional performance), SEN students in primary schools (averaged 3.13) possess more positive views than their counterparts in secondary schools (averaged 3.09) ($p<0.05$). However, when compared with regular students (averaged 3.30), overall SEN students (averaged 3.12) significantly indicate more negative views about all the aspects of school life ($p<0.05$).

Table 4.36   Comparison between students about their views on school life

	SEN student			Regular student
	Primary	**Secondary**	**Overall**	**Overall**
Relationship with staff	3.25	3.23	**3.24**	**3.37**
Relationship with peers	3.11	3.06	**3.09**	**3.24**
Interaction with peers	3.21	3.12	**3.17**	**3.38**
Academic performance	2.78	2.77	**2.78**	**3.04**
Social performance	3.21	3.16	**3.19**	**3.39**
Emotional performance	3.23	3.21	**3.22**	**3.38**
Average	3.13	3.09	**3.12**	**3.30**

Note :   1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree
Across the row, paired figures in bold differ significantly in statistics, $p < 0.05$

Comparison between students about their views on school life
1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree
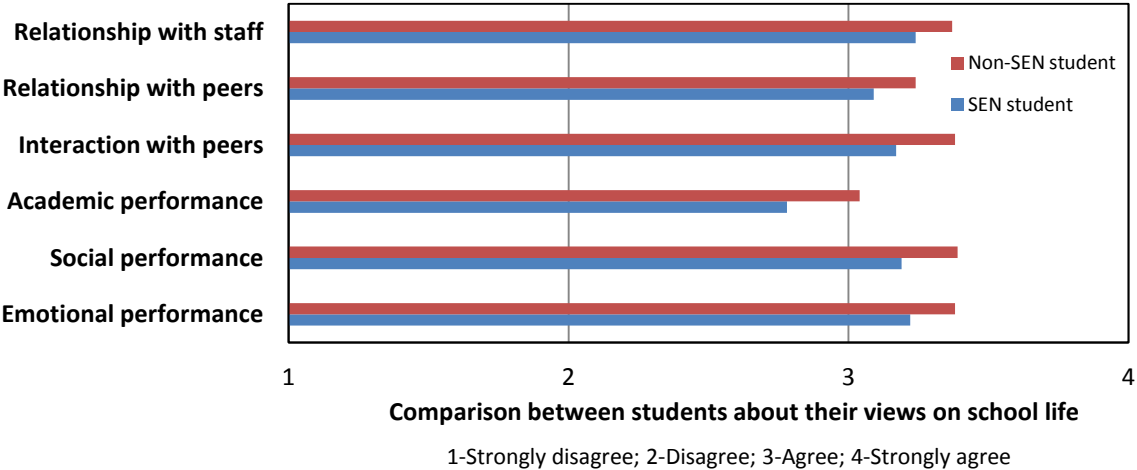
4.9.3   Views from parents of regular students on SEN students

Parents of regular students have various concerns about SEN students (Table 4-37), e.g. disturbing others' learning, occupying so many school resources, having special arrangements and bullying other students. In general, views on SEN students are not too negative (averaged 2.38), which mean that parents of regular students show certain disagreement about the afore-mentioned concerns. However, on average 39% of regular students show agreement about behaviours of SEN students including disturbing others' learning (59%), occupying so many school resources (39%), having special arrangements (30%) and bullying other students (27%).

Table 4-37   The ways parents of regular students view SEN students

	% agreement	Views on SEN student
SEN students disturb my child's learning	59%	2.66
SEN students occupy so many school resources and affect my child's learning	39%	2.40
Making special arrangements (e.g. mentorship after school hours, extra time allowance in assessments) for SEN students is unfair to my child	30%	2.25
SEN students bully my child	27%	2.21
Average	**39%**	**2.38**

Note : 1-Strongly disagree; 2-Disagree; 3-Agree; 4-Strongly agree

4.10   Summary

As for the 192 schools which have admitted SEN students, about 70-90% of the respondents opine that implementation of inclusive education mainly comes from the government, parents of SEN students and the general public.   However, most parents of SEN students speculate that teachers are the key stakeholders to expect schools to implement inclusive education.   In contrast, only about half of the principals and teachers agree that the momentum comes from teachers themselves, which shows a big gap in aspirations from what parents expect.

The numbers of trained principals and teachers in schools of inclusive education are not satisfactory. The percentage of teachers without special education training is high. Some schools do not meet the policy requirement of having 10% of teachers with special education training.   Nearly 40% of the interviewed teaching staff (particularly teachers) lacks knowledge about inclusive education.   Around 10-20% of the principals, teachers and professionals do not agree that SEN students can participate in all kinds of activities and that they should be provided accommodation measures. Furthermore, taking heed of inadequate training and resources provided for school personnel, 30-50% of the respondents disagree with accepting and supporting students with severe disabilities.

Interviewed schools offer different support measures in enhancing the development of SEN students. These support measures include making special arrangement in examination (88%), providing professional therapy/counseling (82%), providing additional tutorials after school (77%), parent education (73%), writing up an individual education plan (IEP) (70%), and appointing teaching assistants (67%). As for learning and teaching for different types of SEN students, the principals, teachers and professionals consider there are difficulties in teaching students with ID (24%), EBD (23%), ADHD (21%) or ASD (20%). Although efforts are made by schools in the arrangements of learning and teaching, more than 20% of the parents of SEN students show dissatisfaction. In this respect, the teaching practices in schools have not come up to the expectations and demands of parents of SEN students.

With respect to academic performance, 37% of the respondents (principals, teachers and professionals) generally consider SEN students having different learning difficulties, including grasping learning skills (44%), learning on their own (43%), being motivated to learn (41%), understanding what teachers are teaching in the classroom (36%), performances in examinations meeting expectation (33%), and developing multiple intelligences (23%). In relation to academic performance of different types of students with disabilities, approximately 80% of the principals, teachers and professionals show greater agreement about academic performance of students with HI, VI or PD. Most respondents are concerned with academic performance of students with ID, SLD, EBD, ADHD and ASD.

Nearly half of the SEN students (48%) reveal that their examination results are not satisfactory when compared to 26% of regular students. Approximately 30% of SEN students cannot grasp a range of learning skills (e.g. note-taking, problem-solving) and learn independently whereas 17% of regular students do so. About 20% of SEN students indicate that they cannot understand what teachers are teaching in the classroom, while 11% of regular students do so. Furthermore, many parents of SEN students (46%) indicate that the academic performance of their children does not meet their expectation. Up to one-third to a half of the parents think that their SEN children are not concentrated in the classroom for grasping a range of learning skills and what teachers are teaching, and it is hard for them to learn actively and independently. This reflects that parents of SEN students who commonly embrace higher expectation tend to have more negative comments on their children's academic performance.

Notwithstanding there are non-hostile views, many parents of regular students still comment on behaviours of SEN students including disturbing others' learning (59%), occupying so many school resources (39%), having special arrangements (30%) and bullying other students (27%). Parents of regular students in secondary schools have more negative views about inclusive education than those in primary schools, probably because secondary school students have to face with the challenges of public examinations and their parents are therefore under stress. These parents might not comprehend how the schools care for the needs of SEN students and are worried about their own children's learning being dragged by SEN students in class.

As for social performance of various types of SEN students, principals, teachers and professionals generally opine that SEN students have peers and social activities. The majority of principals, teachers and professionals (around 90%) show positive views on emotional performance of students with HI, PD and SLD. However, about 30-70% of respondents consider that students with EBD, ADHD, ID and ASD cannot concentrate on learning in class, disturb classmates' learning and possess negative self-concept. As regards "relationship with staff", "relationship with peers", "interaction with peers" and "academic, social and emotional performance", most SEN students think that they have poorer performance than regular students in various aspects.

Regarding relationship with peers, over 80% of SEN students consider that their classmates are friendly to them. They will help and learn from each other, and appreciate individual differences. However, around 30% of SEN students indicate that they are bullied (26%) and

teased (31%) by their classmates. For regular students, 18% and 24% of them indicate that they have the same experiences, respectively. It shows that more SEN students than regular students are bullied and teased in schools and the situation appears worrying.

Chapter 5　　　Results and Analysis of Case Study

5.1　　Overview of Sample

Other than questionnaire survey, a total of 20 schools (12 primary schools and 8 secondary schools) have participated in the case study. Most schools have adopted the New Funding Mode to take care of SEN students. In general, participating schools have enrolled more students with SLD, CD, ADHD and ASD. The schools in the case study have had experiences of undertaking integrated education for many years.

5.2　　Focus Group Interview and Lesson Observation

The case study includes focus group interviews and lesson observation. As for interviews, different stakeholders are involved, including principals, teachers, professionals, SEN students, regular students, parents of SEN students and parents of regular students (Table 3-5). In addition, 32 SEN students have been observed in the classroom. Focus group discussion guidelines and lesson observation record form are collected respectively in Appendices D and E for reference.

5.3　　Summary of Interview Data of Primary School Respondents

With respect to interview data in schools, the research team summarizes views of different stakeholders in response to various concerned areas. As stakeholders from primary schools and secondary schools share similar ideas on various topics, to reduce redundancy, the following interview data and quotations are based on information derived from stakeholders in primary schools. A comprehensive summary of interview data of stakeholders in secondary schools is found in Appendix A.

5.3.1　　Core values of inclusive education

In general, the interviewed primary school principals agree that every SEN student should have equal opportunities and rights to receive education. The concept of "education for all" should be pursued so that SEN students will receive education in mainstream schools. The SEN students are provided with opportunities for present and future integration into the community, without being labeled. In addition, the implementation of integrated education is conducive to regular students and cultivates their concept of acceptance and inclusion. This promotes public concerns and care about SEN students, who can grow up in the mainstream society. Most of the principals have obtained the knowledge and concept of inclusive education from their working experiences, further studies and community education. In addition, some principals have said that implementation of integrated education in schools is affected by the education policy of the government.

The interviewed primary school teachers have the following views about inclusive education: (1) SEN students and regular students are placed for learning in the same environment,

without SEN students being labeled; (2) SEN students are offered with equal learning opportunities; (3) Regular students are given opportunities to contact with SEN students so that they learn tolerance and acceptance; (4) SEN students are prepared to work in the society; and (5) SEN students are easier to integrate into the society. These opinions mainly come from interviewed teachers' working experiences, further studies, EDB documents or school publicity; and individual reflection.

The professionals have expressed their understanding of inclusive education in the interview. Their views include: (1) SEN students are placed in a normative social environment so that it enhances their integration into the society; (2) To learn in the same environment with students in mainstream schools, SEN students can obtain equal learning opportunities and this reduces labeling and provides chances for regular students to help out. Meanwhile, regular students learn to accept and tolerate students of diverse needs; (3) The existing integration aims at inclusive education, in which SEN students with mild disabilities (not students with ID) are not segregated and can be integrated into the society; (4) It actualizes the core value of "education for all"; and (5) It paves the way for SEN students to be integrated into the society. They have obtained information of inclusive education mainly from documents, working and daily life experiences, further studies and documentary videos.

The parents of SEN students have the following views on inclusive education: (1) SEN students and regular students are placed together to receive education; (2) SEN students are not rejected. They are educated according to their special needs so that their confidence is enhanced and they accept themselves the same as other regular students; (3) SEN students are provided with equal learning opportunities, without being discriminated. They learn social skills in the mainstream schools; (4) Regular students can learn and live with students of diverse needs and they accept the inadequacies of SEN students; and (5) By incorporating events happened in the society into school life, students may have an earlier understanding of different people and events in the society. Interviewed parents of SEN students hold these views according to their own understanding or more awareness because of their children. However, some parents of SEN students have very limited understanding of inclusive education. Some even think that their children being solely accepted by schools is equivalent to inclusive education.

"Inclusive education is that my ADHD child has been accepted in school."
(Parent of a SEN student, primary school)

In the interviews, some parents of regular students are found to know very little about inclusive education, including the following: (1) Inclusive education allows SEN students to be integrated easier into the society so that they can survive better in future; (2) Labeling of SEN students is avoided; (3) It can help SEN students adapt to mainstream classrooms by placing them in the same class with regular students. Meanwhile, regular students can observe the needs of SEN students, provide assistance and grow up together; (4) Students are taught to have respect and cooperation with each other, rather than discrimination and unawareness among them; (5) SEN students are not left alone; and (6) SEN students are given equal learning opportunities so that they are not excluded but accepted by other students.

These views come from personal understanding, talks, working experiences (e.g. volunteering work), news, school newsletters and communications with teachers or principals.

5.3.2   Reasons to implement integrated education

Primary school principals consider the following reasons of implementing integrated education: (1) They have no choice because it is the request of EDB; (2) Principals advocate and suggest that SEN students should be provided with assistance; (3) They are attracted by the New Funding Mode which is more flexible in providing support measures for SEN students; and (4) They need to get more resources by implementing integrated education because there are more and more SEN students in school.

> "It's not our initiative to implement inclusive education. Rather, it's the government's policy. We have no choice but accept it passively. "
> (Principal, primary school)

Teachers think that schools implement integrated education, mainly because: (1) Schools have no choice because of the policy requirement; (2) It is determined by the school's education vision and core values, e.g. "education for all", "care and love"; (3) Insufficient enrolment of students; (4) It is required by parents of SEN students; and (5) It is the responsibility of the school to meet the needs of SEN students.

Professionals indicate reasons of implementing integrated education in the following: (1) It is the requirement of government policy; (2) It is a new trend of education; (3) It is the principal's educational ideologies; (4) It is the school's role to meet needs of SEN students; (5) Schools make use of the New Funding Mode; and (6) It is determined by the school's education vision (e.g. "education for all") or support is provided by sponsoring bodies.

5.3.3   Class placement for SEN students

Primary school principals reveal that they place SEN students into classes by using the following methods: (2) Mixed placement: SEN students are evenly assigned to different classes so that they are not placed into one class; (2) Special placement: SEN students are placed into one class and trained teachers are responsible for teaching. They will be coached individually or in small groups; (3) Different strategies of class placement at different grade levels: For example, in primary one, most SEN students have not been diagnosed and therefore they are placed according to entrance test results. When they enter primary two, diagnosed SEN students will be placed evenly into different classes (each class has 4 to 5 SEN students). When they enter primary five, all the students (including SEN students) will be placed according to their academic achievement (or ability) into two groups (high level or low level). For each group, SEN students will be placed into different classes; and (4) SEN students are placed into classes appropriate to their age and learning ability.

Teachers summarize placement of SEN students as follows: (1) SEN students are evenly placed into different classes according to their conditions and teachers' abilities; (2)

Placement is made based on SEN students' academic performance and relationship with peers; (3) Some schools have only one class per grade level and therefore placement is made according to age and grade level; (4) Different strategies of class placement for different grade levels will be used. For example, in lower grade levels, SEN students will be placed evenly into different classes (each class has 4 to 5 SEN students). When they enter primary five or six, all the students (including SEN students) will be placed according to their academic achievement (or ability). SEN students are commonly placed into the same class because they have poor academic performance; and (5) For each grade level, SEN students will be placed into the same class for receiving services or therapies easily and it can avoid disturbance to other students. In summary, the principles of class placement in school are to reduce disturbance, facilitate class management and offer care for SEN students.

Professionals note the class placement as follows: (1) Before primary five, SEN students are evenly placed into different classes according to their academic performance so that same types of SEN students will be separated. In primary five, SEN students are mostly likely placed into the same class; (2) No special class placement is made and SEN students are placed the same as regular students; (3) Restricted by number of classes, SEN students are placed into the same class; (4) In primary one, most SEN students have not been diagnosed and therefore there is no special class placement. When they enter primary two, diagnosed SEN students will be placed evenly into different classes; and (5) Students are placed randomly in principle, but students of special types and abilities will be considered in class placement.

5.3.4 Categories of disabilities more accepted by schools

Principals think that it is easier for them to deal with students with mild disabilities, e.g. HI, VI, ID and CD. These SEN students will not hurt other students and have certain levels of learning abilities.

Teachers have the views that they have no choice but to accept SEN students allocated by the government. If there are options, two standards are commonly noted for schools' acceptance: (1) if that student will disturb others; and (2) if the school has the resource and staff competency to care for that student. The types of SEN students more accepted by most teachers are: students with HI, VI, SLD, and emotionally stable students with Asperger syndrome (one type of ASD) or ADHD.

Professionals consider the following SEN students easier to be handled and accepted: (1) SEN students with mild disabilities of ADHD or ID; (2) students with HI, CD, dyslexia or other SLD. They have more desirable communication and social abilities, and impacts on other students are minimal.

5.3.5　Categories of disabilities less accepted by schools

Principals think that it is more difficult for them to deal with students with severe disabilities or emotional and behavioral problems because they will cause disturbance in the classroom. Teachers lack the knowledge and experiences in dealing with these students and therefore these SEN students are hard to have support in mainstream schools. Examples are students with ASD, severe ID or ADHD. As for students with PD, it is difficult to care for them if there are no special facilities in school.

Teachers express that it is difficult for them to accept SEN students with moderate or severe disabilities such as ID, ASD (with emotional and behavorial problems), ADHD, or PD (for there are no related facilities in school).

Professionals have the views that the following students are difficult to be accepted and dealt with: (1) SEN students with severe disabilities, e.g. ID; (2) Students with PD or VI because related facilities are lacking in school; (3) Students with emotional and behavioral problems, e.g. ADHD, ASD or Asperger syndrome. In addition, some professionals think that the category of disabilities is not the key concern, rather it is the severity of disabilities. Students with mild disabilities will be accepted more easily.

5.3.6　Forms of support measures

The main support measures in schools are : (1) relevant support services are bought from non-governmental organizations (NGOs), e.g. training groups specific for students with dyslexia, ADHD, ASD or dysgraphia, and speech therapy sessions; (2) teaching assistants and parent volunteers are recruited to provide support for SEN students; (3) strengthen teacher training; (4) adaptation is made with respect to curricula and examinations as well as pull-out teaching sessions; (5) use donation from the community to provide relevant services for students, e.g. building sensory integration room, subsidizing schools to provide occupational therapy and speech therapy; (6) setting up IEP for SEN students; (7) counseling after class; (8) organizing sharing meetings for teachers to exchange experiences; (9) training for parents; and (10) organizing relevant activities and programs, e.g. "Little Sprout Program", "Read and Write Program", peer- learning scheme, and parent-child reading program.

Teachers indicate support measures in school as follows: (1) after-school training groups, e.g. writing group, emotion management group, and play group; (2) support measures provided by social workers or teaching assistants; (3) adaptation of curricula, examination and assessment; (4) talks provided for parents and teachers; (5) IEP provided for SEN students; (6) small-class or pull-out small group teaching; (7) Hiring services, e.g. training of social skills, read and write or development of fine motor; (8) seeking external assistance, e.g. assessment services and therapy groups provided by NGOs; teacher training courses; (9) providing training courses and relevant volunteer schemes/ activities, e.g. peer-learning schemes for students with ASD or ADHD, "Read and Write" program; and (10) after-school tutorials.

Professionals consider that the following are main support measures in school: (1) assisting

the identification of suspected SEN students; (2) setting up of supporting groups for SEN students such as tutorials, small support groups, appointment of teaching assistants into classes; (3) provision of IEP; (4) hiring services from NGOs, e.g. attention training group, social skills training group for student with ASD, writing training class, speech therapy; (5) adaptation of curricula, teaching and examinations, e.g. reading out and enlarging font size of examination papers, extending examination duration; (6) setting up award schemes, e.g. gifts, external visits; (7) training for parents; (8) providing small group activities and training in school, e.g. social skills training group, cognitive training group, behavioral improvement group; (9) small-class teaching, pull-out or remedial teaching; (10) regular teacher training or talks on topics about ADHD, ASD and dyslexia.

Parents of SEN students have noted some school support measures: (1) setting up relevant training groups, e.g. attention training group, listening and writing training group, emotion training group; (2) providing relevant therapies, e.g. speech therapy, music therapy, play group therapy; (3) adaptation of curricula and examinations; (4) relevant support schemes, e.g. Understanding Adolescent Project (成長的天空), "Little Star Program"(小星星計畫), "Little Sprout Program"(小豆芽計畫); (5) after-school activities or interest groups; and (6) small-class teaching.

5.3.7   Effectiveness of support measures

Principals believe that most support measures are effective in some extent. SEN students have made progress, and relatively more progress is found in students with mild disabilities. Furthermore, some schools have data supporting the positive effects of the "peer-learning" scheme.

Most teachers have mentioned that support measures for SEN students are effective, particularly in social skills and interpersonal relationship. However, progress in academic performance is not obvious. There are many factors affecting the effectiveness of the support measures: (1) Severity of students' problems; (2) Weak intensity of support, e.g. infrequent training, short duration of hiring services; and (3) Failure in gaining home-school cooperation in supporting SEN students according to the recommendations. Also some parents do not accept that their children are SEN students and therefore they do not cooperate with schools until problems appear.

Professionals have expressed that support measures are effective in some extent, but the effectiveness is influenced by the following factors: (1) If parents are cooperative and insist the training at home, then children will have significant improvement; (2) If high frequency and continuity of training or intervention is available, the outcomes will be more effective; and (3) With respect to severity of the disabilities, students with mild disabilities will relatively have better improvement. In general, SEN students have obvious improvement in behavior control but insignificant progress in academic performance.

Most interviewed parents of SEN students have expressed that effectiveness of the support measures provided by schools are not obvious. Only a few parents perceive there are some

effects. Some parents indicate that schools lack resources and the allocation of resources is not reasonable. Most resources are provided for students with severe disabilities. The communication between schools and parents is lacking. Furthermore, some parents think that support measures, frequency and duration of administration are all insufficient. In this regard, the effectiveness are not obvious and cannot be transferred to daily learning and living.

> "The school support measures are simple and invariant, such as extending examination duration, enlarging font size of examination papers, etc. The school routinely adopts the strategies without any change to meet a student's needs. We always feel that the school provides insufficient support for the children. Although there may be some support measures, they are not tailor-made and appear ineffective." (Parent of a SEN student, primary school)

5.3.8 Successful practices

Principals have attributed their successful practices to the following factors: (1) Small-class teaching; (2) A culture in of caring campus; and (3) Patience and acceptance, with greater understanding on SEN students, their underlying problems and the practice of appropriate step-by-step intervention.

Teachers consider the following factors of successful practices: (1) Caring attitudes of all the teachers and supporting staff; (2) More available professional support, e.g. more school based support by educational psychologists; and (3) A clear management structure with defined vision and mission of supporting team and discipline/counseling team.

5.3.9 Difficulties

Principals have perceived the major difficulties and challenges as follows: (1) Inadequate home-school cooperation: Many principals indicate that parents' attitudes about their children and the degree of cooperation with schools directly affect their children's progress. However, some parents cannot accept that their children are SEN students. They do not cooperate with schools and take care of their children in inappropriate ways so that the SEN students feel stressed. This will undermine the effectiveness of the intervention; (2) Ineffective/ inappropriate support measures from government: Some principals indicate that the government only provides the funding but no corresponding facilitation. Other than the added responsibilities, the schools have to solve problems on their own, leading integrated education to be a term without substance; (3) Educating parents is a difficult and time consuming task; and (4) Teachers are overloaded in teaching with less time in caring the SEN students.

> "The cooperation of parents of SEN students highly influences the effectiveness of these support measures. If the parents of SEN students (not many) don't accept the fact that their children have SEN, the outcomes of support measures are poor. If they recognize the needs and cooperate, their children will show greater progress." (Principal, primary school)

"It's difficult to explain what inclusive education is to parents than to students, as it needs more time and effort to have parents' cooperation to align with the school's direction."   (Principal, primary school)

"The difficulty is that teachers are overloaded with lessons and have inadequate time to support the SEN students."   (Principal, primary school)

Teachers have to face with the following difficulties and challenges: (1) Inadequate funding: (2) Lack of resources; (3) Great number of SEN students, shortage of manpower and limited time for caring; (4) For some SEN students, it is difficult for them to be understood and accepted by peers. Their academic performance lags far behind others; (5) Teachers are worried about the continuity of integrated education. It is doubtful whether SEN students in secondary schools can receive continual support. If not, what teachers have done in primary schools will be in vain; and (6) Teachers are worried that SEN students cannot pursue further studies after graduation from junior secondary or senior secondary schooling.

"The greatest difficulty is the financial problem. As we've enrolled a large number of SEN students and it needs to have teaching assistants in the classroom. Otherwise it's hard to support so many SEN students with only one teacher in the classroom. Even though we've received the support from the government, it's not sufficient enough to satisfy the needs of SEN students."   (Teacher, primary school)

"We're worried about the promotion of these SEN students to secondary schools. Can they find a secondary school with similar philosophy of our school, which can care for their needs? If caring work is lacking in the secondary school, the efforts made in the primary school is in vain. Furthermore, what are the prospects of these SEN students?   Will they be promoted to secondary schools?   What are the arrangements after graduating from secondary schools?"   (Teacher, primary school)

In addition, some teachers have proposed the following: (1) EDB should employ appropriate measures, e.g. the continuity of the accommodations in school examination to public examinations; (2) Fixed quotas and extra funding support should be considered for some SEN students such as students with ADHD. Alternatively, it is less demanding for teachers if only one or two types of SEN students will be allocated to the schools; and (3) The services provided by educational psychologists should be in proportion with the number of SEN students per school, instead of solely on school basis.

Professionals have perceived difficulties and challenges as follows: (1) It is ineffective when services are infrequently hired from NGOs; (2) Some projects require the cooperation with parents and long-term persistent training, e.g. writing training; (3) Some students perform well during the training but get back unchanged in daily life, e.g. attention training group; and (4) When teachers have paid a lot of efforts but do not observe students' progress, their self-esteem and confidence are damaged.

5.3.10 Support from parents

Principals have indicated that parents of SEN students are generally positive and supportive towards integrated education. Most parents of regular students have also expressed no objection but initially some have shown rejection of SEN students to be admitted in schools. However, they gradually find that their regular children study well in schools and after the school education in inclusion, they gradually accept the SEN students. Nevertheless, there are still some problems: (1) Some parents cannot accept that their children are SEN students. In the absence of cooperation with parents, it is difficult for schools to provide any effective support for these SEN students; (2) Due to insufficient education for parents, a few parents of regular students hold the attitudes of absolute refusal towards some types of SEN students such as those with ASD; and (3) Some schools have enrolled a relatively small number of SEN students and they do not inform the public (including parents) about the implementation of integrated education so as to avoid the schools being labeled.

> "Last year we had a student with autism who caused a lot of complaints from the parents of their classmates, which was indeed a headache to school."
> (Principal, primary school)

Teachers have expressed that most parents of SEN students are supportive towards integrated education and recognized the efforts exerted by schools. Only a small number of parents of regular students do not accept integrated education. They do not understand the needs of SEN students and are concerned that they will disrupt teaching and cause harm to their own children. Some teachers indicate that schools have not informed parents about the implementation of integrated education, and therefore parents are not aware of such policy in schools. Some parents have made phone calls to schools to enquire if their children have any special educational needs but they do not make requests for support services to their children. Until the arrival of formal assessment reports, schools will then contact the parents.

> "There are murmurs of discontent from some parents of regular students over the school's implementation of inclusive education because the adaptations made for SEN students have impacts on the regular students. Therefore, some parents of regular students have transferred their children to other schools. The school is now suffering from reduction in student enrolment." (Teacher, primary school)

5.3.11 Student bullying

Principals have mentioned that there are some isolated cases of bullying and related parents' complaints in some schools. In most cases, it is about regular students being bullied by SEN students. For example, parents of regular students complain about their children being beaten or harassed by SEN students. The incidents are more frequently found in lower forms. Students in senior forms are more tolerant and understanding with SEN peers.

Some teachers have expressed that sometimes there are conflicts and disputes among students but they are not considered as bullying. Some parents of regular students also made

complaints, which are concerned with emotional problems and disturbance of SEN students but are not related to incidents of bullying. Only one school indicates that the more complaints have been made by parents of regular students after the implementation of integrated education.

"That's not bullying at all. They are just in a temper and they even don't know what they've done. Some parents of regular students have made complaints but there are only a few cases. SEN students have never been bullied but instead, their classmates try to protect and play with them."   (Teacher, primary school)

"There are three kinds of bullying involving SEN students, i.e. SEN students bullying regular students, regular students bullying SEN students and SEN students bullying SEN students. All these three types of bullying coexist in school and constitute only a small proportion of the bullying cases. Moreover, these conflicts do not necessarily relate to the students' disabilities because they are not specifically against SEN students. Sometimes SEN students have poor social skills and their behaviours appear annoying to others."   (Teacher, primary school)

A majority of professionals reveal that bullying does exist in schools. On the one hand, regular students are found to bully SEN students verbally and physical bullying is rare. On the other hand, there are also incidents of SEN students harassing regular students, which are considered not bullying by the professionals as SEN students sometimes cannot control their own behaviours. Furthermore, some professionals indicate that there are conflicts between SEN students and support teachers. Most incidents are due to mishandling of SEN students' problems by inexperienced support teachers.

"More SEN students are bullied than they bully others. SEN students are mainly bullied verbally and physical bullying is rare. More bullying cases are found at the beginning of the school year (sometimes once a week)."
(Professional, primary school)

"…. It is the teacher who has been bullied. The teacher has communication problems with the SEN student. The teacher doesn't know how to handle the situation which leads to the conflict (in fact, it's not bullying, but a conflict between the classmates or between the teacher and the student)."
(Professional, primary school)

Most parents of SEN students consider that their children are fairly happy at school and there is nil or mild bullying. However, some parents have expressed that their children are verbally bullied or isolated by regular students. They lose self-confidence, become evasive and timid, and their school life becomes unhappy. There has been physical bullying but it is relatively not frequent. Individual parents of SEN students have mentioned that teachers discriminate against or verbally bully their children; and other parents of regular students are not so considerate. In this respect, parents of SEN students can only take their children away because their behavioral problems will disturb others.

"Bullying does exist, both from the teachers (verbally) and from the classmates. Even I was once bullied. Parents of regular students asked my child to sit at the corner. My son told me that he didn't want to go to school because he feared to be scolded by the teachers. Teachers disturbed his emotion and his academic achievement plummeted. Thereafter, teachers did not care about him."
(Parent of a SEN student, primary school)

"The teacher embarrassed my child and made unreasonable demands in every occasion because my child's special needs were not recognized......The teachers did not know much about dyslexia and therefore these children were discriminated."
(Parent of a SEN student, primary school)

Apart from a few parents of SEN students who are unhappy because their children are isolated by classmates and treated unfairly by teachers, most of them have expressed that their children are happy at school. Most of the bullying incidents are found in the interviewd schools. However, they are mostly conflicts in nature. Some parents of regular students show that these trivial incidents occur more in senior forms than in junior forms. A parent said that his/her child was beaten and pushed. This incident imposed negative impacts on children so that some students were so worried that they chose to study in another school. Some parents of regular students also heard that a SEN student attacked a regular student who needed hospitalization.

"My child is bullied several times in a month when he sits next to a SEN student."
(Parent of a regular student, primary school)

"My child has been beaten three times and once I was pushed. Thereafter, he is so unhappy and scared that he doesn't want to go to school. In this regard, I heard that some parents of his classmates have requested the transfer of their children to other classes" (Parent of a regular student, primary school)

5.3.12 Training and readiness of school staff

Only one of the interviewed principals indicates that teachers in school have adequate training but the others hold opposite views. The main reasons are: (1) It is difficult for teachers to schedule time for on-the-job training; (2) As there is only a small number of SEN students in the school, caring of these students and related teacher training are not pivotal for school development; (3) Training content is too broad and superficial whereas specialized training is more practical but time-consuming; (4) Even if teachers can afford to have further studies, their first choices are usually undergraduate or postgraduate courses. The study of special needs will also not be their preferences. Some of the interviewed principals consider that all school staff should receive relevant training. It is essential for them to have some knowledge about SEN students because every staff member in the school would meet SEN students. In the long run, all teachers should receive pre-service training so that their negative views about SEN students could be changed.

Only a small number of the teachers interviewed think that the training for school staff is adequate and it meets the target percentage specified by EDB. However, they indicate that the basic training is too superficial but the advanced training will be too time-consuming to lie in with their teaching schedule. Furthermore, there are many types of SEN students in schools and teachers find it difficult to apply in the classroom what they have learnt from the training. Most teachers consider that their training is inadequate and the major reasons are: (1) Administrative arrangements of the school do not allow many teachers to receive training each year; (2) There is a lack of practice and follow-up advice. For example, a teacher said, "I have attended a talk but there is not any follow-up advice on applying the suggestions to support the students"; (3) There are already too many types of SEN students for teacher to juggle with; and (4) The turnover of teaching assistants is so great that training is forever needed every year. In this respect, interviewed teachers anticipate: (1) All teachers should receive relevant training, right at the beginning when they are recruited; and (2) Elements of practice should be included in the training content.

> "Training is necessary, but it is difficult to make administrative arrangement in school. The supply teacher may not be able to take ove the duties of the original teacher. Even though importance of the training course is recognized, the school has to consider the arrangement." (Teacher, primary school)

Most of the professionals reveal that school staff does not have adequate training. With teaching assistants and social workers in particular, they have relatively fewer training opportunities. The reasons are: (1) Administrative arrangements of the school do not allow teachers to receive training because substitute teachers are lacking; (2) Limited quotas are set; (3) The training content is too superficial to meet teachers' needs; and (4) There is not much practice in the training course. Therefore, professionals anticipate: (1) Comprehensive training pre-service courses on SEN should be administered to teachers by relevant educational institutions; and (2) the training content should include more practical elements of multiple skills, e.g. coordination of works between speech therapists and teachers/ social workers/ teaching assistants; and (3) Relevant training pedagogical practices.

5.3.13   Support from NGOs

A few schools are not supported by NGOs because of a small number of SEN students who can be managed by teachers in school. Some principals have expressed that request of external support might make teachers rely too much on these services and lower their initiative and sense of responsibility. Most external support services are hired by schools for supporting SEN students. They include training for students with dyslexia, speech therapy, sensory integration training and occupational therapy. However, the effects vary a lot due to: (1) Services are not continual in nature; (2) Service providers are changing from time to time. Even for the same service provider, staff are changing frequently. The instability render services ineffective; (3) Consensus between service providers and schools is lacking; and (4) Some training (e.g. speech therapy) requires parents' support at home, but parents might not have the time to follow up and therefore the outcomes are ineffective. Some of the NGOs

provide free support services for schools, such as training talks for parents/ students/ teachers, and consultation provided by educational psychologists.

Interviewed teachers have mentioned that most schools have connection with NGOs in obtaining support services. The modes of support services include: (1) Hiring services such as support courses, speech therapy, social groups, emotion support groups, after-school activities and interest groups; (2) Collaboration with external bodies to organize workshops, School Partnership Scheme, sharings with special schools, drama training, seminars for parents; (3) School visits and seminars, e.g. NGOs organize visits to special schools or other schools to share experiences in caring for SEN students. All these collaboration and support services in certain extent are effective for the respondents.

Some of the professionals consider that non-governmental support services are mainly hired from NGOs, religious bodies and private companies. The services include: speech therapy, reading and writing training, training about ASD, sensory integration training. Some organizations provide free services for schools such as services by therapists and educational psychologists, training for students with ADHD, seminars for students/ parents/ teachers.

5.3.14 Support from special schools

Many of the interviewed schools have connection or collaboration with special school. The support services include provision of professional coaching and advices, teacher training, learning support for SEN students and admittance of SEN students' referrals. However, as these resource schools (special schools) serve more than one school, the continuity of their support services might not be guaranteed.

Some teachers have stated that schools do not have collaboration with any special schools or schools with special curricula (ex-skills opportunity schools (SOSs)) because there are relatively fewer number of SEN students in school and therefore it is not a top priority for school development. Other teachers indicate that modes of support services provided by special schools and SOSs include: (1) Through lesson observation and provison of guidance by special school teachers, interviewed teachers find it very helpful because they learn the management skills in taking care of children with ASD in the classroom; (2) Making arrangements for referral of students to special schools. For example, a student with moderate ID was arranged to visit a special school which then accepted this student referral; and (3) Provision of support services from resource schools, e.g. on-site support for SEN students. In addition, some interviewed schools are themselves resource schools for integrated education. They always share their experiences with other schools in the seminars.

Professionals reveal that schools have connection with special schools, such as those for HI or VI. These special schools will provide support services for relevant SEN students in other schools. Furthermore, some special schools are also resource schools for providing support services, e.g. seminars on taking care of students with ASD or ADHD, lesson observation and recommendations. Other schools find these support services helpful.

5.3.15 Key factors for successful implementation

According to the principals, key factors for successful implementation of integrated education include: (1) home-school cooperation; (2) adequate resources and support; (3) school staff working as a team to understand and accept SEN students; (4) school policies aglined with practice; and (5) whole-school approach.

Teachers have suggested the following as key factors for successful implementation of integrated education: (1) concerted effort and work for achieving the mission and vision; (2) enhancement of communication with parents to solicit their support; (3) understanding and acceptance of school staff towards SEN students; (4) promotion of an acceptive and harmonious school culture; (5) parent education; (6) early identification of students' special educational needs; (7) limiting the proportion of SEN students enrolled; and (8) enhancement of teachers' professional knowledge and ability in implementation.

As for the professionals, they consider the following factors: (1) a culture of love and care among all school members; (2) home-school cooperation; (3) knowledge and skills possessed by teachers in handling SEN students; (4) attitudes of acceptance and inclusion expressedby regular students; (5) teaching training; and (6) arrangement of teaching assistants.

In summary, most parents of SEN students are satisfied with what schools have prepared but there is still room for improvement. Key factors for successful implementation include: (1) encouragement from teachers; (2) active collaboration from parents of SEN students; (3) schools provide more professional activities and training; (4) small-class teaching; (5) teachers being more caring and tolerant towards SEN students and (6) provision of more professional support.

A minority of parents of regular students think that more information is needed before they can evaluate the school practice. The majority have stated that schools have done quite well though there is still room for improvement. Key factors for success include: (1) increasing the numbers of teachers/ social workers, especially in primary one to three; (2) enhancing support for parents; (3) reducing the class size and implementation of small-class teaching; (4) teachers spending more time to care for students; (5) additional resources from the government; (6) teachers' understanding on the needs of SEN students; (7) adequate teacher training; (8) parent education (for parents of both SEN and regular students); and (9) improvement of transparency of the schools so that parents are provided with relevant information.

5.3.16 Challenges

Principals express the challenges of the integrated education. They worry about the frustrations to teachers and schools derived from the uncontrolled behavioral problems by SEN students. Furthermore, the increasing number of SEN students brings additional teaching load to teachers and affects the teaching. Most principals opine that the schools need to enhance the preparation for integrated education, particularly in teaching training, necessary

support resources from the government, and home-school cooperation. The major existing challenges are: (1) Inadequate resources; (2) Inadequate professional support and training for teachers to take care of some types of SEN students; (3) Teachers are too busy to take care of SEN students; (4) Schools are overloaded with SEN students; (5) Inadequate support from the government limits the scope of support; (6) In some borderline cases, undiagnosed SEN students do not receive any support; (7) Parents of regular students do not recognize integrated education; (8) Concerns are found that too many SEN students will lower the overall academic achievement and affect performance of public examination; and (9) Inadequate family support. The interviewed principals have also admitted that schools are compelled to enroll SEN students. Some of the teachers from within do not accept integrated education and therefore it is a great challenge to change their mindset and solicit support from them to promote integrated education.

> "The challenge is that most of the SEN students are allocated by the government to schools. If more SEN students of different categories are allocated to a school, I am afraid that the school cannot handle such burden and surely this causes detriments to the school."   (Principal, primary school)

As for the teachers, the major challenges are: (1) Inadequate resources; (2) Lack of manpower such as counseling professionals/ educational psychologists; (3) Teachers are overloaded with lessions that they have little time and energy to take care of SEN students; (4) Teachers have inadequate professional training; (5) It is not easy for the school management to strike a balance between the goals of "boosting academic performance of students" and "implementation of integrated education"; (6) Decreasing resources in comparison with the increasing number of SEN students, e.g. reduction of frequency of visits by educational psychologists as well as financial support for hiring teaching assistants; (7) Some SEN students with severe disabilities have complicated problems and appear not suitable for studying in mainstream schools; and (8) Future prospects of SEN students.

The following challenges are identified by the professionals: (1) Collaboration of parents is needed. If parents of SEN students do not collaborate with the schools, it would be difficult for their children to make progress. On the other hand, if parents of regular students are not receptive with integrated education and make complaints all the time, schools are at a dilemma to deal with the problems; (3) Availability of financial support; (4) Lessening the negative impacts of SEN students on regular students; (5) Views on SEN students are partial, confused and biased; (6) For the three-tiered mode of government support, there is not clear delineation of the tiers; (7) Guidelines provided by the EBD on examination adaptation for SEN students are too general so that schools find difficulties in practice; (8) Insufficient manpower; and (9) For academic performance, there is a gorge between what SEN students have achieved and what regular students and teachers expect. Nevertheless, SEN students are required to sit for public examinations. The curricula are covered in such a short duration that SEN students further fall back in learning and therefore they feel very frustrated.

The challenges viewed by parents of SEN students are: (1) Parents of regular students do not have sufficient understanding about integrated education and are bothered that academic

performance of their own children will be dragged by SEN students and schools might face closure due to insufficient enrolment of students; (2) Inadequate manpower, e.g. Social workers and trained specialized teachers are lacking; (3) Intervention and assistance can be provided for SEN students in the developmental stage before the age of 10; (4) Inadequate support, e.g. provision of relevant training; (5) There are too many SEN students to be taken care by teachers who therefore show unwillingness in coaching them; (6) Teacher have insufficicent training, e.g. the management of emotional problems; (7) There is a mismatch of allocation of support resources provided by the government on integrated education; (8) The support received by SEN students at primary schools should be carried through to their studies at secondary schools. Otherwise, the efforts will be in vain; (9) Parents of SEN students are under stress and need support; (10) Teachers are too exhausted in coping with requests by the EBD that they do not have enough time to care for SEN students; (11) Some parents stated that the diagnosis of their children was somehow too hasty. For example, a parent commented that it only took half an hour for the child to be diagnosed as one with ASD; (12) SEN students are not commonly accepted by schools and the community. Some people totally do not accept SEN students.

> "The greatest challenge is that parents of SEN students don't understand what the school has done and then they don't select the school. Alternatively, parents of regular students always put academic achievement of their children to be the first priority for consideration. They worry that SEN students will be a drag on their children's performance, resulting in undesirable secondary school placement outcomes. Due to all these factors, student enrolment is decreasing. It is really difficult to change how people think, and consequently, the school is facing the risk of closure."   (Parent of a SEN student, primary school)

> "Now it's the most difficult time for me. It's a headache to search for a suitable secondary school for my child. Even through he is well cared for in the primary school, what the secondary schools emphasize are academic achievement and scores. My child is poor in English and basically there are not equal opportunities for him to find a good secondary school."
> (Parent of a SEN student, primary school)

The challenges perceived by parents of regular students are: (1) regular students are bullied by SEN students; (2) Schools might not be capable of handling some types of SEN students; (3) Teachers lack adequate training so that they do not know how to deal with SEN students; (4) Resources for schools are lacking; (5) Inadequate manpower in schools; (6) SEN students are not accepted by classmates; and (7) School cannot take care of students with PD due to restriction imposed by hardwares and environment.

> "Because of insufficient manpower and resources, it's difficult for mainstream schools to handle SEN students with severe disabilities. In such circumstances, it is necessary to place them separately to special schools."
> (Parent of a regular student, primary school)

5.3.17 Reasons for the mainstreaming preference by parents of SEN students

Parents of SEN students send their children to mainstream schools due to: (1) It is official placement by the EBD; (2) There is no preference but only the school is nearby; (3) The child has been identified as SEN student in primary one in a mainstream school and therefore he/she continues to study there; (4) The child is transferred to the existing school as the original school has not met the child's special educational needs; (5) There is no need of attending a special school because the child is not at a critical condition; (6) Parents follow what principals and educational psychologists have suggested; and (7) Parents expect their children to meet different people so as to facilitate their integration into the society later.

5.3.18 Understanding of parents towards integrated education implemented in the school

Parents of SEN students indicate that they have little understanding about school policy of integrated education but lack detailed information. A few others have a better understanding because they have joined concern groups or parent associations.

Some parents of regular students do not know that schools have enrolled SEN students. There is no notification for students and parents. Other parents have some understanding towards SEN students by means of communication among parents, notification by children, and media information. However, most interviewed parents of regular students reveal that they do not know much about integrated education in the school, or even they are informed, the details are still outstanding.

5.3.19 Attitudes of parents of regular students towards SEN students

Parents of regular students find it acceptable to have student with mild distabilities to study with their own children in the same school because these SEN students are not violent and will not cause harm to others. They also believe that their children will learn how to get along with different peer and help SEN students as well. However, some parents reject the admittance of students with severe disabilities and violent behaviours towards others. These SEN students are regarded as threatening the safety of other children and disrupting the classroom learning. I

> "I support it (IE) if their disabilities are mild. However, if their disabilities are so severe that it will lead to violence, damage or threatening to others' safety, then I will not support it."   (Parent of a regular student, primary school)

5.3.20 Impacts of SEN students

Most parents of regular students have expressed that SEN students have no great impacts on their own children. On the contrary, their children know more about helping other people. However, a few parents think that some bad bahaviours of SEN students will adversely influence their own children who might follow suit. As for extra support given to SEN

students, most parents of regular students do not regard it as unfairness. Some parents want to have standards of providing support resources lest it would be unfair to regular students. In addition, some parents have stated that it cannot be justified when some teachers punish the whole class because of the wrongdoings done by some SEN students.

> "The impact does exist. Some SEN students do not play in a controlled way. They behave badly, disrupt orders and affect classmates' learning. Other children may imitate their behaviours (e.g. following the SEN students and running crazily around)." (Parent of a regular student, primary school)

> "They (resources) should be appropriate and not excessive. There should be a reasonable standard determined by the government and schools… but there should have a limit. For example, it is not desirable if the resources given to the SEN students double those for the regular students."
> (Parent of a regular student, primary school)

5.3.21 Relationship between SEN students and teachers

Most SEN students get along well with their teachers. They find that teachers are willing to help them in solving problems, correcting their mistakes, providing guidance on homework, and reminding them to control emotion and avoid making mistakes. Some students believe they are well-behaved, smart and elite students in the eyes of their teachers. However, some students think their relationship with teachers is fair or even worse, mainly because they perceive that their teachers are stern, scold a lot and always punish students. Many SEN students feel that they are treated equally the same as other regular students, but there is still a minority holding opposite views of being treated as students with mental illness.

> "I don't get along well with my teachers. In each time, I had no idea about what happened, and then I was punished by the teacher. My teachers regard me as a problematic student, because I am disobedient and inattentive in class, and like to play toys and slippers." (SEN student, primary school)

5.3.22 Expectations of SEN students

A majority of SEN students think that all the teachers in the school are quite nice to them. They attend a lot of interest classes, after-school tutorials/ counseling sessions, and are with accommodation in examinations (e.g. extended examination time). However, a few students feel that teachers have not helped them. They need private or small group tutorials after school. Although academic performance of most SEN students is in average, they have their own merits and are good at mathematics, sports and music. SEN students want schools to support them in learning those subjects they are mostly interested in, e.g. providing relevant information or organizing relevant groups on these subjects.

5.3.23   Happy and unhappy events in school

Events that have made the interviewed SEN students happy are: (1) playing with other students; (2) chatting and playing with teachers; (3) lots of playing facilities at school; (4) getting good examination results; (5) taking part in sports activities; and (6) having friends. On the other hand, unhappy events are: (1) being scolded by teachers. (2) revision for examinations; (3) being bullied or teased by other students; and (4) getting poor academic performance.

> "I am scolded by teachers and wrongly blamed by classmates…. I dislike very much being scolded by teachers as well as the whole class is punished for some classmates' wrongdoings."   (SEN student, primary school)

> "I am chased after in the recess… once I was chased after by a group and didn't know the cause."   (SEN student, primary school)

5.3.24   Self-image of SEN students

Most SEN students think that other students outperform them in academic achievement. However, some have expressed that they are more competent in subjects such as mathematics, English and computer studies. There are also some SEN students with the view that they are less capable than other peers.

5.3.25   Views of SEN students towards schools

A majority of SEN students like the schools they are studying. Reasons include: (1) the school environment is pleasant; (2) there is little homework and less pressure; (3) good teaching; (4) there are a lot of friends; and (5) teachers are enthusiastic and caring for students. Three students being interviewed express that they are unhappy and feel bullied in school. Their teacher is always with unpleasant manner to them and threw their belongings out of the classroom. Another four students do not want to study in the school and have the thoughts of changing school. Some students reflect that they are stupid, with nil attention and day dreaming in classroom learning. He would like to change school but his mother insists that other than this school, no other school will accept him.

5.3.26   Relationship between SEN students and regular students: views towards each others

Some SEN students indicate that they get along well with other students. They are friends and always help each others. However, some SEN students have mentioned that their relationship with other students is fair or bad, and others do not like them. Even though SEN students are accepted as friends, other students are indifferent and will not offer assistance when they ask for help. Some SEN students have been bullied, teased or beaten by other

students. They report the events to the teachers but will still be bullied, and therefore they choose not to report again. A few SEN students have acknowledged that they sometimes bully other students. Furthermore, several SEN students indicate that they do not have friends in the school. No one plays with them and they are not bullied. They feel like a shadow that is neglected by everyone.

> "I'm not getting along well with my classmate. I'm very bad in their mind. Classmates won't help me. Even I ask for help, they reject becaue it causes troubles to them. One classmate makes friends with me and we sometimes play together. Others won't play with me becaue I'm naughty. One classmate always bullies me and my friends." (SEN student, primary school)

> "I get bullied every day. Almost everyone likes to tease me, and there's a classmate who always beats me up (because I gave him a nickname)."
> (SEN student, primary school)

> "I've no friends at school. Nobody plays with me or teases me…. I'm the one being left in the corner. I've got only one friend." (SEN student, primary school)

Most regular students interviewed reveal that they are unhappy with SEN students and will not want to make friends with them, mainly because they are annoyed by their emotional and behavioral problems. Furthermore, some regular students will see if SEN students show signs of improvement whereas some others are willing to be friends with SEN students and help them with their emotional and learning problems. These regular students expect SEN students to have medical consultation, be polite and have no violence on others. All people in the school should spend time to understand the SEN students.

> "I won't make friends with him because he is impolite to teachers and classmates….
> In general, they (SEN students) seldom play with other classmates who are indeed willing to include them. Sometimes they are very impolite and it is difficult to accept their rude social manners." (Regular student, primary school)

5.3.27 View of regular students on SEN students

Most regular students have stated that there are students with emotional and behavioral problems. They are unable to have self-control behaviour but with frequent behavior of spitting, yelling, having emotions, pushing desks back and forth, hitting others., speaking foul languages, hostile against teachers, aggressive behviours to others. Some classmates with hearing aids will hit others if they are irritated. Some will cry out if they are unable to answer questions in class. In learning, it is observed that they are poor in academic performance and disobedient to teachers' instruction. They write slowly and with frequent low marks in dictation. They do not catch up with the teaching and pay attention to teachers. However, some are hardworking, though with poor results.

Most regular students interviewed think that SEN students outperform in sports and art.

Some others believe that SEN students are more competent in some subjects such as languages or mathematics. In general, regular students outperform SEN students in academic performance, personal hygiene, social skills and discipline.

5.3.28 Support of regular students for SEN students

Interviewed regular students opine that the performance of SEN students vary a lot. Most of them are average or relatively poor, but some have good academic performance. The following are areas that SEN students need to improve: (1) Being polite and honest; (2) Giving up bad habits or behaviours, e.g. beating others, spitting and yelling; and (3) Stop disruption of orders in the classroom. The schools can do the following: (1) Teachers and social workers should talk with SEN students more often; (2) Providing relevant services such as counseling and learning support; (3) organizing more activities for these students; and (4) providing relevant treatment such as speech therapy.

Most interviewed regular students are willing to accept SEN students with learning difficulties as classmates on the ground that they will not abuse others. They even can help boost the academic performance of these regular students. However, opposite views are held when they face SEN students with behavioral problems because they might disrupt the classroom discipline.

5.4   Summary

Views revealed by stakeholders in primary schools and secondary schools are summarized in the paragraphs below.

Concluding from the results of case study, most respondents indicate they are influenced by the education policy so as to recognize core values of inclusive education. Some schools have implemented inclusive education to increase the enrolment of more SEN students in order to avoid school closure. However, this policy has brought many difficulties and challenges to schools. They include: insufficient knowledge of inclusive education, shortage of resources, inadequate manpower, great workload and a lack of collaboration.

Based on the degree that SEN students impact on others and the capacity that schools can take care of them, school stakeholders hold different views on different types of SEN students and their severity. Respondents are not willing to accept students with ID, ASD or ADHD, and those with moderate or severe disabilities. It is easier for most schools to accept students with HI, VI and PD.

Class placement in schools is mostly based on students' abilities or random allocation. However, for some schools with small numbers of classes, SEN students with low academic performance, behavioral problems and special needs of caring might be allocated to the same class. For most interviewed schools which receive support from NGOs and special schools, students on average appear to have fair academic performance. However, some schools are concerned about the potential drop of overall teaching quality.

Although home-school cooperation is generally smooth, some teachers think that certain parents do not disclose the situation of their SEN children and are not willing to cooperate with schools. However, some parents of SEN students consider that schools do not provide sufficient information and they are worried about the labeling effects on their children. Parents of regular students complain that more resources are allocated for SEN students.

To facilitate the implementation of inclusive education, teacher training is a matter of concern. Most interviewed teaching staff (particularly teaching assistants and social workers) reveal that there is not sufficient training for them. The causes are: (1) Administrative arrangements of schools do not allow a considerable number of teachers to receive training each year; (2) As there is a small number of SEN students in school, caring of these students and related teacher training are not pivotal for school development; (3) The training contents cover broadly and lack practical information and follow-up guidance; (4) Even if teachers can afford to have further studies, their first choices are usually degree or post-graduate courses, rather than those professional development courses in special education; (5) There are already too many types of SEN students for inexperienced teachers who lack proper training to juggle with; and (6) The mobility of teaching assistants is so great that training is forever needed every year. In the long run, all teachers should receive pre-service training in special education so that their negative views about SEN students could be changed.

There are different reasons that parents of SEN students let their children study in the mainstream schools. For some parents, their children are transferred to the existing school as the original school has not met their children's special educational needs. Some parents are rejected by many schools and only the existing schools are willing to accept their SEN children. Furthermore, some parents expect their children to be treated fairly, and are worried that if their children attend special schools, they will be negatively labeled in the society and cannot have better development. Most parents of SEN students are satisfied with their children's learning in schools but some parents show disagreements and make complaints to schools. Complaint cases are mainly about insufficient support for SEN students as their parents expect schools to provide more resources and support for their children. Moreover, some parents of SEN students have great expectation on their children and when there is a gap between their expectation and the reality, they express dissatisfaction to the schools.

The majority of interviewed SEN students have expressed that they like their schools and get along well with their teachers and classmates. However, some SEN students think that they are regarded as bad students in the eyes of their teachers. They are sometimes bullied (teased or beaten up) by classmates. Interviewed SEN students have mentioned that there are after-school counseling and assessment adaptation. However, a few students need private tutorials to solve their learning problems.

Most interviewed regular students reveal that they are willing to get along with SEN students or offer assistance to them. Regular students in secondary schools are more considerate and tolerant towards SEN students than those in primary schools. Nevertheless, some regular students find that sometimes it is difficult to get along with SEN students, mainly because of

their impolite and unacceptable manners. Schools have made efforts to reduce bullying but cases of bullying among students still exist. There are more verbal abuses than physical bullying.

Parents of regular students do not have much understanding of inclusive education in schools. However, interviewed parents generally agree or accept SEN students to study along with their children in schools. They find that their children study happily. They indicate that there could be a win-win situation with inclusive education: SEN students will receive assistance while their children can study with classmates with different abilities. They also acquire attitudes of tolerance and acceptance, learn to care for others, build up senses of responsibility and empathy, and develop the characters of helpfulness. All these will be beneficial to their future life. However, a few parents of regular students have expressed worries that some deviant behaviours of SEN students will have negative influences on their children.

Chapter 6 Discussion, Conclusion and Recommendations

6.1 Discussion

Based on data of questionnaire survey and case study, the research team conducted analyses and detailed findings are summarized below.

6.1.1 Questionnaire Survey

As for the 192 schools which have admitted SEN students, about 70-90% of the respondents opine that implementation of inclusive education mainly comes from the government, parents of SEN students and the general public.   However, most parents of SEN students speculate that teachers are the key stakeholders to expect schools to implement inclusive education.   In contrast, only about half of the principals and teachers agree that the momentum comes from teachers themselves, which shows a big gap in aspirations from what parents expect.

The numbers of trained principals and teachers in schools of inclusive education are not satisfactory.   The percentage of teachers without special education training is high.   Some schools do not meet the policy requirement of having 10% of teachers with special education training.   Nearly 40% of the interviewed teaching staff (particularly teachers) lacks knowledge about inclusive education.   Around 10-20% of the principals, teachers and professionals do not agree that SEN students can participate in all kinds of activities and that they should be provided accommodation measures.   Furthermore, taking heed of inadequate training and resources provided for school personnel, 30-50% of the respondents disagree with accepting and supporting students with severe disabilities.

Interviewed schools offer different support measures in enhancing the development of SEN students. These support measures include making special arrangement in examination (88%), providing professional therapy/counseling (82%), providing additional tutorials after school (77%), parent education (73%), writing up an individual education plan (IEP) (70%), and appointing teaching assistants (67%).   As for learning and teaching for different types of SEN students, the principals, teachers and professionals consider there are difficulties in teaching students with ID (24%), EBD (23%), ADHD (21%) or ASD (20%).   Although efforts are made by schools in the arrangements of learning and teaching, more than 20% of the parents of SEN students show dissatisfaction.   In this respect, the teaching practices in schools have not come up to the expectations and demands of parents of SEN students.

With respect to academic performance, 37% of the respondents (principals, teachers and professionals) generally consider SEN students having different learning difficulties, including grasping learning skills (44%), learning on their own (43%), being motivated to learn (41%), understanding what teachers are teaching in the classroom (36%), performances in examinations meeting expectation (33%), and developing multiple intelligences (23%). In relation to academic performance of different types of students with disabilities, approximately 80% of the principals, teachers and professionals show greater agreement

about academic performance of students with HI, VI or PD. Most respondents are concerned with academic performance of students with ID, SLD, EBD, ADHD and ASD.

Nearly half of the SEN students (48%) reveal that their examination results are not satisfactory when compared to 26% of regular students. Approximately 30% of SEN students cannot grasp a range of learning skills (e.g. note-taking, problem-solving) and learn independently whereas 17% of regular students do so. About 20% of SEN students indicate that they cannot understand what teachers are teaching in the classroom, while 11% of regular students do so. Furthermore, many parents of SEN students (46%) indicate that the academic performance of their children does not meet their expectation. Up to one-third to a half of the parents think that their SEN children are not concentrated in the classroom for grasping a range of learning skills and what teachers are teaching, and it is hard for them to learn actively and independently. This reflects that parents of SEN students who commonly embrace higher expectation tend to have more negative comments on their children's academic performance.

Notwithstanding there are non-hostile views, many parents of regular students still comment on behaviours of SEN students including disturbing others' learning (59%), occupying so many school resources (39%), having special arrangements (30%) and bullying other students (27%). Parents of regular students in secondary schools have more negative views about inclusive education than those in primary schools, probably because secondary school students have to face with the challenges of public examinations and their parents are therefore under stress. These parents might not comprehend how the schools care for the needs of SEN students and are worried about their own children's learning being dragged by SEN students in class.

As for social performance of various types of SEN students, principals, teachers and professionals generally opine that SEN students have peers and social activities. The majority of principals, teachers and professionals (around 90%) show positive views on emotional performance of students with HI, PD and SLD. However, about 30-70% of respondents consider that students with EBD, ADHD, ID and ASD cannot concentrate on learning in class, disturb classmates' learning and possess negative self-concept. As regards "relationship with staff", "relationship with peers", "interaction with peers" and "academic, social and emotional performance", most SEN students think that they have poorer performance than regular students in various aspects.

Regarding relationship with peers, over 80% of SEN students consider that their classmates are friendly to them. They will help and learn from each other, and appreciate individual differences. However, around 30% of SEN students indicate that they are bullied (26%) and teased (31%) by their classmates. For regular students, 18% and 24% of them indicate that they have the same experiences, respectively. It shows that more SEN students than regular students are bullied and teased in schools and the situation appears worrying.

6.1.2 Case Study

Concluding from the results of case study, most respondents indicate they are influenced by the education policy so as to recognize core values of inclusive education. Some schools have implemented inclusive education to increase the enrolment of more SEN students in order to avoid school closure. However, this policy has brought many difficulties and challenges to schools. They include: insufficient knowledge of inclusive education, shortage of resources, inadequate manpower, great workload and a lack of collaboration.

Based on the degree that SEN students impact on others and the capacity that schools can take care of them, school stakeholders hold different views on different types of SEN students and their severity. Respondents are not willing to accept students with ID, ASD or ADHD, and those with moderate or severe disabilities. It is easier for most schools to accept students with HI, VI and PD.

Class placement in schools is mostly based on students' abilities or random allocation. However, for some schools with small numbers of classes, SEN students with low academic performance, behavioral problems and special needs of caring might be allocated to the same class. For most interviewed schools which receive support from NGOs and special schools, students on average appear to have fair academic performance. However, some schools are concerned about the potential drop of overall teaching quality.

Although home-school cooperation is generally smooth, some teachers think that certain parents do not disclose the situation of their SEN children and are not willing to cooperate with schools. However, some parents of SEN students consider that schools do not provide sufficient information and they are worried about the labeling effects on their children. Parents of regular students complain that more resources are allocated for SEN students.

To facilitate the implementation of inclusive education, teacher training is a matter of concern. Most interviewed teaching staff (particularly teaching assistants and social workers) reveal that there is not sufficient training for them. The causes are: (1) Administrative arrangements of schools do not allow a considerable number of teachers to receive training each year; (2) As there is a small number of SEN students in school, caring of these students and related teacher training are not pivotal for school development; (3) The training contents cover broadly and lack practical information and follow-up guidance; (4) Even if teachers can afford to have further studies, their first choices are usually degree or post-graduate courses, rather than those professional development courses in special education; (5) There are already too many types of SEN students for inexperienced teachers who lack proper training to juggle with; and (6) The mobility of teaching assistants is so great that training is forever needed every year. In the long run, all teachers should receive pre-service training in special education so that their negative views about SEN students could be changed.

There are different reasons that parents of SEN students let their children study in the mainstream schools. For some parents, their children are transferred to the existing school as the original school has not met their children's special educational needs. Some parents are

rejected by many schools and only the existing schools are willing to accept their SEN children. Furthermore, some parents expect their children to be treated fairly, and are worried that if their children attend special schools, they will be negatively labeled in the society and cannot have better development. Most parents of SEN students are satisfied with their children's learning in schools but some parents show disagreements and make complaints to schools. Complaint cases are mainly about insufficient support for SEN students as their parents expect schools to provide more resources and support for their children. Moreover, some parents of SEN students have great expectation on their children and when there is a gap between their expectation and the reality, they express dissatisfaction to the schools.

The majority of interviewed SEN students have expressed that they like their schools and get along well with their teachers and classmates. However, some SEN students think that they are regarded as bad students in the eyes of their teachers. They are sometimes bullied (teased or beaten up) by classmates. Interviewed SEN students have mentioned that there are after-school counseling and assessment adaptation. However, a few students need private tutorials to solve their learning problems.

Most interviewed regular students reveal that they are willing to get along with SEN students or offer assistance to them. Regular students in secondary schools are more considerate and tolerant towards SEN students than those in primary schools. Nevertheless, some regular students find that sometimes it is difficult to get along with SEN students, mainly because of their impolite and unacceptable manners. Schools have made efforts to reduce bullying but cases of bullying among students still exist. There are more verbal abuses than physical bullying.

Parents of regular students do not have much understanding of inclusive education in schools. However, interviewed parents generally agree or accept SEN students to study along with their children in schools. They find that their children study happily. They indicate that there could be a win-win situation with inclusive education: SEN students will receive assistance while their children can study with classmates with different abilities. They also acquire attitudes of tolerance and acceptance, learn to care for others, build up senses of responsibility and empathy, and develop the characters of helpfulness. All these will be beneficial to their future life. However, a few parents of regular students have expressed worries that some deviant behaviours of SEN students will have negative influences on their children.

6.2   Conclusion and Recommendations

The development of integrated education in Hong Kong originated from the policy stated in the White Paper on Rehabilitation in 1977. Since the pilot program implemented in 1997, the development has gone through 15 years. In the "Reform Proposal for the Education System in Hong Kong" commissioned in 2000, the EDB emphasized catering for the needs of students with learning difficulties. Through counseling services and assistance, SEN students are provided with opportunities to maximize their potentials. The EOC likewise formulated the Code of Practice on Education under the Disability Discrimination Ordinance in 2001 to lay down guidelines for private and public educational establishments in preventing and eliminating disability discrimination for the sake of universal equal opportunities. The Chinese Government deposited the instrument of ratification with the United Nations on 1 August 2008. On 31 August of the same year, the Convention entered into force in China as well as in Hong Kong SAR, and hence engendering deep-rooted impacts on the development of integrated education.

As regards the current education principles on students with disabilities, parents' wishes are respected and a parallel approach of implementing integrated education and special education has been adopted. Through providing additional funding support, teacher training, professional consultation and support provided by external bodies, schools are encouraged to adopt the school-based strategies of "whole-school approach", early identification, early intervention, multi-disciplinary professional support and home-school cooperation, in order to support SEN students in school. However, many scholars and organizations have conducted research studies on inclusive education and pointed out that there are many problems existing in the system. Stakeholders should explore and seek solutions to solve the problems.

6.2.1   A summary of difficulties and challenges

Concluding from the data of questionnaire survey and case study, there are problems in the system, policy and implementation of integrated education in Hong Kong.   They are summarized as follows:

(a)   The identification of SEN students is criticized to be too sloppy and simple.   The assessment reports do not cover enough details. Although the complaints might be due to parents' concerns and high expectations, it should be understood that these assessment outcomes could have life-long impacts on SEN students such as school selection and placement. It would also affect allocation of public resources by the government.

(b)   If schools are going to implement inclusive education, they have to reform (e.g. changes in physical facilities and pedagogic adaptation) in order to cater for the needs of SEN students. However, survey data reveal that about 20% of the principals, teachers and professionals express disagreement about adopting some necessary modification measures. Even worse, there are around half of the respondents who disagree to accept and support students with severe disabilities. It is a great concern if schools are not

determined to make necessary changes to meet the needs of SEN students, SEN students will face with the ever increasing learning difficulties.

(c)   Survey findings show that many principals (61%), teachers (43%) and professionals (49%) and parents of SEN students (37%) consider that schools do not receive enough government subsidies/ resources to implement inclusive education, particularly in funding amount, teacher training, manpower allocation and professional support. Many respondents indicate that teachers have heavy workload and do not have sufficient time to support different types of SEN students.

(d)   The findings of questionnaire survey show a worrying situation that around 20% of the principals, and 50% of the teachers and professionals are not familiar with the "Code of Practice on Edcuation under the Disability Discrimination Ordinance" and "Indicators for Inclusion 2008: A Tool for School Self-evaluation and School Development". They also express that they do not know much about the development of inclusive education and related support resources. It is disappointing to note that resources are allocated but outcomes are far from what stakeholders expect, and this will be an obstacle to the development of inclusive education.

(e)   In the case study, the majority of SEN students report that they have good relationship with teachers who encourage, help and care for them. However, survey data reveal that around 10% of the SEN students hold opposite views. 14% of the SEN students feel that they are not treated fairly in schools whereas 9% think that teaching staff, being unfriendly, do not actively take care of them.

(f)   There is a large discrepancy in the perception toward the sufficiency and appropriateness of support given by schools to SEN students. Teachers generally believe that their schools perform well in providing various measures and strategies to help SEN students. However, survey findings reveal that 20% or more of the parents of SEN students are dissatisfied with teaching, adaptation of curriculum and assessment, teachers' professional knowledge, and support provided by teaching assistants. Parents of regular students also express disagreement with the extra support given to SEN students, considering it as unfairness. They worry that SEN students disturb classroom orders and slow down teaching progress. It demonstrates that the communication between schools and parents is insufficient so that it affects the effectiveness of inclusive education as well as assistance provided for SEN students.

(g)   In terms of relationship with peers, 16% of SEN students do not have good peer relationship and they are often teased (31%) and bullied (26%). From the case study, interviewees generally think that bullying among students is not severe. In most occasions, students with emotional and behavioral problems (e.g. student with ADHD) may bully against regular students or regular students bully against SEN students verbally. It is rare to see physical bullying. However, even for the subtle hitting and scolding which have been neglected by teachers and parents, it may cause psychological stress to regular students or SEN students, causing them to feel unhappy and helpless.

(h) In accordance with the development of the new senior secondary curriculum, applied learning courses are offered in some of the schools with special curricula, special schools and mainstream secondary schools. Some interviewed teachers are concerned about further education and career path of SEN students.

(i) In general, schools receive funding through the New Funding Mode to support SEN students. Schools often contact NGOs to acquire support services which include purchased services, organizing activities or talks, providing consultation or collaborative projects. Most interviewed schools report that these support services have certain effectiveness. However, some respondents point out that the effects vary due to a lack of continuity in the support services, frequent changing supporting organizations, high mobility of supporting staff, insufficient communication between organizations and schools, and poor home-school cooperation.

6.2.2 Recommendations

In response to the afore-mentioned problems in the system, policy and implementation of integrated education, the research team proposes the following recommendations with reference to overseas implementation experiences of inclusive education:

(1) Identification of SEN students

For early intervention, assessment should be taken in the stage of pre-school education. A comprehensive and detailed assessment report should be provided to parents, teachers and professionals. It not only helps parents understand the development needs of their children and right of their choices, but also provides useful information for the follow-ups in education and therapies.

(2) Initiatives of schools to implement inclusive education

Schools should be proactive in making changes or reform to cater for SEN students' needs. This can be achieved by formulating long-term plans and policy on the curricula and accommodation for SEN students. Furthermore, they should try to achieve consensus in the directions and goals among stakeholders in schools.

(3) Allocation of resources and manpower

In view of student cases with moderate or severe disabilities in mainstream schools, the shortage of manpower and limitation of resources are noted. Currently, mainstream schools take care of students with mild disabilities whereas special schools care for students with moderate or severe disabilities. This is a dual-track mode of the implementation of "mainstream integrated education and special education". For effective implementation, the Education Bureau (EDB) should issue guidelines that include clear procedures of referral and ways of professional collaboration to mainstream schools and special schools so that the dual-track mode can be strengthened.

(4)   Preparation and training of school staff

School staff's knowledge in integrated education, special education, and existing support services needs to be strengthened. All school staff, including principals, teachers, teaching assistants should be encouraged to take training in special education. Pre-service teacher training programs in tertiary institutions should include special education as a core module as well as exposure or attachment in inclusive settings. The government should provide incentives for teaching staff to have further studies in special education programs. For example, the completion of further studies in special education programs will be one of the prerequisites in the career promotion.

(5)   Appointment of designated SEN coordinators

The government should consider setting up a functional post at management level in school, viz. a designated teacher, to deal with matters of SEN students, instead of the current practice of an added-on duty. In this respect, schools can constantly evaluate and prioritize the development of integrated education, identification of special education needs, organization of support measures, and management of resources. Schools may also connect with other schools which have rich experiences in integrated education for support and advice.

(6)   Whole school approach

In some mainstream schools, SEN students may be confined to the same classes given that class placement is based on students' academic performance. It is recommended that schools should handle class placement of SEN students so as to reduce segregation and discrimination. The research team is also concerned about the ideas of selective acceptance of SEN students, as students with certain disabilities (e.g. ID, ADHD and ASD) are commonly not welcomed. There are guidelines in the Whole School Approach in School provided by the Education Bureau. Schools should refer to the guidelines in the processes of student admission and class placement.

(7)   Specialized and long-term IEP for SEN students

Some teaching staff too much emphasizes uniformity that the learning effectiveness of IEP has been neglected. Therefore, the EDB should consider allocating more resources, and delineating the function and implementation format of IEP. With reference to overseas experiences of the learning rights of SEN students and legislation of IEP, schools should be requested to provide specialized and long-term IEP for diagnosed SEN students in order to protect their rights of receiving appropriate educational arrangements. The enforcement of IEP to all SEN students will be a proactive measure to guarantee equal learning opportunities of all SEN students.

(8)   Caring Campus

The cultivation of a caring campus is an essential foundation of integrated education. Teaching staff should develop the spirit of education for all, reduce the rejection of SEN students and let them feel respected, cared and concerned. Schools should help

students understand the importance of mutual respect and elimination of discrimination through public education, small group activities and individual counseling. To promote peer relationship, schools should hold peer counseling/ learning partnership programs and other group activities to enhance SEN students' social skills. Stakeholders should have zero tolerance towards any form or degree of bullying, no matter it is direct or indirect, physical or verbal.

(9)   Home-school communication and cooperation

Schools have the responsibilities to notify parents about their integrated education policy and support, so as to eliminate parents' mistrust and worries. Parents of SEN students should recognize their rights of participation and giving opinions.   Apart from parent-teacher association, IEP meeting is a good platform for communication between parents and schools. The EDB may allocate more resources on publicity through different media (e.g. TV and internet), in order to raise the public's and the parents' knowledge of integrated education and their respect for human rights.

(10)   Community support

Schools may build up long-term collaborative relationship with organizations (e.g. NGOs, professional organizations, special schools with resource centres, and integrated education resource schools) which provide support services for SEN students' learning and staff training. The EDB should publicize more extensively about the availability of resources and support.

(11)   Way forward for SEN students

For further education and career development of SEN students, the government and related organizations should offer a wide range of appropriate study courses, related manpower and resources for SEN students who will truly experience equal learning opportunities of post-secondary education. Moreover, universities and tertiary educational institutions should set up well-defined practices in providing adjusted admission criteria, flexible duration of study and adaptation of support measures, in meeting the needs of SEN students.

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Appendix A   Summary of Interview Data of Secondary School Respondents

With respect to interview data in secondary schools, the research team summarizes views of different stakeholders in response to various concerned areas.

A.1   Core values of inclusive education

The interviewed principals of secondary schools think that inclusive education means treating every student fairly, without discrimination and labeling. Each student is enhanced to develop one's potential. The SEN students can integrate into mainstream schools.

Most of the interviewed teachers indicate that inclusive education allows SEN students to integrate into mainstream schools. They are provided with equal learning opportunities so that it helps them to integrate into the society as early as possible. Moreover, regular students can have a better understanding of the needs of SEN students in their youth. Teachers have these views due to: (1) promotion of government policies; (2) teaching experiences; (3) training in special education; (4) once being teachers working in special schools; and (5) knowing some people with special educational needs.

Professionals consider that core values of inclusive education are to allow SEN students to study together with regular students, without labeling. SEN students are provided with equal learning opportunities whereas regular students learn acceptance. Their views mainly derive from EDB documents, talks held by EDB and other organizations, and experiences from daily and school life.

The interviewed parents of SEN students hold different views towards inclusive education. The common views are: (1) SEN students are secured with equal learning opportunities to study in mainstream schools; (2) SEN students can learn together with regular students; (3) They want their children to integrate into the society in future; and (4) The government advocates equality so that their children should not be discriminated.

Parents of regular students have expressed that inclusive education allows SEN students to study in mainstream schools. They live and learn with regular students who can help SEN students adapt and integrate into the society. At an earlier time, regular students accept and help SEN students and know how to treat each other fairly without discrimination. Their views come from promotion from the government on inclusion and personal understanding. Furthermore, parents of regular students indicate that inclusive education will serve better for students with mild disabilities. For those with severe disabilities, special schools would be more suitable for them.

A.2   Reasons to implement integrated education

Principals consider the following reasons of implementing integrated education:

- Historical reason: Schools formerly or before merging have already implemented integrated education or enrolled SEN students. Therefore, it is natural for these "new" schools to continue the ideal and system in recruiting SEN students.

- Existing condition: the EDB have assigned SEN students for the schools which passively implement the integrated education program.

- Education vision: It is determined by the school's religious beliefs and values so as to help SEN students in developing their potentials and studying better.

Teachers indicate the following reasons of implementing integrated education:

- Government policy: Integrated education is an EDB's policy, which gives schools no choices.

- Historical reason: Schools formerly are skills opportunity schools, special schools or schools having implemented integrated education.

- Reality: More and more SEN students are enrolled and therefore it is natural for schools to implement integrated education.

- Facing school closure: To avoid closure, schools have to enroll SEN students and implement integrated education.

- No preference: Schools are neutral to the implementation of integrated education and view it not affecting them at all.

Professionals think of the following reasons of implementing integrated education:

- Government policy: Integrated education is an EDB's policy, which schools are required to follow.

- Historical reason: Schools formerly are skills opportunity schools and therefore teachers are experienced in taking care of SEN students whom are still accepted in these mainstream schools.

- Facing school closure: Due to insufficient enrolment of students, schools have to expand the market and fight for existence by recruiting SEN students.

- Education vision: It is determined by education ideals of the school or principal that there are so many SEN students who need help.

A.3   Class placement for SEN students

Based on principals' views, they place SEN students into classes by using the following methods:

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Secondary school principals reveal that they place SEN students into classes by using the following methods:

- Random assignment: There are not many SEN students so that no special class placement has been arranged.

- Placement according to academic performance: All the students (including SEN students) will be placed according to their entrance examination results.

- Placement according to ability: Based on assessment results, SEN students with different abilibilies are evenly distributed to classes. However, some schools will place students with similar abilities in the same class for effective teaching.

With respect to interviews with teachers, different schools have different strategies of class placement. They include:

- Class placement is undertaken according to characteristics and abilities of SEN students. Schools avoid placing same types of SEN students in the same class.

- As for secondary one, class placement of SEN students is based on their abilities (performance in Chinese Language, English Language, Mathematics and interview at admittance). Later, adjustment is made with reference to condition of SEN students and assessment by educational psychologists.

- Class placement is based on abilities of SEN students. To avoid labeling effect, classes are named with different colours.

- Class placement is according to students' performance in Chinese Language at secondary one admittance as well as reports on SEN students. There is no special arrangement to place SEN students in the same class.

- Some teachers have stated that they do not know how class placement is done in the school.

Professionals think of the following strategies:

- Schools place SEN students in different classes to avoid labeling effect.

- Class placement is based on abilities and needs of SEN students. For example, students with dyslexia are grouped in the same class to facilitate adaptation of curricula and teaching. Other SEN students are placed according to individual needs. SEN students with emotional problems will be separated.

- No special class placement is provided for SEN students. Rather, teachers are arranged to care for SEN students individually.

A.4 Categories of disabilities more accepted by schools

Most of the interviewed principals consider that it will be easier to accept and handle students with dyslexia because they do not have behavioral and emotional problems.

Teachers have reflected that it will be easier to accept students with intellectual ability, and those with SLD (e.g. dyslexia) or hearing impairment who do not have behavioral and emotional problems. These students have learning abilities and progress obviously when they are equipped with better support resources.

A majority of professionals also indicate that it will be easier to accept and handle students with SLD (e.g. dyslexia) or hearing impairment.

A.5 Categories of disabilities less accepted by schools

Interviewed principals think that it is more difficult for them to deal with students with ADHD or ASD, as they need much manpower to take care of them. Some schools are worried that when these types of SEN students are more enrolled or transferred, schools are difficult to manage the situation.

Teachers find it more difficult to accept student with ADHD, ASD and ID because their behaviours cannot be managed easily. They disrupt classroom discipline and show no improvement after being punished. Some teachers state that students with VI and PD are difficult to be cared for mainly due to insufficient relevant facilities and lack of knowledge in taking care of them. Also some teachers have reflected that at admittance schools identify SEN students but their parents refuse to provide more information, and this makes schools difficult to handle the situation.

Professionals think that it will be difficult to manage students with emotional and behavioral problems such as those with ASD or ADHD. As for students with PD or VI, some professionals opine that there are difficulties in getting along with them and providing assistance. Moreover, some professionals have suggested that each school should admit some types of SEN students, for better arrangements in terms of facilities, manpower and management.

A.6 Forms of support measures

Principals have stated that support measures for SEN students include: (1) Setting up a support team comprised discipline teachers and teachers who have training in integrated education, to provide assistance for SEN students; (2) Making use of subsidy to hire services in developing potentials of SEN students, e.g. social skills, drama, art, speech therapy or hiring educational psychologists; (3) Setting up IEP for SEN students; (4) Adaptation of examinations for SEN students, e.g. enlarging font size of examination papers, extending examination duration; and (5) Adaptation of curricula in terms of progression and difficulty based on abilities of SEN students, e.g. adaptation of worksheets.

Teachers think of the following support measures:

- School policy: Arrange and encourage teachers to attend related courses; set up teams for integrated education in dealing with related issues; organize meetings for all teachers to promote integrated education; arrange talks on how to handle SEN students; pair up teachers with SEN students in providing support.

- Teaching: special arrangements of curricula and examinations (e.g. curriculum adaptation, extra time allowance in examination, reading out examination papers); adaptation of homeworks (providing SEN students with easier and fewer worksheets); setting up IEP for SEN students; provision of speech therapy, occupational therapy, extracurricular activities (e.g. social skills group), reading partners (Big Brothers and Sisters Scheme); Setting up support teams for SEN students

- Support provided by other organizations or individuals: Read and Write Program, referral of students with problems in communication and social skills to social workers to follow up, retired teachers as volunteers for support.

Professionals regard the following support measures for SEN students: (1) Setting up teams to handle and support SEN students; (2) Setting up IEP for SEN students; (3) Adaptation of examinations (e.g. extra time allowance in examination, reading out and enlarging font size of examination papers); (4) Interest groups (e.g. social groups, reading and writing groups, drama classes, hand-craft classes, Read and Write Program; (5) Support from school-based educational psychologists and social workers; and (6) Provision of services such as speech therapy, training of social skills and emotional control.

Parents of SEN students indicate the following support measures for their children: (1) Designated teachers follow up their children and communicate with parents; (2) Adaptation of teaching materials, examinations, homework and classroom hardware facilities; (3) Setting up IEP designated for students; (4) Home visits and telephone contact; (5) counseling and tutorials; (6) related group activities, e.g. interest groups, groups of special needs, social groups; (7) related programs, e.g. "Little Angels Program"; and (8) collaboration with related organizations to support SEN students.

A.7 Effectiveness of support measures

Some principals indicate that effectiveness of support measures varies according to different SEN students. As schools have enrolled diversed types of SEN students, it is difficult for schools to meet the needs of all the SEN students. Some principals have also expressed that when facing with the demands from SEN students and their parents, schools would try to do their best and it is hard to conclude any immediate effectiveness.

Teachers have mentioned that the support measures for SEN students are effective to a certain degree. When needs of some SEN students are met, their progress can be seen.

A majority of professionals consider that progress of SEN students is observed, particularly obvious in emotional and social aspects. As for academic performance, it is hard to say any success but progress can be seen, as their condition is better than before.

Most parents of SEN students are satisfied with the support measures and think they are effective for their children who show different degrees of progress. Improvement in academic performance is the least whereas greater improvement is found in social life, verbal communication, self-confidence and behavioral problems.

A.8 Successful practices

Principals have attributed their successful practices the following factors: (1) Schools have applied progressive and comprehensive strategies of staff training for many years so as to achieve an atmosphere of whole school participation in integrated education; (2) Successful experiences of support teams have encouraged other teachers ot participate; (3) Adaptation of curricula allows SEN students to learn according to their abilities and progress; and (4) Improvement shown by SEN students is encouraging for all.

Professionals have attributed their successful working experiences to the following factors: (1) SEN students build up self-confidence, increase learning motivation and learn to manage their emotions in small groups; (2) Social workers do not need to deal with SEN students' studies and therefore will have a better relationship with them. They can help SEN students effectively; (3) All measures should be administered simultaneously in order to yield effectiveness in integrated education; and (4) Good culture of integration will enhance whole school participation.

A.9 Difficulties

Principals indicate that schools face difficulties such as inadequate manpower, a lack of resources and teachers not equiped with experiences in teaching SEN students when they implement integrated education. Some principals have mentioned that parents expect too much and sometimes they refuse to cooperate with schools.

Teachers have pointed out some problems. They include: (1) More and more SEN students with different needs are admitted by the schools but school resources and manpower are limited. Teachers cannot meet their needs even though they have invested time and energy on them. Furthermore, they are not well trained in integrated education so that they are under great stress. Some teachers have mentioned that they are disappointed on teaching SEN students and have a sense of failure in teaching and interpersonal relationship; (2) Parents of SEN students are not well supported and home-school relationship should be enhanced. Some teachers indicate that parents are persistent and sometimes stubborn and do not allow schools to intervene. This prevents their children from improvement. Parents' attitudes and ways of handling their children become challenges for teachers; and (3) Schools and the government lack long-term planning. Teachers indicate that they have no ideas of what resources can be used to help SEN students.

Professionals think that major difficulties are: (1) There are problems in the transition form new senior secondary curriculum to post-secondary further studies; (2) It is difficult to handle social problems of students with ASD; (3) There are problems in career-oriented curricula implemented in schools (e.g. programs of hotel management and hair styling); and (5) Manpower is lacking in schools.

Some parents think that support measures provided by schools are not sufficient enough for their children and they should be enhanced and improved. Major difficulties are: (1) Inadequate learning support provided by schools; (2) Teachers do not fully understand the needs of SEN students; (3) Though adaptation in learning is taken, teachers cannot execute them effectively (e.g. a parent have mentioned that his/her child is given longer time in dictation but hurt by teachers who ask the child to speed up so that other students in class do not need to wait for him/her; (4) Parents hope to improve the situation that organizations collaborating with schools will not change so often; and (5) The public need to accept that implementation of integrated education takes a long time before fruitful results can be obtained.

A.10   Support from parents

Most principals have stated that SEN students and their parents are satisfied with the implementation of integrated education. Although they demand more and sometimes their needs are not met, parents know that the schools have already done a lot. Yet a few parents have made complaints probably because their expectation and dissatisfaction have accumulated for some time. This affects their attitudes towards schools and they project their dissatisfaction on the teachers.

Teachers think that most SEN students and their parents hold an affirmative view on the support measures provided by schools. However, some parents of SEN students demand and expect more when they ask for special treatment or support for their children. The schools cannot fulfil all their demands. Other teachers reflect that parents of regular students have concerns that when the curricula are adapted for SEN students in the implementation of integrated education, it will affect the learning of their children and therefore they choose to change schools. Despite that parents of regular students seldom make complaints, teachers indicate that these parents are not happy about schools which place more resources on SEN students. Their children are therefore not benefited and their needs are ignored. Parents of regular students are worried that teaching is slowed down and this will affect their children's public examination results.

Professionals consider that parents of SEN students hold an affirmative view on the implementation of integrated education in schools. These parents agree with the development directions of the school and its integrated environment. They actively participate in the activities organized by the school. Parents of regular students have not voiced any opposition against integrated education. However, they are worried that their children's learning will be imparted adversely.

Parents of regular students have made complaints at the beginning of implementing integrated education. After they understand more about integrated education, they gradually accept it. Schools also continually educate regular students about concepts of love, tolerance and acceptance. Their parents also show better understanding and acceptance.

A.11   Student bullying

Most principals have expressed that bully is not common in schools. Although bullying cases are occasionally found, the situation is not deteriotating. Individual schools indicate that students with ADHD have bullied against regular students. However, there are cases that regular students bully against SEN students, mainly because some behaviours of SEN students are not accepted, e.g. behaviours not concerning about feeling of other people or annoying regular students.

Teachers think that bullying cases and related parents' complaints are rare and the number has not increased. As for bulling cases, most are about SEN students bullying regular students but the nature is mostly about playfulness because schools have already educated regular students to accept SEN students. Some teachers also point out that in several cases, regular students do not accept the bizarre behaviours of SEN students, which they exaggerate and tease about the behaviours. These students do not target at SEN students purposely.

For bullying cases, professionals consider that no matter who initiate the bullying (SEN students or regular students), there is no difference and it does not increase. They think that relatively it is more in number when SEN students enter the schools. They are mostly verbal attacks and physical abuses are rare. After some time of getting along with each other, bullying cases decrease. However, some professionals indicate that some parents of SEN students are worried that their children will be isolated once complaints are filed, and therefore they choose to keep silent. Some parents of SEN students make complaints about the schools for their needs cannot be fulfilled. On the other hand, parents of regular students sometimes make complaints about playfulness among students, not entirely about bullying.

Some parents of SEN students have stated that their children have been bullied but relatively the number is decreasing. The forms of bullying include verbal abuse, physical abuse and asking for money. Some students have not informed parents when they are bullied. Parents are informed by teachers. They expect teachers to take special attention and prevent such bullying cases to occur again. Also some parents of SEN students have been bullied by teachers who do not recognize their children's special educational needs and make things difficult for their children. Most of the parents have expressed that their children are happy at school whereas only a few bullied students are unhappy.

Most parent of regular students think that their children are happy at school and they have not been bullied. A few have expressed that they are not clear about the situation, and they even point out that their children have been bullied by regular students, rather than SEN students.

A.12   Training and readiness of school staff

Although principals indicate that a certain proportion of teachers in schools have received training, e.g. 30-hour basic courses and thematic courses. Only one principal have stated that there is sufficient training for the school. Some schools have not attained the minimum requirement of the EDB (i.e. 10% of teachers have been trained). Some principals consider that as number of trained staff is so limited that teacher training is not set systematically. Furthermore, teaching assistants are never or seldomely trained because their turnover is high. After schools have arranged them for training, no longer they leave the schools. Principals have suggested that the number of training quota should increase and the training should be extended to all teachers in the school. Some principals also suggest including "special education" as core subject in postgraduate diploma of education. Alternatively, according to the number and types of SEN students enrolled, schools can adjust the number of staff to be trained and content of training.

As for staff training, teachers have the following views: (1) Most teachers think that the training is inadequate though some teachers have already received the training; (2) Although schools have arranged teachers to attend training, there is not long-term planning and many have yet to be trained with respect to basic courses or courses on special education; and (3) Training is too brief and focused mainly on theories but lack of sharing in experiences. They opine that all teachers should receive related training courses in order to implement integrated education.   There should be more sharing of practical experiences, case studies and professional training, and training hours should also be increased.

Although some teachers are relatively better trained in profession and skills, professionals think that there are still problems in schools in terms of preparedness and teacher training: (1) Teachers lack knowledge in integrated education, and some teachers even refuse to accept SEN students and provide support for them; (2) Staff training is inadequate, especially for social workers who only rarely receive related training or training course is brief and basic. It has not met the needs; (3) Principals have not received adequate training; (4) Despite basic training, it is seldom to discuss about cases, share experiences and have practices; and (5) Though there are training opportunities, teachers cannot attend due to tight time schedule.

A.13   Support from NGOs

Among the interviewed principals, two of them indicate that they have never received support from NGOs, because they do not find the needs or teachers themselves can solve the problems of SEN students. As for those schools having received support from NGOs, the forms of support include: hiring services, contact with special schools (referring students to special schools or inviting special school teachers to provide support in mainstream schools), services provided by educational psychologists or social workers, organizing activities or talks (e.g. applied learning programs under the new senior secondary curriculum and "Read and Write Program"). Principals generally report that these support measures are useful.   Three principals have stated that they have connection with special schools or skills opportunity schools, which mainly provide services, training and referring students to their own schools.

As for interviewed teachers, only teachers of one school indicate that there is no support from NGOs. Other teachers have shown that schools have received support from NGOs, including: buying services, direct supporting, organizing activities or talks, providing services or counseling. Teachers report that these support measures or services are effective to a certain degree.

Professionals reveal that NOGs provide support in the forms of: hiring services, supporting related programs, talks or activities organized by related associations or organizations, cooperation with the organizations to provide services for SEN students, and referring students to other organizations for services.

A.14 Support from special schools

Some schools request support from the then skills opportunity schools and special schools. One school has mentioned that two career-oriented courses (Chinese medicine and project management) are organized. After the implementation of new senior secondary curriculum, SEN students usually have two paths for further studies after secondary three: one is to continue senior secondary or alternatively enter VTC / skills training centres. In the past, fewer students (one student every two or three years) will choose skills training centres, but more students chose this path last year. Moreover, some special schools will follow up students with visual impairment in mainstream schools by providing regular tutorial classes for them.

A.15 Key factors for successful implementation

According to the principals, schools should have some preparation before the implementation of integrated education. Key factors for successful implementation include: (1) All teachers should have common beliefs to accept and care for SEN students so as to enhance their development of potentials; (2) Teachers are provided with adequate support and training; (3) Provision of adequate resources; and (4) Public education should be conducted.

Only one of the interviewed teachers think that implementation of integrated education is successful in the school while other teachers indicate that there is room for improvement. Key factors for successful implementation include: (1) Teachers should have adequate training; (2) There should be sufficient manpower; (3) All people in schools should work together; (4) An inclusive culture of love and tolerance should be set up in schools; (5) Getting support from parents; (6) Schools have long-term planning; and (7) The government should provide adequate subsidy and support.

At the school level, professionals point out that staff are active and contribute great efforts but there is still room for improvement, e.g. improvement and enhancement are needed in policies, equipment and training for teachers. Key factors for successful implementation include: (1) All people in schools should have the same goals and recognize the core values of inclusive education; (2) Exploring resources and promoting home-school partnership; and (3) Leadership by the government and compliance by schools.

Regarding the preparation work on parent education, some parents of SEN students consider that they are well done in some schools and worth promotion to others. Some parents indicate the situation has improved whereas others consider that it is hard to comment because they seldom contact schools or meet once per year. Key factors for successful implementation include: (1) The government is expected to make policies of increasing funding and support, and lessen the burden on teachers and parents; (2) School are expected to hire more teachers to manage students' bebavioral problems; (3) Publicity should be enhanced so as to allow the public to know what schools are doing with respect to integrated education; and (4) Parents of SEN students are so worried about employment and career prospects of their children that they expect the government to provide assistance.

Parents of SEN students regard key factors for successful implementation including: (1) Teachers' attitudes are very important and every teacher should have good knowledge about SEN students; (2) Adaptation of curricula and teaching methods should be made; (3) Stable teaching team and sufficient manpower; (4) Adequate resources are provided to follow up SEN students closely; (5) Cooperation with parents; and (6) Consistent allocation of resources for integrated education from primary to secondary schools.

Some parents of regular students have mentioned that they are not clear about how the schools have implemented integrated education and therefore they cannot make any comment. Some parents reveal that so far they have not noticed any preparation works done by the schools on integrated education. Parents of regular students regard key factors for successful implementation including: (1) Teachers should have adequate knowledge and abilities; (2) Adaptation of teaching materials and examinations should be undertaken accordingly; (3) Related training should be provided for teachers and parents; (4) More specific training should be provided for SEN students; (5) Specific support teams should be set up in schools; (6) Sufficient supporting resources in schools; (7) Names of SEN students are kept confidential to prevent labeling effect; and (8) Teachers should have empathy and patience.

A.16   Challenges

Principals think of the following challenges: (1) There is a lack of policies from the EDB to support integrated education. Every school should to enroll a certain proportion of SEN students and every school should have a certain ratio of teachers to receive training; (2) Teachers do not have rewards and the sense of achievement even though they have contributed a lot; (3) Insufficient support and coorperation from parents; (4) The condition and type of each SEN student is so different that teachers sometimes cannot manage the cases properly and therefore it hurts their self-esteem; and (5) Some principals have lamented that they have implemented integrated education because the schools face closure. The concept of integrated education is lost.

Teachers consider that there are challenges: (1) Home-school cooperation is not satisfactory and there is room for improvement; (2) Improvement should be made on support resources provided by the government, e.g. policies on academic assessment; (3) Career prospects and

job opportunities of SEN students; (4) Teachers should adjust and balance their attitudes, e.g. the problems of relieving workplace stress. Some teachers indicate that they have invested time and energy but cannot be rewarded with the sense of achievement and assurance. The EDB only focus on results of public examinations so that the schools are facing closure; (5) Teachers do not have adequate training and many of them do not know how to handle SEN students; (6) Some teachers have stated that there are more and more SEN students in schools that they even constitute over 70%. There is a wonder that it is the integration of SEN students into mainstream regular students or vice versa; and (7) Some teachers are worried that when schools are not equipped properly and teachers have not been trained to be capable of handling SEN students, these SEN students cannot catch up with the curricula and their relationship with peers is also undesirable.

Professionals perceive the following challenges: (1) Lack of school resources; (2) Insufficient manpower and high mobility of staff; (3) Difficult coordination among various stakeholders (e.g. principals, teachers, educational psychologists) because each has different background, experiences and standpoints; (4) Heavy workload on teachers making it difficult for them to take care of every student properly; (5) Stakeholders lack experiences and take long time of exploration and trial; and (6) Great challenges for home-school cooperation.

Parents of SEN students think of the following challenges: (1) Teaching teams are unstable and it fails to keep good teachers; (2) Lack of support from the government; (3) Lack of experts in assessing SEN students and no provision of follow-up services; (4) Problems of discrimination, e.g. negative views held by regular students, their parents and the general public towards SEN students; and (5) Lack of school resources.

Parents of regular students indicate the following challenges: (1) SEN students are difficult to get along with others; (2) Public acceptance of SEN students is low; (3) Mainstream schools cannot handle students with severe disabilities; and (4) Teachers face massive workload and stress.

A.17 Reasons for mainstream preference by parents of SEN students

Parents of SEN students have sent their children to mainstream schools because: (1) The condition of their children is not so serious that they can get along with regular students; (2) Being suggested by social workers; (3) Actively applying for enrolment after school visit; (3) Being suggested by primary school principals, teachers or related experts; (5) Childen have been rejected by many school and only admitted by the schools which they are studying; (6) Schools are nearby where other children are also studying; and (7) Children are expected to be treated equally. Parents are worried that their children will be labeled in special schools and later adversely affect their development.

Most parents of SEN students have a certain degree of understanding about policies and measures of integrated education in schools. The knowledge comes from visits before their children are admitted, talking with children or personal search of information. However, some parents have expressed that they are not clear about integrated education. They are not

concerned about choices of schools for their children. They choose the schools mainly because they are nearby or other children are already studying there.

A.18   Understanding of parents of regular students towards integrated education implemented in the school

Some parents of regular students have stated that they know nothing about integrated education implemented in schools where their children are studying. Even though other parents know the situation and are aware of SEN students, they are not clear or know little about related policies or support measures of the schools.

A.19   Attitudes of parents of regular students towards SEN students

Interviewed parents of regular students agree or accept that SEN students study along with their children in schools. However, a few parents of regular students indicate that they are worried. They think that student with mild disabilities and controlled emotion and behaviours will have less adversely impact on their children. These parents will accept that teachers need to have more concerns and effort on the SEN students. However, they show reservation towards students with severe disabilities.

A.20   Impacts of SEN students

Most parents of regular students consider that SEN students have little impact on their children. They do not feel that it is unfair to their children when extra support measures are provided for SEN students.

Some parents reflect that their children have complained about disturbance caused by SEN students in the classrooms. However, after mutual understanding and adjustment, no more complaints are found. Some parents of regular students are worried that if there are too many students with learning difficulties, it will affect students' learning progress and distract teachers' attention on teaching. These will have adverse effects on all the students.

A.21   Relationship between SEN students and teachers

Most interviewed SEN students have reported that they have good relationship with teachers. The majority can tell how they are perceived by teachers, usually helpful, well-behaved, good at some aspects and well-done homework. Some SEN students do not know how teachers view them and therefore remain silent in classroom learning. Most SEN students have expressed that they have obtained support from teachers. When they face with difficulties, they actively seek assistance from teachers, mostly for problem solving, caring and encouragements in their studies, tutorials and sharings. One SEN student have reported that teachers seldom fasten attention on him and he sleeps all the time in the class.

A.22 Expectations of SEN students

Interviewed SEN students reveal that generally their learning is fair but academic performance varies a lot. Some SEN students have desirable academic achievement and are good at some areas, but some others get average or poor results. Schools provide support for SEN students, mainly about adaptation of curricula and examinations (e.g. teaching according to students' progress, extended examination duration). SEN students are satisfied that teachers are willing to spend time to solve problems and schools arrange some extracurricular activities in response to students' needs.

SEN students expect the following things: funny teaching; more group discussion, audio-visual presentations and tutorial classes; examination are arranged on alternative days so as to have more preparation time for study.

A.23 Happy and unhappy events in schools

Happy events for SEN students include: playing with classmates, doing exercise and homework together, showing their talents, having lesson they like, having rest and meals.

Unhappy events for SEN students include: being punished under unreasonable rules (e.g. the whole class is punished because one of the classmates has not done well), having examinations, being bullied, getting demerits from teachers, being detented after school, and facing difficulties in learning.

A.24 Self-image of SEN students

A majority of SEN students interviewed think that they are better than other students in sports and art but weaker in academic performance. However, some SEN students have outstanding academic achievement or good at particular subjects (e.g. mathematics, science). Some SEN students feel that regular students are good at interpersonal relationship and can make friends earily. There are some SEN students who feel that they are weaker than others in all aspects.

A.25 Views of SEN students about schools

Interviewed SEN students mostly like the schools they are studying. The main reasons are: getting care and assistance form teachers and classmates; getting along happily with classmates; having friends; teachers' good teaching methods for them to learn the contents; teachers caring and taking time to teach them. Furthermore, some SEN students like small class teaching, extended examination duration and a variety of support measures for them to choose.

Some SEN students have expressed that they do not like the schools they are studying. The main reasons are: bad learning atmosphere, feeling bored, showing dislike of teachers' appearance and teaching style, teachers' poor attitudes, discords with classmates, being

bullied, poor environment, weird school rules such as not allowing students to bring mobile phones.

A.26 Relationship between SEN students and regular students: views towards each others

Most SEN students interviewed reveal that they have at least one or two friends. A few SEN students have relatively more friends whereas there are some SEN students who have no friends and are on their own. They get along fairly with classmates and can help each other. In general, only a minority of SEN students get along poorly with classmates. Some SEN students are left alone while others are bullied. It is mainly verbal bullying and physical bullying is rarely found.

Interviewd regular students indicate that they are willing to get along with SEN students and provide assistance when necessary. However, some regular students find that sometimes it is difficult to get along with SEN students, mainly because they are impolite and their manners in doing things are unacceptable.

A.27 Vies of regular students on SEN students

Most interviewed regular students indicate that there are students with learning difficulties or behavioral problems in the same or adjacent classroom. Their behavioral problems are: not knowing how to communicate, poor social skills, weird behaviours, easily caught by emotion, yelling, showing sexual behaviours to harass other students. On the other side, some regular students say vulgar words at SEN students and critize them. Some SEN students will be irritated but some will remain silent. In fact, some regular students feel that SEN students are bullied but some others think that SEN students are worth blaming because of their weird behaviours.

In respect of learning, some regular students consider that SEN students relatively learn slower and take more time to adjust to new topics. Some SEN students have slow writing, poor memory and bad comprehension. They ask for help but no one will offer assistance. They always sleep in class, get poor academic performance and dislike having lessons.

As a summary, interviewed regular students view that SEN students are more competent mostly in sports, art, memory and attention (except students with ADHD) whereas regular students themselves are more competent in studies, interpersonal relationship and controlling emotion.

A.28 Support of regular students for SEN students

The interviewed regular students indicate that some SEN students are good at some areas, and some of them have good academic achievement, though with poor social skills are weak. The SEN students are expected to interflow with other classmates and participate in class activities. Regular students suggest that more social activities, training courses of social skills,

classroom group discussion and tutorial classes should be arranged in order to enhance their self-confidence. As for students with extreme form of verbal communication and emotional and behavioral problems, regular students expect teachers to stop them and they should be taught how to communicate and hand their emotion.

For students with learning difficulties and behavioral problems, regular students show their willingness to be classmates. Affirmative reasons are: (1) There is no difference between SEN students and regular students; (2) They do not want to isolate them; (3) Classmates should help each other; (4) They should act as role models and help SEN students improve their academic performance; and (5) Some SEN students have good academic performance. Passive reasons are: (1) It is acceptable only when SEN students do not have extreme behaviours and adverse impacts on regular students; and (2) Regular students can pay no attention to SEN students.

Appendix B   Consultative Focus Group Discussion

Based on questionnaire survey data and views of respondents in case study, the research team organized a consultative focus group discussion session in Novembre 2012. Representatives from associations of school principals, parents, EDB and VTC, and scholars of special education were invited as stakeholders to give views on various aspects.

B.1   Education System

Respondents have mentioned that those schools taking SEN students are schools with lower academic achievement. This reflects that SEN students and regular students are not provided with equal opportunities. Some schools have started off with devotion to implement integrated education but at a later stage reduce enroling SEN students or provide less support for them, in spite of funding support they have received from the government, so as to boost academic achievement for the schools. Some SEN students are therefore forced to transfer to other schools. Some respondents have also heard that most direct-subsidy schools advise parents that their SEN children are not suitable to study in their schools and they are better to find other schools. To rectify this situation, some respondents have proposed that all schools over the territories have to admit SEN students. However, there is still the problem of current placement mechanism needed to be solved.

Respondents from the EDB point out that the government has made a number of modifications on the existing system to facilitate the inclusion of students with disabilities in mainstream schools. Firstly, rating by school principals is no longer part of the primary one placement assessment. After application for placement, students can enter different schools based on an objective scoring mechanism. Accordingly, SEN students are evenly placed to different schools. Secondly, since the implementation of integrated education in 1997, many schools have set up learning support groups or student support groups. In the past, when SEN students applied for schools, no other teachers but only those of the resource classes knew their conditions. From the very beginning to the present teamwork and further whole school approach, the EDB has made great efforts in order to have these changes.

Furthermore, the EDB has tried to coordinate with the Department of Health so that SEN children can take assessment before they are admitted to pre-schools at ages from 3 to 6. Schools will receive reports of these students so that they can have better preparation. Moreover, schools are provided with some assessment tools that teachers can use without the help of experts. With the implementation of policies for the new senior secondary curriculum, schools liaise closely with the VTC to prepare SEN students for employment after graduation.

B.2   Support for Integrated Education

Stakeholders from schools have expressed that the EDB should provide more guidelines to help schools in selecting external services of quality which can enhance the learning of SEN students.

Some teachers have made efforts to design the curricula to help SEN students, but the mode of assessment is found to be incompatible with the curricula. Many schools try hard to implement integrated education and nevertheless, the requests of all the stakeholders cannot be met. Schools need to have more teachers with experiences in special education in providing some concrete opinions.

As for resource schools, stakeholders hold different views. Some stakeholders consider that they might not support other schools because they are busy with their own affairs. Of course, teachers in these schools are able to take good care of SEN students, but are they able to provide extra support for students in other schools? Nonetheless, there are successful cases. For example, a resource primary school has released teachers to complete a network project.

Some stakeholders shared that they had personal encounters with support teachers in resource schools a long time ago. They believe that the teachers possess certain expertise and they are willing to share their experience with other teachers in mainsteam schools. These support teachers can play a functional role of providing support indeed. Resources should be given to the schools for desirable outcomes, so as to make them achieve what their name "resource school" is.

B.3   Training

With respect to training, principals need to have adequate knowledge in order to lead the school to implement integrated education. Teachers think that principals should attend basic and advanced courses of inclusive education. Furthermore, some respondents suggest that staff of tertiary institutions (e.g. IVE teaching staff) should receive relevant training.

Schools should provide school-based training for parents of SEN students because parents expect schools to increase their transparency and inform them about support measured provided. There is not any organization that specializes in providing training for parents of SEN students. In the past, some organizations held relevant seminar monthly for parents of SEN students and the venues were fully occupied. This indicates that parents of SEN students are eager to learn how to help their children.

It is also important to educate students about the difficulties faced by SEN students. Schools can organize some talks for regular students who better understand the needs of different types of SEN students and can learn to get along with them.

B.4   To reduce bullying against SEN students

Some stakeholders have suggested that it is necessary to define "under what circumstances will cause bullying against SEN students" as bullying also probably occur among regular students. In reality, bully occurs in SEN students and regular students. Due to special feature of SEN students, they tend to be bullied or bully against regular students. The questionnaire survey data in this study support this viewpoint: SEN students perceive being bullied more than regular students by 8%. Of course, this might attribute to the fact that SEN students are more willing to admit or are more aware that they have been bullied. However, some stakeholders also point out that many children subject to bullying will not let their parents know. Nonetheless, the authority should formulate clear guidelines to enhance teachers, parents and students in understanding and alertness of bullying among SEN and regular students. For instance, bullying is not just physical abuse, it can take the forms of teasing or ridiculing among peers.

Appendix C   Questionnaires

The Hong Kong
Institute of Education
香 港 教 育 學 院

Centre for Special Needs and Studies in Inclusive Education
(Commissioned by Equal Opportunities Commission)

Study on Equal Learning Opportunities for SEN students under the Integrated Education System

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Principal Questionnaire

The Centre for Special Needs and Studies in Inclusive Education is commissioned by the Equal Opportunities Commission to conduct a study to **investigate the equal learning opportunities for SEN students (SEN) under the integrated education system.**

This questionnaire, serving as a part of data collection of the study, aims to understand the knowledge, attitude, opinion, readiness, and practice of respondents in relation to inclusive education.

You are cordially invited to participate in this survey. Please return the completed questionnaire to the research team via your school. **All personal information and data collected will be kept strictly confidential and used only for research purpose.**

Thank you for your support and participation.

Guidelines

1. **There are no standard answers to the questions. Please answer the questions based on your own understanding and the existing situation in your school.**
2. **Please use a dark pencil or pen to mark.**
    Correct: ●
    Incorrect: ⊗ ⊘ ⊙
3. **Please erase the wrong answers completely if you want to make a change.**
4. **It will take about 30 minutes to complete the survey.**

Personal Information

1. Type of school	2. Gender	3. Age	4. Qualification	5.Qualified Teacher
○ Primary	○ Male	○ 20-29	○ Certificate or Diploma	○ Yes
○ Secondary	○ Female	○ 30-39	○ Degree	○ In training
		○ 40-49	○ Master or above	○ No
		○ 50 or above		

6. Qualifications in Special Education (Multiple answers are allowed)

○ Professional Development Courses for Teachers (e.g. 30/60/90 hours Course in "Catering for Diverse Learning Needs")

○ Courses for Teachers of Children with Special Educational Need (TCSEN)

○ Undergraduate Courses with Major or Minor in Special/Inclusive Education

○ PGDE in Special Education

○ Master of Education in Special Education

○ Others, please specify:

7. Have you received special education training at the HKIEd?　　　　**8. Experience as Principal:**

○ Yes

○ No

○ 5 years or below

○ 6-10 years

○ 11-20 years

School Information

9. Total number of all students in school: _____

　　Total number of teachers in school: _____

10. If your school currently include SEN students, please indicate how many are officially identified under the following SEN categories (please include each student only once under their major SEN type)

Category	Number	Category	Number
Hearing Impairment	_____	AD/HD	_____
Visual Impairment	_____	Autism Spectrum Disorder	_____
Physical Disabilities	_____	Communication Difficulties	_____
Intellectual Disabilities	_____	Specific Learning Disabilities	_____
Emotional and Behavioural Difficulties	_____		

Total number of SEN students in school: _____

11. In addition, approximately how many other SEN students who are NOT officially identified Does your school have? _____

12. How many teachers in your school have received the following training in inclusive education?

Type of Training	Number of Trained Teachers
Professional Development Courses for Teachers (e.g. 30/60/90 hours Course in "Catering for Diverse Learning Needs")	_____
Courses for Teachers of Children with Special Educational Need (TCSEN)	_____
Undergraduate Courses with Major or Minor in Special/inclusive Education	_____
PGDE in Special Education	_____
Master of Education in Special Education	_____
Number of teachers NOT having received any training in inclusive education:	_____

13. What type(s) of class placement has the school arranged for SEN students?

○ Try to arrange all SEN students into the segregated resource class

○ Arrange into a regular class according to their age

○ Arrange into a regular class according to their ability

○ Arrange into a regular class according to their type of SEN

○ Arrange into the segregated resource class for core subjects (i.e., Chinese, English, and Mathematics), while arrange into a regular class for non-core subjects (according to age, ability, or type of SEN)

○ Other approach, please specify:

14. What type(s) of services does your school provide to meet the needs of SEN students? (Multiple answers are allowed)

○ Appoint teaching assistant(s)

○ Appoint supporting teacher(s)

○ Write an individual Education Plan (IEP)

○ Provide tutoring in learning after school hours

○ Make special assessment arrangements (e.g. extra time allowance, use of computer)

○ Provide parent guidance

○ Provide professional therapy/counseling to SEN students (e.g., speech therapy, psychological counseling)

○ Other services, please specify:

15. Are you a Resource School on Whole School Approach (RSWSA)?

○ Yes

○ No

16. Are you a partner school with a Special School Resource Centre (SSRC)?

○ Yes

○ No

Part A   Recognition about Inclusive Education

I believe that, in Hong Kong, inclusive education…	Strongly Disagree	Disagree	Agree	Strongly Agree
A1.1. Provides SEN students with equal learning opportunities ⋯⋯⋯⋯⋯⋯	○	○	○	○
A1.2. Is the human right of SEN students to learn in regular class ⋯⋯⋯⋯⋯	○	○	○	○
A1.3. Is an embodiment of social justice ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
A1.4. Is a symbol of civilization ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
A1.5. Excluding SEN students from regular class is a discriminatory practice ⋯⋯	○	○	○	○

I am familiar with the following in Hong Kong's context.	Strongly Disagree	Disagree	Agree	Strongly Agree
A2.1. The main points of *Code of Practice on Education under the DDO* ⋯⋯⋯⋯	○	○	○	○
A2.2. The main points of the *Indicators for Inclusion 2008: A Tool for School Self-evaluation and School Development* ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
A2.3. The whole-school approach for inclusive education ⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
A2.4. The history of inclusive education in Hong Kong ⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
A2.5. The support provided by Resource Schools on Whole School Approach (RSWSA) ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
A2.6. The extra funding to support SEN students provided by EDB ⋯⋯⋯⋯	○	○	○	○
A2.7. The support provided by Special School Resource Centres (SSRC) ⋯⋯⋯	○	○	○	○
A2.8. Referral support for SEN students provided by the EDB ⋯⋯⋯⋯⋯⋯	○	○	○	○
A2.9. The support for SEN students provided by the HKEAA ⋯⋯⋯⋯⋯⋯	○	○	○	○

Part B Attitude towards Inclusive Education
Do you agree that students with the following SEN should be included in regular classes?

Strongly Disagree – ①; Disagree – ②; Agree – ③; Strongly Agree – ④

Based on severity of disability, indicate your degree of consent for students to be included in regular classes	Mild				Moderate				Severe			
B1. Students with Hearing Impairment	①	②	③	④	①	②	③	④	①	②	③	④
B2. Students with Visual Impairment	①	②	③	④	①	②	③	④	①	②	③	④
B3. Students with Physical Disabilities	①	②	③	④	①	②	③	④	①	②	③	④
B4. Students with Intellectual Disabilities	①	②	③	④	①	②	③	④	①	②	③	④
B5. Students with Emotional and Behavioural Difficulties	①	②	③	④	①	②	③	④	①	②	③	④
B6. Students with Attention Deficit and Hyperactivity Disorder	①	②	③	④	①	②	③	④	①	②	③	④
B7. Students with Autism Spectrum Disorder	①	②	③	④	①	②	③	④	①	②	③	④
B8. Students with Communication Difficulties	①	②	③	④	①	②	③	④	①	②	③	④
B9. Students with Specific Learning Disabilities	①	②	③	④	①	②	③	④	①	②	③	④

Part C Stakeholders' Attitude towards Inclusive Education

As I know, the following people believe that school should carry out inclusive education.	Strongly Disagree	Disagree	Agree	Strongly Agree
C1. The government	○	○	○	○
C2. Parents of SEN students	○	○	○	○
C3. Parents of students without SEN	○	○	○	○
C4. Teachers	○	○	○	○
C5. The public	○	○	○	○

Part D   School Policy, Practice, and Culture in My School

I believe that the following have been achieved in my school.	Strongly Disagree	Disagree	Agree	Strongly Agree
D1.1. All forms of support are coordinated	○	○	○	○
D1.2. The school makes its buildings physically accessible to SEN students	○	○	○	○
D1.3. The school receives adequate funding from the government to support inclusive education	○	○	○	○
D1.4. The school appropriately distributes the funding received from the government to support inclusive education	○	○	○	○
D1.5. The school provides sufficient staff development activities to help staff respond to student diversity	○	○	○	○
D1.6. Staff and School Management Committee work well together to cater for students' learning needs	○	○	○	○
D2.1. Staff and SEN students treat one another with respect	○	○	○	○
D2.2. Staff take care of SEN students with a positive attitude	○	○	○	○
D2.3. All students are equally treated in school	○	○	○	○
D2.4. SEN students and their regular peers help each other	○	○	○	○
D2.5. The school aims to minimize bullying towards SEN students	○	○	○	○
D2.6. The staff, students, and parents share a philosophy of inclusion	○	○	○	○
D2.7. Pastoral and behavior support policies support inclusive education	○	○	○	○
D2.8. The school strives to minimize discriminatory practices	○	○	○	○
D2.9. There is a good partnership between staff and parents of SEN students	○	○	○	○
D2.10. The school is willing to admit students with a range of SEN	○	○	○	○
D2.11. The school makes good use of community resources to support SEN students	○	○	○	○
D2.12. Staff collaborate with each other on educating SEN students	○	○	○	○
D2.13. Staff use various strategies for educating SEN students	○	○	○	○

Please fill the relevant number to show your degree of consent to the following statements for SEN students who are currently enrolled in your school.
<u>**Please leave the cell BLANK if your school does not have students with this type of SEN.**</u>

HI: Hearing Impairment　　　　　　ID: Intellectual Disabilities　　　　　　ASD: Autism Spectrum Disorder
VI: Visual Impairment　　　　　　　EBD: Emotional and Behavioural Difficulties　　　CD: Communication Difficulties
PD: Physical Disabilities　　　　　　AD/HD: Attention Deficit and Hyperactivity Disorder　　SLD: Specific Learning Disabilities

Strongly Disagree – ①;　　Disagree – ②;　　Agree – ③;　　Strongly Agree – ④

	SEN group								
	HI	**VI**	**PD**	**ID**	**EBD**	**AD/HD**	**ASD**	**CD**	**SLD**

In my school, I believe that in general the following have been achieved.

	HI	VI	PD	ID	EBD	AD/HD	ASD	CD	SLD
D3.1. Staff modify the curriculum to meet the needs of students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.2. Lessons are planned in response to student diversity	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.3. The school arranges teaching groups so that students are valued	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.4. Teachers are concerned to support the learning of students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.5. Teaching assistants are concerned to support the learning of students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.6. Lessons are made accessible to students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.7. Students learn collaboratively	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.8. The school adjusts assessment to meet the needs of students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.9. Staff have sufficient professional knowledge to support the learning of students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.10. Lessons enhance all students in understanding individual differences	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④

In my school, I believe that in general SEN students…

	HI	VI	PD	ID	EBD	AD/HD	ASD	CD	SLD
D4.1. Performances in examinations meet my expectation	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④

HI: Hearing Impairment   ID: Intellectual Disabilities   ASD: Autism Spectrum Disorder
VI: Visual Impairment   EBD: Emotional and Behavioural Difficulties   CD: Communication Difficulties
PD: Physical Disabilities   AD/HD: Attention Deficit and Hyperactivity Disorder   SLD: Specific Learning Disabilities

Strongly Disagree – ①;   Disagree – ②;   Agree – ③;   Strongly Agree – ④

	SEN group								
	HI	VI	PD	ID	EBD	AD/HD	ASD	CD	SLD
D4.2. Grasp a range of learning skills (e.g., note-taking, problem-solving)	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.3. Understand what the teacher is teaching in the classroom	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.4. Learn on their own	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.5. Are motivated to learn	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.6. Can develop his/her multiple intelligences	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.7. Participate in extracurricular activities	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.8. Participate in public and inter-school activities	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.9. Have a social circle of friends	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.10. Socialize with regular students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.11. Get on well with regular students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.12. Are willing to go to school on time	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.13. Feel happy in school	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.14. Concentrate on learning in class	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.15. Do not disturb classmates' learning	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.16. Possess positive self-concept	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④

To support inclusive education, I believe that the training of the following people in my school is sufficient.

	Strongly Disagree	Disagree	Agree	Strongly Agree
D5.1. Principals	○	○	○	○
D5.2. Teachers	○	○	○	○
D5.3. Teaching assistants	○	○	○	○
D5.4. Administrative staff	○	○	○	○
D5.5. Professionals (e.g., social worker, counselor, etc.)	○	○	○	○

Part E   Intention towards Inclusive Education

As a principal, I expect my teachers to …

	Strongly Disagree	Disagree	Agree	Strongly Agree
E1. Encourage SEN students to participate in all social activities in the regular classroom	○	○	○	○
E2. Adapt the curriculum to meet the individual needs of students regardless of their abilities	○	○	○	○
E3. Include students with a severe disability in the mainstream class, if provided with the necessary support	○	○	○	○
E4. Improve the school environment to include SEN students in the mainstream class	○	○	○	○
E5. Adapt communication techniques to ensure that SEN students can be included in the mainstream class	○	○	○	○
E6. Adapt assessment of individual students to ensure that inclusive education can take place	○	○	○	○

Part F   If you have any suggestions or opinions in relation to inclusive education and/or support to SEN students, please specify.

_____

_____

_____

_____

Thank you for your support!

> **The completion and submission of the questionnaire confirms agreement to participate in this study.**

**Centre for Special Needs and Studies in Inclusive Education
(Commissioned by Equal Opportunities Commission)**

Study on Equal Learning Opportunities for SEN students under the Integrated Education System

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| **Staff Questionnaire** |

The Centre for Special Needs and Studies in Inclusive Education is commissioned by the Equal Opportunities Commission to conduct a study to **investigate the equal learning opportunities for SEN students (SEN) under the integrated education system.**

This questionnaire, serving as a part of data collection of the study, aims to understand the knowledge, attitude, opinion, readiness, and practice of respondents in relation to inclusive education.

You are cordially invited to participate in this survey. Please return the completed questionnaire to the research team via your school. **All personal information and data collected will be kept strictly confidential and used only for research purpose.**

Thank you for your support and participation.

Guidelines

5. **There are no standard answers to the questions. Please answer the questions based on your own understanding and the existing situation in your school.**
6. **Please use a dark pencil or pen to mark.**
   Correct: ●
   Incorrect: ⊗ ⊘ ⊙
7. **Please erase the wrong answers completely if you want to make a change.**
8. **It will take about 30 minutes to complete the survey.**

Personal Information

1. Type of school	2. Gender	3. Age	4. Qualification	5. Qualified Teacher
○ Primary	○ Male	○ 20-29	○ Certificate or Diploma	○ Yes
○ Secondary	○ Female	○ 30-39	○ Degree	○ In training
		○ 40-49	○ Master or above	○ No
		○ 50 or above		

6. Qualifications in Special Education (Multiple answers are allowed)

○ Professional Development Courses for Teachers (e.g. 30/60/90 hours Course in "Catering for Diverse Learning Needs")

○ Courses for Teachers of Children with Special Educational Need (TCSEN)

○ Undergraduate Courses with Major or Minor in Special/Inclusive Education

○ PGDE in Special Education

○ Master of Education in Special Education

○ Others, please specify:

7. Have you received special education training at the HKIEd?

○ Yes

○ No

8. Your current job rank (only one choice is allowed):

○ Special Educational Needs Coordinator (SENCO)

○ Teacher (with at least 10 years teaching experience)

○ Teacher (with 2 - 9 years teaching experience)

○ Teacher (with no more than one year teaching experience)

○ Social Worker / Counselor

○ Educational psychologist

○ Other, please specify:

9. Have you previously taught the following SEN students?

	Severity of Disabilities		
	Mild	**Moderate**	**Severe**
Students with Hearing Impairment	○	○	○
Students with Visual Impairment	○	○	○
Students with Physical Disabilities	○	○	○
Students with Intellectual Disabilities	○	○	○
Students with Emotional and Behavioural Difficulties	○	○	○
Students with Attention Deficit and Hyperactivity Disorder	○	○	○
Students with Autism Spectrum Disorder	○	○	○
Students with Communication Difficulties	○	○	○
Students with Specific Learning Disabilities	○	○	○

Part A Recognition about Inclusive Education

I believe that, in Hong Kong, inclusive education…	Strongly Disagree	Disagree	Agree	Strongly Agree
A1.1. Provides SEN students with equal learning opportunities ····················	○	○	○	○
A1.2. Is the human right of SEN students to learn in regular class ·················	○	○	○	○
A1.3. Is an embodiment of social justice ··	○	○	○	○
A1.4. Is a symbol of civilization ··	○	○	○	○
A1.5. Excluding SEN students from regular class is a discriminatory practice ········	○	○	○	○

I am familiar with the following in Hong Kong's context.	Strongly Disagree	Disagree	Agree	Strongly Agree
A2.1. The main points of *Code of Practice on Education under the DDO* ·············	○	○	○	○
A2.2. The main points of the *Indicators for Inclusion 2008: A Tool for School Self-evaluation and School Development* ···	○	○	○	○
A2.3. The whole-school approach for inclusive education ····························	○	○	○	○
A2.4. The history of inclusive education in Hong Kong ·······························	○	○	○	○
A2.5. The support provided by Resource Schools on Whole School Approach (RSWSA) ··	○	○	○	○
A2.6. The extra funding to support SEN students provided by EDB ···················	○	○	○	○
A2.7. The support provided by Special School Resource Centres (SSRC) ·············	○	○	○	○
A2.8. Referral support for SEN students provided by the EDB ·······················	○	○	○	○
A2.9. The support for SEN students provided by the HKEAA ·························	○	○	○	○

Part B Attitude towards Inclusive Education
Do you agree that students with the following SEN should be included in regular classes?

Strongly Disagree – ①; Disagree – ②; Agree – ③; Strongly Agree – ④

Based on severity of disability, indicate your degree of consent for students to be included in regular classes	Mild				Moderate				Severe			
B1. Students with Hearing Impairment	①	②	③	④	①	②	③	④	①	②	③	④
B2. Students with Visual Impairment	①	②	③	④	①	②	③	④	①	②	③	④
B3. Students with Physical Disabilities	①	②	③	④	①	②	③	④	①	②	③	④
B4. Students with Intellectual Disabilities	①	②	③	④	①	②	③	④	①	②	③	④
B5. Students with Emotional and Behavioural Difficulties	①	②	③	④	①	②	③	④	①	②	③	④
B6. Students with Attention Deficit and Hyperactivity Disorder	①	②	③	④	①	②	③	④	①	②	③	④
B7. Students with Autism Spectrum Disorder	①	②	③	④	①	②	③	④	①	②	③	④
B8. Students with Communication Difficulties	①	②	③	④	①	②	③	④	①	②	③	④
B9. Students with Specific Learning Disabilities	①	②	③	④	①	②	③	④	①	②	③	④

Part C Stakeholders' Attitude towards Inclusive Education

As I know, the following people believe that school should carry out inclusive education.	Strongly Disagree	Disagree	Agree	Strongly Agree
C1. The government ………………………………………………………	○	○	○	○
C2. Parents of SEN students ………………………………………	○	○	○	○
C3. Parents of students without SEN ……………………………	○	○	○	○
C4. Teachers …………………………………………………………	○	○	○	○
C5. The public ………………………………………………………	○	○	○	○

Part D   School Policy, Practice, and Culture in My School

I believe that the following have been achieved in my school.	Strongly Disagree	Disagree	Agree	Strongly Agree
D1.1. All forms of support are coordinated ……………………………	○	○	○	○
D1.2. The school makes its buildings physically accessible to SEN students ………	○	○	○	○
D1.3. The school receives adequate funding from the government to support inclusive education ………………………………………………	○	○	○	○
D1.4. The school appropriately distributes the funding received from government to support inclusive education ……………………………	○	○	○	○
D1.5. The school provides sufficient staff development activities to help staff respond to student diversity ………………………………	○	○	○	○
D1.6. Staff and School Management Committee work well together to cater for students' learning needs ………………………………	○	○	○	○

I believe that the following have been achieved in my school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
D2.1. Staff and SEN students treat one another with respect	○	○	○	○
D2.2. Staff take care of SEN students with a positive attitude	○	○	○	○
D2.3. All students are equally treated in school	○	○	○	○
D2.4. SEN students and their regular peers help each other	○	○	○	○
D2.5. The school aims to minimize bullying towards SEN students	○	○	○	○
D2.6. The staff, students, and parents share a philosophy of inclusion	○	○	○	○
D2.7. Pastoral and behavior support policies support inclusive education	○	○	○	○
D2.8. The school strives to minimize discriminatory practices	○	○	○	○
D2.9. There is a good partnership between staff and parents of SEN students	○	○	○	○
D2.10. The school is willing to admit students with a range of SEN	○	○	○	○
D2.11. The school makes good use of community resources to support SEN students	○	○	○	○
D2.12. Staff collaborate with each other on educating SEN students	○	○	○	○
D2.13. Staff use various strategies for educating SEN students	○	○	○	○

Please fill the relevant number to show your degree of consent to the following statements for SEN students who are currently enrolled in your school.
<u>**Please leave the cell BLANK if your school does not have students with this type of SEN.**</u>

HI: Hearing Impairment   ID: Intellectual Disabilities   ASD: Autism Spectrum Disorder
VI: Visual Impairment   EBD: Emotional and Behavioural Difficulties   CD: Communication Difficulties
PD: Physical Disabilities   AD/HD: Attention Deficit and Hyperactivity Disorder   SLD: Specific Learning Disabilities

Strongly Disagree – ①;   Disagree – ②;   Agree – ③;   Strongly Agree – ④

	SEN group								
	HI	**VI**	**PD**	**ID**	**EBD**	**AD/HD**	**ASD**	**CD**	**SLD**

In my school, I believe that in general the following have been achieved.

	HI	VI	PD	ID	EBD	AD/HD	ASD	CD	SLD
D3.1. Staff modify the curriculum to meet the needs of students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.2. Lessons are planned in response to student diversity	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.3. The school arranges teaching groups so that students are valued	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.4. Teachers are concerned to support the learning of students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.5. Teaching assistants are concerned to support the learning of students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.6. Lessons are made accessible to students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.7. Students learn collaboratively	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.8. The school adjusts assessment to meet the needs of students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.9. Staff have sufficient professional knowledge to support the learning of students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D3.10. Lessons enhance all students in understanding individual differences	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④

In my school, I believe that in general SEN students…

	HI	VI	PD	ID	EBD	AD/HD	ASD	CD	SLD
D4.1. Performances in examinations meet my expectation	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④

HI: Hearing Impairment ID: Intellectual Disabilities ASD: Autism Spectrum Disorder
VI: Visual Impairment EBD: Emotional and Behavioural Difficulties CD: Communication Difficulties
PD: Physical Disabilities AD/HD: Attention Deficit and Hyperactivity Disorder SLD: Specific Learning Disabilities

Strongly Disagree – ①; Disagree – ②; Agree – ③; Strongly Agree – ④

	SEN group								
	HI	**VI**	**PD**	**ID**	**EBD**	**AD/HD**	**ASD**	**CD**	**SLD**
D4.2. Grasp a range of learning skills (e.g., note-taking, problem-solving)	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.3. Understand what the teacher is teaching in the classroom	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.4. Learn on their own	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.5. Are motivated to learn	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.6. Can develop his/her multiple intelligences	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.7. Participate in extracurricular activities	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.8. Participate in public and inter-school activities	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.9. Have a social circle of friends	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.10. Socialize with regular students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.11. Get on well with regular students	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.12. Are willing to go to school on time	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.13. Feel happy in school	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.14. Concentrate on learning in class	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.15. Do not disturb classmates' learning	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④
D4.16. Possess positive self-concept	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④	①②③④

To support inclusive education, I believe that the training of the following people in my school is sufficient.

	Strongly Disagree	Disagree	Agree	Strongly Agree
D5.1. Principals	○	○	○	○
D5.2. Teachers	○	○	○	○
D5.3. Teaching assistants	○	○	○	○
D5.4. Administrative staff	○	○	○	○
D5.5. Professionals (e.g., social worker, counselor, etc.)	○	○	○	○

Part E   Intention towards Inclusive Education

I am willing to …	Strongly Disagree	Disagree	Agree	Strongly Agree
E1. Encourage SEN students to participate in all social activities in the regular classroom	○	○	○	○
E2. Adapt the curriculum to meet the individual needs of students regardless of their abilities	○	○	○	○
E3. Include students with a severe disability in the mainstream class, if provided with the necessary support	○	○	○	○
E4. Improve the school environment to include SEN students in the mainstream class	○	○	○	○
E5. Adapt communication techniques to ensure that SEN students can be included in the mainstream class	○	○	○	○
E6. Adapt assessment of individual students to ensure that inclusive education can take place	○	○	○	○

Part F   If you have any suggestions or opinions in relation to inclusive education and/or support to SEN students, please specify.

Thank you for your support!

> **The completion and submission of the questionnaire confirms agreement to participate in this study.**

Centre for Special Needs and Studies in Inclusive Education
(Commissioned by Equal Opportunities Commission)

Study on Equal Learning Opportunities for SEN students under the Integrated Education System

<div style="text-align:center">

Student Questionnaire

</div>

Dear Teacher,

IMPORTANT: Please read the attached instruction letter and fill the circle in the following box if appropriate. Thanks.

<div style="text-align:center">

Teacher Use Only

○

</div>

Please return the completed questionnaire to the research team via your school.

Dear Student,

The Centre for Special Needs and Studies in Inclusive Education is commissioned by the Equal Opportunities Commission to conduct a study to investigate the Hong Kong students' experience and performance in school.

You are cordially invited to complete this questionnaire. **All personal information and data collected will be kept strictly confidential and used only for research purpose.**

<div style="text-align:center">

Guidelines

</div>

9. There are no standard answers to the questions. Please answer the questions based on your own understanding.
10. Please use a dark pencil or pen to mark.
    Correct: ●
    Incorrect: ⊗ ⊘ ⊙
11. Please erase the wrong answers completely if you want to make a change.

Personal Information

1. Type of school	2.Gender	3.Age		4.Year Level	
○ Primary	○ Male	○ 6	○ 12	○ P1	○ S1
○ Secondary	○ Female	○ 7	○ 13	○ P2	○ S2
		○ 8	○ 14	○ P3	○ S3
		○ 9	○ 15	○ P4	○ S4
		○ 10	○ 16	○ P5	○ S5
		○ 11	○ 17 or above	○ P6	○ S6

Part A My Experience in the School

	Strongly Disagree	Disagree	Agree	Strongly Agree
A1. Staff and I treat one another with respect	○	○	○	○
A2. Staff take care of me with a positive attitude	○	○	○	○
A3. I am equally treated in school	○	○	○	○
A4. Teachers are nice to me	○	○	○	○
A5. Classmates and I help each other	○	○	○	○
A6. I am not bullied in school	○	○	○	○
A7. I am not laughed at by classmates	○	○	○	○
A8. I appreciate people who are different from me	○	○	○	○
A9. Classmates are nice to me	○	○	○	○
A10. All students learn from each other in school	○	○	○	○
A11. I feel comfortable playing with other students in breaks	○	○	○	○
A12. I feel comfortable having lunch together with other students	○	○	○	○
A13. I feel comfortable doing assignments together with other students	○	○	○	○
A14. I feel comfortable initiating talk with other students	○	○	○	○

Part B My Performance in the School

Academic	Strongly Disagree	Disagree	Agree	Strongly Agree
B1.1. I do well in examinations	○	○	○	○
B1.2. I can grasp a range of learning skills (e.g., note-taking, problem-solving)	○	○	○	○
B1.3. I can understand what the teacher is teaching in class	○	○	○	○
B1.4. I can learn on my own	○	○	○	○

Social/Communication	Strongly Disagree	Disagree	Agree	Strongly Agree

B2.1. I can participate in extracurricular activities ⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱ ○ ○ ○ ○

B2.2. I can participate in public and inter-school activities ⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱ ○ ○ ○ ○

B2.3. I have a social circle of friends ⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱ ○ ○ ○ ○

B2.4. I can communicate with classmates ⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱ ○ ○ ○ ○

B2.5. I get on well with classmates ⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱ ○ ○ ○ ○

Emotion/Attitude	Strongly Disagree	Disagree	Agree	Strongly Agree
B3.1. I am willing to go to school on time ⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱	○	○	○	○
B3.2. I feel happy in school ⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱	○	○	○	○
B3.3. I can concentrate on my learning in class ⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱	○	○	○	○
B3.4. I do not disturb classmates' learning ⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱⸱	○	○	○	○

Part C

C1. How do you feel in your school?

_____

_____

_____

_____

C2. How do you expect your school to help your learning?

_____

_____

_____

Thank you for your support!

The completion and submission of the questionnaire confirms agreement to participate in this study.

The Hong Kong Institute of Education
香 港 教 育 學 院

Centre for Special Needs and Studies in Inclusive Education
(Commissioned by Equal Opportunities Commission)

Study on Equal Learning Opportunities for SEN students under the Integrated Education System

> **Parent Questionnaire**

The Centre for Special Needs and Studies in Inclusive Education is commissioned by the Equal Opportunities Commission to conduct a study to **investigate the equal learning opportunities for SEN students (SEN) under the integrated education system.**

This questionnaire is to be administered exclusively to **parents of SEN students**. The questionnaire, serving as a part of data collection of the study, aims to understand the knowledge, attitude, opinion, readiness, and practice of respondents in relation to inclusive education.

You are cordially invited to participate in this survey. Please return the completed questionnaire to the research team via your child's school. **All personal information and data collected will be kept strictly confidential and used only for research purpose.**

Thank you for your support and participation.

Guidelines

12. **There are no standard answers to the questions. Please answer the questions based on your own understanding and the existing situation of your child.**
13. **Please use a dark pencil or pen to mark.**
    Correct: ●
    Incorrect: ⊗ ⊘ ⊙
14. **Please erase the wrong answers completely if you want to make a change.**

Personal Information

(Note: if you have more than one child, please answer the questions based on the child who was given this questionnaire.)

1. Gender of Respondent

○ Male

○ Female

2. Age of Respondent

○ 20-29

○ 30-39

○ 40-49

○ 50 or above

3. Type of school

○ Primary

○ Secondary

4. Gender of Child

○ Male

○ Female

5. Age of Child

○ 6 ○ 12

○ 7 ○ 13

○ 8 ○ 14

○ 9 ○ 15

○ 10 ○ 16

○ 11 ○ 17 or above

6. Year Level of Child

○ P1 ○ S1

○ P2 ○ S2

○ P3 ○ S3

○ P4 ○ S4

○ P5 ○ S5

○ P6 ○ S6

7. What kind(s) of SEN does your child have? (Multiple answers are allowed)

○ Hearing Impairment

○ Visual Impairment

○ Physical Disabilities

○ Intellectual Disabilities

○ Emotional and Behavioural Difficulties

○ Attention Deficit and Hyperactivity Disorder

○ Autism Spectrum Disorder

○ Communication Difficulties

○ Specific Learning Disabilities (e.g., dyslexia)

8. What type(s) of class placement has the school arranged for your child?

○ The segregated resource class

○ The regular class (arranged according to my child's age)

○ The regular class (arranged according to my child's ability)

○ The regular class (arranged according to the type of SEN my child has)

○ The segregated resource class for core subjects (i.e., Chinese, English, and Mathematics), while the regular classes for non-core subjects (arranged according to my child's age, ability, or type of SEN).

○ Other type of class placement, please specify:

○ I don't know

9. What type(s) of services does your child's school provide to meet the needs of your child? (Multiple answers are allowed)

○ Allocate teaching assistant(s) to assist my child's learning

○ Allocate supporting teacher(s) to assist my child's learning

○ Write an individual Education Plan (IEP) for my child

○ Provide tutoring in learning to my child after school hours

○ Make special assessment arrangements for my child (e.g. extra time allowance, use of computer)

○ Provide parent guidance

○ Provide professional therapy/counseling to my child (e.g., speech therapy, psychological counseling)

○ Other services, please specify:

Part A   Recognition about Inclusive Education

I believe that, in Hong Kong, inclusive education…	Strongly Disagree	Disagree	Agree	Strongly Agree
A1.1. Provides SEN students with equal learning opportunities	○	○	○	○
A1.2. Is the human right of SEN students to learn in regular class	○	○	○	○
A1.3. Is an embodiment of social justice	○	○	○	○
A1.4. Is a symbol of civilization	○	○	○	○
A1.5. Excluding SEN students from regular class is a discriminatory practice	○	○	○	○

I am familiar with the following in Hong Kong's context.	Strongly Disagree	Disagree	Agree	Strongly Agree
A2.1. The main points of *Code of Practice on Education under the DDO*	○	○	○	○
A2.2. The main points of the *Indicators for Inclusion 2008: A Tool for School Self-evaluation and School Development*	○	○	○	○
A2.3. The whole-school approach for inclusive education	○	○	○	○
A2.4. The history of inclusive education in Hong Kong	○	○	○	○
A2.5. The support provided by Resource Schools on Whole School Approach (RSWSA)	○	○	○	○
A2.6. The extra funding to support SEN students provided by EDB	○	○	○	○
A2.7. The support provided by Special School Resource Centres (SSRC)	○	○	○	○
A2.8. Referral support for SEN students provided by the EDB	○	○	○	○
A2.9. The support for SEN students provided by the HKEAA	○	○	○	○

Part B Attitude towards Inclusive Education
Do you agree that students with the following SEN should be included in regular classes?

Strongly Disagree – ①; Disagree – ②; Agree – ③; Strongly Agree – ④

Based on severity of disability, indicate your degree of consent for students to be included in regular classes	Mild				Moderate				Severe			
B1. Students with Hearing Impairment	①	②	③	④	①	②	③	④	①	②	③	④
B2. Students with Visual Impairment	①	②	③	④	①	②	③	④	①	②	③	④
B3. Students with Physical Disabilities	①	②	③	④	①	②	③	④	①	②	③	④
B4. Students with Intellectual Disabilities	①	②	③	④	①	②	③	④	①	②	③	④
B5. Students with Emotional and Behavioural Difficulties	①	②	③	④	①	②	③	④	①	②	③	④
B6. Students with Attention Deficit and Hyperactivity Disorder	①	②	③	④	①	②	③	④	①	②	③	④
B7. Students with Autism Spectrum Disorder	①	②	③	④	①	②	③	④	①	②	③	④
B8. Students with Communication Difficulties	①	②	③	④	①	②	③	④	①	②	③	④
B9. Students with Specific Learning Disabilities	①	②	③	④	①	②	③	④	①	②	③	④

Part C Stakeholders' Attitude towards Inclusive Education

As I know, the following people believe that school should carry out inclusive education.	Strongly Disagree	Disagree	Agree	Strongly Agree
C1. The government ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
C2. Parents of SEN students ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
C3. Parents of students without SEN ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
C4. Teachers ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
C5. The public ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○

Part D   School Policy, Practice, and Culture in My Child's School

I believe that the following have been achieved in my child's school.	Strongly Disagree	Disagree	Agree	Strongly Agree
D1.1. All forms of support are coordinated ⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
D1.2. The school makes its buildings physically accessible to SEN students ⋯⋯⋯	○	○	○	○
D1.3. The school receives adequate funding from the government to support inclusive education ⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
D1.4. The school appropriately distributes the funding received from the government to support inclusive education ⋯⋯⋯⋯⋯⋯⋯⋯⋯	○	○	○	○
D2.1. Staff and my child treat one another with respect ⋯⋯⋯⋯	○	○	○	○

I believe that the following have been achieved in my child's school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
D2.2. Staff take care of my child with a positive attitude	○	○	○	○
D2.3. My child is treated equally by staff	○	○	○	○
D2.4. My child and their regular peers help each other	○	○	○	○
D2.5. The school aims to minimize bullying towards my child	○	○	○	○
D2.6. The staff, students, and parents share a philosophy of inclusion	○	○	○	○
D2.7. Pastoral and behavior support policies support inclusive education	○	○	○	○
D2.8. The school strives to minimize discriminatory practices	○	○	○	○
D2.9. There is a good partnership between the school and my family in terms of education for my child	○	○	○	○
D3.1. Staff modify the curriculum to meet my child's needs	○	○	○	○
D3.2. Lessons are planned in response to my child's needs	○	○	○	○
D3.3. The school arranges teaching groups so that my child is valued	○	○	○	○
D3.4. Teachers are concerned to support my child's learning	○	○	○	○
D3.5. Teaching assistants are concerned to support my child's learning	○	○	○	○
D3.6. Lessons are made accessible to my child	○	○	○	○
D3.7. My child learns collaboratively	○	○	○	○
D3.8. The school adjusts assessment to meet my child's needs	○	○	○	○
D3.9. Staff have sufficient professional knowledge to support my child's learning	○	○	○	○

In my child's school, I believe that my child…

	Strongly Disagree	Disagree	Agree	Strongly Agree
D4.1. Performances in examinations meet my expectation	○	○	○	○
D4.2. Grasp a range of learning skills (e.g., note-taking, problem-solving)	○	○	○	○
D4.3. Understand what the teacher is teaching in the classroom	○	○	○	○
D4.4. Learn on her/his own	○	○	○	○
D4.5. Is motivated to learn	○	○	○	○
D4.6. Can develop his/her multiple intelligences	○	○	○	○
D4.7. Participate in extracurricular activities	○	○	○	○
D4.8. Participate in public and inter-school activities	○	○	○	○
D4.9. Has a social circle of friends	○	○	○	○
D4.10. Socialize with students without SEN	○	○	○	○
D4.11. Get on well with students without SEN	○	○	○	○
D4.12. Is willing to go to school on time	○	○	○	○
D4.13. Feels happy in school	○	○	○	○
D4.14. Concentrate on learning in class	○	○	○	○
D4.15. Does not disturb classmates' learning	○	○	○	○
D4.16. Possesses positive self-concept	○	○	○	○

Part E   **If you have any suggestions or opinions in relation to inclusive education and/or support to SEN students, please specify.**

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Thank you for your support!

> **The completion and submission of the questionnaire confirms agreement to participate in this study.**

Centre for Special Needs and Studies in Inclusive Education
(Commissioned by Equal Opportunities Commission)

Study on Equal Learning Opportunities for SEN students under the Integrated Education System

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Parent Questionnaire

The Centre for Special Needs and Studies in Inclusive Education is commissioned by the Equal Opportunities Commission to conduct a study to **investigate the equal learning opportunities for SEN students (SEN) under the integrated education system.**

This questionnaire is to be administered exclusively to parents. The questionnaire, serving as a part of data collection of the study, aims to understand the knowledge, attitude, opinion, readiness, and practice of respondents in relation to inclusive education.

You are cordially invited to participate in this survey. Please return the completed questionnaire to the research team via your child's school. **All personal information and data collected will be kept strictly confidential and used only for research purpose.**

Thank you for your support and participation.

Guidelines

15. **There are no standard answers to the questions. Please answer the questions based on your own understanding.**
16. **Please use a dark pencil or pen to mark.**
    Correct: ●
    Incorrect: ⊗ ⊘ ⊙
17. **Please erase the wrong answers completely if you want to make a change.**

Personal Information

(Note: if you have more than one child, please answer the questions based on the child who was given this questionnaire.)

1. Gender of Respondent

○ Male

○ Female

2. Age of Respondent

○ 20-29

○ 30-39

○ 40-49

○ 50 or above

3. Type of school

○ Primary

○ Secondary

4. Gender of Child

○ Male

○ Female

5. Age of Child

○ 6   ○ 12

○ 7   ○ 13

○ 8   ○ 14

○ 9   ○ 15

○ 10   ○ 16

○ 11   ○ 17 or above

6.Year Level of Child

○ P1   ○ S1

○ P2   ○ S2

○ P3   ○ S3

○ P4   ○ S4

○ P5   ○ S5

○ P6   ○ S6

7. Are there SEN students enrolled in your child's school?

○ Yes

○ No

○ I don't know

Part A Recognition about Inclusive Education

I believe that, in Hong Kong, inclusive education…	Strongly Disagree	Disagree	Agree	Strongly Agree
A1.1. Provides SEN students with equal learning opportunities	○	○	○	○
A1.2. Is the human right of SEN students to learn in regular class	○	○	○	○
A1.3. Is an embodiment of social justice	○	○	○	○
A1.4. Is a symbol of civilization	○	○	○	○
A1.5. Excluding SEN students from regular class is a discriminatory practice	○	○	○	○

I am familiar with the following in Hong Kong's context.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A2.1. The main points of *Code of Practice on Education under the DDO* ··············	○	○	○	○
A2.2. The main points of the *Indicators for Inclusion 2008: A Tool for School Self-evaluation and School Development* ···	○	○	○	○
A2.3. The whole-school approach for inclusive education ························	○	○	○	○
A2.4. The history of inclusive education in Hong Kong ························	○	○	○	○
A2.5. The support provided by Resource Schools on Whole School Approach (RSWSA) ···	○	○	○	○
A2.6. The extra funding to support SEN students provided by EDB ·················	○	○	○	○
A2.7. The support provided by Special School Resource Centres (SSRC) ············	○	○	○	○
A2.8. Referral support for SEN students provided by the EDB ······················	○	○	○	○
A2.9. The support for SEN students provided by the HKEAA ························	○	○	○	○

Part B Attitude towards Inclusive Education
Do you agree that students with the following SEN should be included in regular classes?

Strongly Disagree – ①; Disagree – ②; Agree – ③; Strongly Agree – ④

Based on severity of disability, indicate your degree of consent for students to be included in regular classes	Mild				Moderate				Severe			
B1. Students with Hearing Impairment	①	②	③	④	①	②	③	④	①	②	③	④
B2. Students with Visual Impairment	①	②	③	④	①	②	③	④	①	②	③	④
B3. Students with Physical Disabilities	①	②	③	④	①	②	③	④	①	②	③	④
B4. Students with Intellectual Disabilities	①	②	③	④	①	②	③	④	①	②	③	④
B5. Students with Emotional and Behavioural Difficulties	①	②	③	④	①	②	③	④	①	②	③	④
B6. Students with Attention Deficit and Hyperactivity Disorder	①	②	③	④	①	②	③	④	①	②	③	④
B7. Students with Autism Spectrum Disorder	①	②	③	④	①	②	③	④	①	②	③	④
B8. Students with Communication Difficulties	①	②	③	④	①	②	③	④	①	②	③	④
B9. Students with Specific Learning Disabilities	①	②	③	④	①	②	③	④	①	②	③	④

Part C Stakeholders' Attitude towards Inclusive Education

As I know, the following people believe that schools should carry out inclusive education.

	Strongly Disagree	Disagree	Agree	Strongly Agree
C1. The government ···	○	○	○	○
C2. Parents of SEN students ···	○	○	○	○
C3. Parents of students without SEN ··	○	○	○	○
C4. Teachers ···	○	○	○	○
C5. The public ···	○	○	○	○

Part D   School Policy and Practice

If there are SEN students in my child's school, the following will be my concern.

	Strongly Disagree	Disagree	Agree	Strongly Agree
D1. SEN students disturb my child's learning ······························	○	○	○	○
D2. SEN students occupy so many school resources so as to impair my child's learning ···	○	○	○	○
D3. Making special arrangements (e.g., tutoring after school hours, extra time allowance in assessments) for SEN students is unfair to my child ···············	○	○	○	○
D4. SEN students bully my child ··	○	○	○	○

Part E   If you have any suggestions or opinions in relation to inclusive education and/or support to SEN students, please specify.

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Thank you for your support!

> **The completion and submission of the questionnaire confirms agreement to participate in this study.**

Appendix D   Focus Group Discussion Guidelines

Study on Equal Learning Opportunities for Students with Disabilities under the Integrated Education System

Interview Questions for School Principals, Teachers and Professionals

1. In your opinion, what is the core value of inclusive education? Why do you have this opinion?

2. For what reasons does your school practice/not practice inclusive education?

3. What are the approaches of placement of SEN students practiced in your school? (*What should be the approaches of placement of SEN students practiced if your school joins the IE program*) If your school is allowed to choose, what categories of SEN students will be more welcomed/less welcomed? Why?

4. What measures of support / resources for effective learning in inclusive education have been formulated in your school (What measures of support / resources for effective learning in inclusive education should be formulated if your school joins the IE program)?

5. Are the measures of support / resources adequate and effective enough to meet the needs of SEN students in the school?
   If yes, what are the successful experiences
   If not, why? What are the difficulties?

6. Are the SEN students, the regular students, and their parents, satisfied with the IE program? Have the cases of bullying and parents' complaints increased?

7. How professional are: the principal; teachers and teaching assistants, trained or prepared for inclusive education in your school?

8. During the process of inclusive education,
   Have NGOs ever provided support to your school? In what ways? Are the services effective and helpful?

9. Does your school seek help from the SOS schools, special schools, and career-oriented training courses in implementing the IE program? If yes, please give details. If no, please provide reasons.

10. Overall, how do you rate your school's readiness for implementing the IE program? What are the key attributive factors for successful implementation? What is the biggest challenge?

Interview Questions for SEN Students' Parents

1. In your opinion, what is the core value of inclusive education? Why do you have this opinion?

2. For what reasons have you sent your child to this mainstream school? Are you well informed of the policy or practice of inclusive education in this school?

3. What measures of support / resources for effective learning in inclusive education have been formulated for your child in this school? Are the measures of support / resources, adequate and effective to meet the needs of your child in the school?
   If yes, what are the successful experiences?
   If not, why? What are the difficulties?

4. Has your child been bullied? Is your child happy with his/her school life?

5. Overall, how do you rate the readiness of your child's school to implement the IE program? What are the key attributive factors for successful implementation? What is the biggest challenge?

Interview Questions for Regular Students' Parents

1. In your opinion, what is the core value of inclusive education? Why do you have this opinion?

2. Do you know that there are SEN students in your child's school? Are you well informed of the policy or practice of inclusive education in your child's school?

3. Do you agree/disagree to the practice of admitting SEN students into your child's school? Why?

4. Is there any impact on your child if his/her class includes peers with SEN? Do you think that the extra support specifically provided for the peers with SEN is unfair to your child in any way?

5. Has your child been bullied? Is your child happy with his/her school life?

6. Overall, how do you rate the readiness of your child's school for implementing the IE program? What are the key attributive factors for successful implementation? What is the biggest challenge?

Interview Questions for SEN Students

1. How do you get on with teachers at school? In what ways do the teachers understand you? Have the teachers provided any support to you? How?

2. How do you get on with peers at school? In what ways do the peers understand you? Have the peers provided any support to you? How? Do you have friends in the school? Are there peers playing with you at school? Do you get bullied by peers?

3. How successful is your learning at school? What are your achievements? What are the unsuccessful experiences? What do you expect the school to do to help your learning (e.g., teaching, assessment, etc.)?

4. In what ways do you feel happy with school life? In what ways do you feel unhappy with school life?

5. Overall, in what ways do peers have better performance than you? In what ways you have better performance than them?

6. Overall, do you like studying in this school? Why?

<u>Interview Questions for Regular Students</u>

1. Do you have classmates who often have difficulties with learning or behavior problems? What do you think their difficulties are?

2. How do you get on with these classmates? Are you willing to make friends with them? Have you provided any support to them? What are your expectations for them to get on with others?

3. How successful is their learning at school? What are their achievements? What are their unsuccessful experiences? What do you expect the school to do to help their learning?

4. Are you willing to have classmates who often have difficulties with learning? Why?

5. Are you willing to have classmates who often have behavior problems? Why?

6. Overall, in what ways do classmates, who often have difficulties with learning or behavior problems, have better performance than you? In what ways do you have better performance than them?

Appendix E   Lesson Observation Record Form

(A) The interaction between SEN students and teachers (or teaching assistants) (including conversation, discussion and questioning, etc.)
Please indicate the frequencies.

Time	Frequency of Interaction		
	Student A	Student B	Student C
The 1st Time Frame of Observation (5 mins)			
The 2nd Time Frame of Observation (5 mins)			
The 3rd Time Frame of Observation (5 mins)			
The 4th Time Frame of Observation (5 mins)			

(B) The interaction between SEN students and regular students (including conversation, discussion and questioning, etc.)
Please indicate the frequencies.

Time	Frequency of Interaction		
	Student A	Student B	Student C
The 1st Time Frame of Observation (5 mins)			
The 2nd Time Frame of Observation (5 mins)			
The 3rd Time Frame of Observation (5 mins)			
The 4th Time Frame of Observation (5 mins)			

(C) The performance of SEN students
Examples: Do the SEN students pay attention in class? How do they behave? Does the teacher control the SEN students' emotion or behavior? Why? How do they control? How frequent is it? Do the SEN students disturb regular students' learning (or vice versa)? How do they do so? How frequency is it? Do regular students bully SEN students (or vice versa)? How do they do so? How frequent is it?

(D) The participation of classroom activities by SEN students
Example: Do the SEN students participate in classroom (small group) learning/discussion? What role do they play? When the teacher asks questions, do the SEN students participate actively? How do they do so?

(E) The utilization of classroom equipments by SEN students
Example: Do the classroom equipments fulfill the needs of the SEN students? Do the SEN students utilize classroom equipments? Can they use the equipments independently?

If there is anything that needs our attention, please specify: