Attitudes and Concerns of Regular Teachers towards Inclusive Education in Brunei Darussalam

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ABSTRACT--- *For the past fifteen years, Brunei Darussalam, through the Ministry of Education, has made extensive efforts and shifted from complete exclusion to inclusive education (IE). Amongst the stakeholders of inclusive education, regular classroom teachers play very important roles in the implementation. This study attempted to explore regular classroom teachers' attitudes and concerns on their involvement in teaching children with special needs in the regular classroom setting. The subjects of the study were 113 regular classroom teachers, selected from 18 inclusive primary government schools nationwide. Data were gathered and analyzed using both quantitative and qualitative methods. An instrument which consists of 10 items was used in this study: 5 items dealt with the teachers' attitudes and 5 on their concerns in their involvement and confidence level in inclusive education. Results indicated that the teachers highly support inclusive education and worked collaboratively to this end. However, from the interview, they expressed concerns like the need for further trainings and provision of appropriate resources to be more effective and confident stakeholders of inclusive education. Recommendations are presented to deal with the teachers' attitudes and concerns on inclusive education.*

Keywords--- inclusive education; implementation; attitudes; concerns; supports.

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1. INTRODUCTION

General discussions about inclusive education have been one of the aspects of education receiving a great deal of attention. Worldwide commitments to education for individuals with disabilities have been expanding since at least 1975 (Smith-Davis, 2002). These commitments involve those coming from educators, family members, community members and more importantly policy makers. The concept of inclusive education is implemented through inclusive schools in which all students are welcomed, valued and supported, and are learning together through common, yet fluid, activities and environments (Sapon-Shevin, 1992). Additionally, including students with special needs in general education classrooms heightens the awareness of each interrelated aspects of the school as a community: its boundaries, its benefits to members, its internal relationships, its relationships with the outside environment, and its history (Taylor, 1992).

Brunei Darussalam has adopted inclusive education as its policy for educating children with special needs in the country. As reflected in the Special Education of Handbook for Teachers in Brunei Darussalam (1998), inclusive education means to educate all learners together at their local school. Stated therein also is that the term inclusive comes from the act of including all learners in the regular school system regardless of their academic ability. In Brunei Darussalam, inclusive education system also recognizes that all learners in the community are valuable; and aims to develop each learner's potential by using

individualized teaching methods, an adapted and modified curriculum and tailor-made teaching aids and materials.

The importance of understanding the general educators' attitudes and concerns about inclusive education is underscored by findings that indicate that general educators' willingness to include students with special needs in their classes is critical to successful implementation (Soodak, Podell & Lechman, 1998). Furthermore, studies of teacher attitudes appear contradictory and inconclusive. Some researches have characterized general education teachers as being resistant to inclusion (Semmel, et al, 1991). In a review of literature by Avramidis, et al (2000) they mentioned that studies suggest teachers, who are the prime agents of the implementation of the policy on inclusion, are often not prepared to meet the needs of children with special needs and are more reluctant than administrators and policymakers. Others however, have been shown to be supportive of inclusive education (Villa, Thousand, Meyers, & Nevin, 1996). The study by Villa, et al (1996) yielded results that favored the inclusion of children with special needs in regular schools. They noted that teacher commitment often emerges at the end of the implementation process, after the teachers have gained mastery of the professional expertise needed to implement inclusive programmes. Similar findings were

reported by LeRoy and Simpson (1996), who studied the impact of inclusion over a 3-year period in the state of Michigan. Their study showed that as teachers' experience with children with special needs increased, their confidence to teach these children also increased. The evidence seems to indicate that teachers' initial negative or neutral attitudes of an inclusive programme may change over time as a function of experience and expertise that develops through the process of implementation. As reported by Babbage, Byers and Redding (2000), it is clear that increased levels of interest in the prospect of including pupils with special needs in schools and classrooms alongside with their regular peers will be sustained in years to come.

Purpose of the study

This study explores the regular teachers' attitudes and concerns towards inclusion of pupils with special needs in the regular classroom setting. The purpose of the study was therefore:
a.   To find out the regular teachers' attitudes on inclusive education;
b.   To find out the teachers' concerns as stakeholders of inclusive education; and
c.   gather teachers' ideas on additional trainings and other supports they need to further improve
          teaching particularly for pupils with special needs.

Research questions

The following research questions were formulated in order to elicit information to address the purposes of the study.
a.   Are the attitudes of regular teachers positive or negative towards inclusion of pupils with special needs
 in their classroom?
b.   What are their concerns as stakeholders of inclusive education?
c.   What other supports do they need to improve their involvement in inclusive education as a whole?

2.   METHODOLOGY

Sampling procedure

Out of approximately 89 inclusive government primary schools in Brunei Darussalam by December 2010, 18 schools were chosen. From these 18 schools, 113 regular classroom teachers were chosen using cluster sampling – 20% from each of the 9 zonal categories of Brunei Darussalam government primary schools. These teachers ranged from teaching in the pre-school levels up to Year 6 in these primary schools.

The instrument for data collection

The instrument used to collect date was a questionnaire which included both closed and open ended questions. The questionnaire was divided into four main sections namely: Section A which involved demographic data of the participants, Section B and Section C dealt with attitudes and concerns of the participants. Responses to the close-ended questions on attitude were rated using 5-point and 4-point scales. On responses under attitude, 5 meant 'strongly agree' and 1 'strongly disagrees. For concerns, 4 stood for as 'extremely concerned and 1 as 'not at all concerned. Section D provided the participants liberty to make suggestions on how to improve of inclusive education in this country. Section D contained 3 semi-structured interview guidelines to provide the participants guideline for the interview sessions.

Data collection procedure

The instrument was developed by the researchers. Items or aspects on inclusive education which would generate teachers' attitudes and concerns on their involvement were included. The questionnaires were initially distributed to the participants in various schools and the researchers later went back to each school to conduct the interview. The whole interview lasted for three (3) weeks. At the interview, each participant was given the choice of either writing down the responses himself/herself, or an oral response was made for the interviewer to write down. The approach used allowed closer interaction between the interviewer and respondents; this provided the emotional and psychological assurance and motivation for the respondents to "open up". The questionnaires were collected after the interviews were conducted, which completed all the significant parts of the instrument.

Data Analysis

The data collected were analyzed using statistical inference procedures to generalize findings from the sample. Aside from frequencies and percentages, the means and standard deviations were also calculated. However, Section D, data were analyzed using social reality constructed by the researchers in this study. This kind of analysis reflected emerging patterns in this local situation. Data were also analyzed by categorizing the holistic observation gathered from the interviews of the total context within which the regular teachers' attitudes and concerns arise.

3. RESULTS AND DISCUSSION

Table 1: Attitudes in some aspects of inclusive education:
To what extent are the regular teachers attitudes on including pupils with special needs in their classroom?

No.	Issues in Inclusive Education	Attitudes (Percentage:%)					Mean	Standard Deviation
		SA	A	U	D	SD		
1	Students who are academically below their peers should be in the regular class.	7.0	**39.8**	13.3	37.2	2.7	3.1	1.07
2	Students who are physically or verbally aggressive will benefit in regular classes.	6.2	**41.6**	24.8	23.9	3.5	3.2	0.99
3	It is better for students who have speech / communication problems to learn with their peers.	27.4	**61.1**	5.3	5.3	0.8	4.1	0.78
4	Students who have disciplinary problems will improve their behavior in regular class.	11.5	**40.7**	29.2	15.9	2.6	3.4	0.97
5	Students who are under Individual Education Program (IEP) should also attend regular classes.	15.9	**63.7**	8.0	10.6	1.8	3.8	0.88
Mean rate of teachers' attitudes							3.52	

* SD – Strongly Agree; A – Agree; U – Unsure; D – Disagree; SD – Strong Disagree.

Table 1, shows the attitudes of the teachers in some aspects of inclusive education. On the issue of including children who are academically behind in the regular classroom, 45 out of 113 or 39.82% teachers supported the inclusion of children who are academically underachievers showing their appreciation of the concept of inclusive education. On the hand 42 or 37.16% of the teachers did not respond positively to the question; an indication that a sizable number of teachers are not willing to have children with diverse needs in their care.

On the question of including physically and verbally aggressive students in the regular classrooms, because they would benefit in the inclusive system, 47 or 41.59% of the 113 teachers supported the inclusion of physically and verbally aggressive students. This outcome is consistent with Salend(2000) finding that inclusion is based on the premise that placement in such a programme will have positive impact on the students' social and behavioural development. Shea, Bauer and Walker, 2007; Salend, 2008) maintain that including students with behavioural problems in the regular classrooms will help them develop and promote good classroom behaviour particularly when given support and taught with appropriate strategies relevant to such behaviours.

The issue of educating children with speech and communication problems along side with peers was raised; 69 out of the 113 or 61% of the teachers supported the inclusion of these children in the regular class. The teachers' response to this question indicates that the teachers understood the principles underlying the teaching of students with speech problems. This outcome is also supported by Jones and Jones (2007) and Schaps(2003) views that teachers outline activities and games give children the opportunity to interact and improve their speech or communication skills.

Table 1 also dealt with inclusion of students with disciplinary problems. Most regular teachers, 46 of them from 113, 40.7%, believed that students who have disciplinary problems will improve their behavior in regular class. Due to the fact that pupil's disciplinary problems may be caused by a number of different factors. These teachers were of the opinion that including these children in their regular classrooms may somehow help deal with their disciplinary issues and lead them towards behaving appropriately, at least within the school setting, and eventually internalized the good discipline learned through practice and imitation, and socializing with their peers.

The study looked at the inclusion of IEP students. Perhaps one of the downside of inclusion is the need to label students so that they are given the privilege of availing the services they need. With an overwhelming majority, 72 teachers out of 113 agreed that 'students who are under Individual Educational Program (IEP) should also attend regular classes'; this is a very clear reflection that these teachers have high level of positive attitudes toward inclusive education. Brunei Darussalam initially served pupils with IEPs in mainstream classrooms, which is central to inclusive education. Pupils are included and programs implemented according to their needs, where their IEPs serve as the reference, and at the same time become their "labels".

Table 2: Concerns in the samples' confidence level and involvement in IE:

What are their concerns as stakeholders of inclusive education?

No	Issues in Inclusive Education (IE)	Concerns (Percentage:%)				Mean	Standard Deviation
		EC	VC	AC	NC		
1	Maintaining class discipline.	9.7	26.5	**49.6**	16.0	2.3	0.83
2	Not having enough knowledge and skills.	23.0	**31.9**	**31.9**	13.2	2.6	0.97
3	Regular students not accepting students with special needs.	3.5	15.9	26.6	**54.0**	1.7	0.86
4	Inadequate teachers to implement inclusive education.	23.9	**28.3**	23.9	23.9	2.52	1.1
5	School having no adequate instructional materials and teaching aids for students.	15.9	**31.0**	29.2	23.9	1.5	2.09
Mean rate of teachers' concerns						2.12	

* EC–Extremely concerned; VC–Very concerned; AC–A little bit concerned; NC–Not at all concerned.

Table 2 examined the concerns of teachers about including special needs children in the regular classrooms.

In the area of maintaining class discipline, one of the concerns in inclusive education is maintaining class discipline. 56 regular teachers (49.6%) involved in the study showed a little concern that it would be difficult for them to maintain discipline in their class with the inclusion of the pupils with special needs. They expressed that their concerns account for unawareness of the nature of special needs included in their class. This is supported by the views of Jensen and Kiley (2000) who implied that teachers use their understanding of the individual pupils in creating the learning environment that these teachers thought would encourage active engagement in learning and thus use this knowledge to reduce negative issues in class management.

On the issue of teachers having enough knowledge and skills, the regular teachers involved in this study showed mixed concerns regarding having enough knowledge and skills to teach students with special needs. Many teachers feel that they are not prepared to teach and care for children with diverse abilities. Similar to what Rose and Smith(1993) expressed, these educators feel that they do not have good knowledge about disabilities and particularly about children with severe disabilities and those children who are medically fragile. Equally, teachers may be concerned about dabbling in something they are not trained for (Rooney, 2002; Meng, 2004). This accounted for 23% of the teachers feeling extremely concerned on this issue, 32% feeling very concerned and the same percentage a little concerned while only 13% felt not at all concerned, accounting for having enough knowledge and skills to teach these children being essential.

The concern of regular students' acceptance of children with special needs was looked at: This was one aspect those 61 regular teachers out of 113 (54%) felt not at all concerned, whether or not 'students with special needs will not be accepted by regular students'. With 15 years exposure to special education in Brunei Darussalam, it reflects how these regular children have been exposed to the presence of the diverse children and made them treat these children like their regular peers. From the perspective of children without disabilities, including children with diverse needs is a way of helping them learn about diversity and develop positive attitudes towards people with disabilities.

About the presence of inadequate teachers to support/implement inclusive education; this concern showed almost equal dispersion of the sample. 27 regular teachers felt extremely concerned that there are inadequate teachers to implement inclusive education, while 32 of them were very concerned and equal number of teachers, 27 each was either a little concerned or not at all concerned. Additionally, teachers may be concerned not to be dabbling in something they are not trained for (Rooney, 2002). Cargiulo and Kilgo (2005) implied that a unified teacher training program that prepares professional to serve all young children holds strong promise for improving the delivery services. Furthermore, when educators are asked to implement educational practices that represent a significant departure from traditional approaches and policies, they can feel inadequate and in need of training, information and support (Janney & Snell, 2000).

Again, on the issue of inadequate appropriate instructional materials and teaching aids in school; this again is one of the concerns in inclusive education that received mixed responses, accounting for a number of factors. 18 teachers said that they were extremely concerned their schools had no adequate and appropriate instructional materials and teaching aids for students with special needs. 35 of them were very concerned, 33 were a little concerned and 27 were not at all concerned. This mixed level of concerns may be accounted, for from possible factors like low administrative support to provide these resources, or even perhaps due to teachers' time constraint in preparing the materials themselves. As Deiner (2005) implied, that lack of teaching materials to support inclusion can contribute to lack of support, directly affecting shortage or lack of necessary appropriate teaching aids to make inclusive teaching effective and successful.

Table 3: Supports that the teachers need to be more effective in teaching in an inclusive school

What other supports do teachers need to improve their involvement in inclusive education as a whole?

Rank	Suggestions	Percentage (%)
1	Provision of appropriate resources and how to use them.	28.3
2	Workshops on inclusive education and management of behavior problems, including on IEP implementation.	23.0
3	Training and continuous staff development on inclusive education.	19.0
4	Assistant or relief teacher/s.	11.5
5	Parents' support and involvement, collaboration with them and co-teachers.	8.9
6	Administrative support.	5.8
7	Visit to inclusive schools.	3.5
	Total (N=113)	100

Table 3 shows the supports that teachers need in order to be effective in inclusive schools:

At the interview, each participant was given the choice of either writing down the responses himself/herself, or an oral response was made for the interviewer to write down. The approach used allowed closer interaction between the interviewer and respondents; this also provided the emotional and psychological assurance for the respondents to "open up".

The regular teachers involved in this study were very cooperative and enthusiastic in sharing their opinions particularly about the supports they need to be more effective in teaching in their inclusive schools. Among the supports that the teachers said that they needed were visits to inclusive schools and administrative backing, as mentioned by some literature (Skidmore, 2004; Salend, 2008). They stressed that in every successful inclusive effort, there is one administrator who is recognized as providing support for implementing the vision of a school that welcomes, values, and supports the education of diverse learners. The teachers further stressed that parents' support and involvement, collaboration with them and co-teachers were valued. (Danek & Busby, 1999; Salend 2008) maintain that parental involvement has consistently been found to be positively related to successful schooling and transition for young people with and without special needs. The teachers also expressed the necessity for teacher assistants. They explained that teacher assistant is the person who knows the child best in the classroom. (Farrell & Balshaw, 2002). said that they regret to say that the opinion of the teacher assistants is some times overlooked. Another significant support that Farrell and Balshaw (2002) mentioned was the need for training and continuous staff development on inclusive education. They implied that training would guide the teaching assistants in many aspects of teaching relevant to inclusion that would also result to their gaining more knowledge and strategies toward the same end. The need for workshops on inclusive education and management of behavior problems, including IEP implementation also secured second of the highly suggested support these teachers need The provision of appropriate resources and workshops on how to properly use the resources to maximize teaching to children with special needs were highly recommended by the teachers. Deiner (2005) had implied that lack of teaching materials to support inclusion will have a tremendous effect on teachers' efficacy in inclusive school.

Table 4: Benefits of inclusive education

Benefits of inclusive education were also one of the aspects that the sample gave their opinions on.

Rank	Benefits of inclusive education	(%)
1	Children with special needs can socialize and learn with their regular peers.	22.1
2	Regular students are given the opportunity in "helping around" these children in the school and made them more aware about disabilities.	18.1
3	Children with special needs are not isolated or discriminated, and they are given attention and cared for.	17.3
4	Children with special needs are given equal opportunities and help them behave appropriately.	9.7
5	Inclusive education meets the SPN-21 aim of providing a holistic approach to learning.	8.9
6	School and society's heightened awareness and understanding on the concept of inclusive education.	7.0
7	Help children with special needs gain daily living skills thus preparing them for future independent and responsible living.	5.8
7	Children with and without special needs improve their good behavior and communication skills.	5.8
8	Teachers are exposed to the implementation of inclusive education and become aware of its benefits.	5.3
	Total	100

Table 4 examined the benefit of inclusive education. Among the highly considered benefits of inclusion was the opportunity for children with special needs to socialize and learn with their regular peers. Furthermore, Wolery et al. (1993) point out the regular students are also given the opportunity in helping these children in the regular schools and become more aware about disabilities. Another benefit of inclusive education was that children with special needs are not isolated or discriminated, and that they are given attention and cared for in inclusive setting. The teachers maintain that the more time children with diverse needs spend in inclusive setting, the better they do behaviorally and socially. Some other benefits of inclusion voiced out by these teachers were that inclusion helps children with special needs learn daily living skills thus preparing them for future, independent and responsible living. Children with and without special needs improve their good behavior and communication skills; while children with special needs are given equal opportunities and helped to behave appropriately (Stubbs, 2008). These teachers saw inclusive education as exposing teachers to the implementation of inclusive education and their becoming aware of its benefits, both to the pupils, the teachers and the whole school community. Finally, teachers said that inclusive education heightened school and society's awareness and understanding on the concept of inclusive education and that inclusive education meets the SPN-21 aim of providing a holistic approach to learning which is complimentary to what was reflected in the Special Education Handbook for Teachers in Brunei Darussalam (1998).

Table 5: Suggested ways to improve inclusive education in Brunei Darussalam

Teachers were also interviewed on ways to further improve Brunei Darussalam's current inclusive education practices.

Rank	Suggested ways to enhance inclusive education	Percentage (%)
1	Provide trained special education teacher assistant.	22.8
2	Sustenance of appropriate resources to schools, including budget allocation.	14.9
3	Continuous intensive staff development (workshops and trainings) for teachers involved in inclusive education.	11.9
4	Modified curriculum especially designed for children of diverse needs.	9.3
4	More qualified, trained teachers in this field.	9.3
4	Public awareness through motivational talk and media to enhance involvement of parents, non-government organizations, parents-teachers' association and other relevant governmental ministries/agencies.	9.3
7	Reduce the number of pupils in a class (not more than 15).	8.8
8	Ready-made worksheets and examination papers designed for these children's level of ability.	6.2
9	Improve training and research on inclusive education in this country.	1.8
9	Open/offer courses on inclusive education for teachers who are personally interested.	1.8
9	Reduce teachers' teaching loads.	1.8
12	Collaboration between regular and special educators.	1.3
13	Conduct workshops to teachers in Malay language.	0.8
	Total (N=113)	100

Table 5 shows the teachers ideas and suggestions on how to improve inclusive education in Brunei. A total of approximately 8% of the sample expressed cumulatively that inclusive education in this country can further be improved by conducting workshops for teachers using Malay language, open/offer courses on inclusive education for teachers who are personally interested, reduce teachers' teaching loads, improve training and research on inclusive education and collaboration between regular and special educators should be enhanced. This is interesting because this expression of teachers reflect the conflict they might have faced along the line of being part of the inclusive school, while some of the issues remain unattended to; a reflection of their commitment to inclusion (Stanovich and Jordan, 2002). This predicament is also consistent when the teachers expressed that the number of pupils in a class should be reduced to not more than 15. Abosi (2007) contended that many regular educators want fewer children per adult so that they have the opportunity to individualize programming and respond to each child's needs. To further deal with this issue, teachers also implied that they should be furnished with copies of modified curriculum especially designed for children with diverse needs. To compliment the use of modified curriculum is continuous intensive staff development (workshops and trainings) for teachers involved in inclusive education, because teaching in inclusive schools was not part of their training (Rooney, 2002). This account for Janney and Snell's (2000) findings that when educators are asked to implement educational practices that represent a significant departure from traditional approaches and policies, they can feel inadequate and in need of training, information and support, as mentioned in the teachers' concerns as well. The sample

also expressed the need for more qualified, trained teachers in this field and the provision of trained special education teacher assistants. As mentioned earlier, in addressing these teachers' predicament, the increasingly important role of assistants is realized in their growing number particularly in Brunei Darussalam which is exactly how this country deals with this issue. Another way to improve inclusive education, these teachers said, is through the sustenance of appropriate resources to schools including budget allocation. In this aspect, Federico, Herrold & Venn (1999) expressed that the principal needs to be there to listen and help as the teachers implement the inclusion programme, including efforts in providing the supports they need, which may include these resources and budget issues. Finally, 9.3% of the sample emphasize that another way to improve inclusive education is by raising public awareness through motivational talk and media to enhance involvement of parents, non-government organizations, parents-teachers' association and other relevant governmental ministries/agencies. The teachers' comments are in line with Dukes & Smith, 2007 views. The teachers' views if implemented will facilitate all efforts planned and implemented towards a more enhanced inclusive education in Brunei Darussalam.

4. CONCLUSION

The issue of inclusive education has taken a front seat in providing a education for children with special needs. Brunei Darussalam has adopted inclusive education policy too. The study on attitude of teachers towards inclusion and their concerns is important in facilitating the establishment of better facilities in regular schools. The study revealed the followings:

The teachers supported the inclusion of children who are academically underachievers showing their appreciation of the concept of inclusive education. However, the teachers did not respond positively to the question of having children with diverse needs in their care.

The study looked nn the question of including physically and verbally aggressive students in the regular classrooms, because they would benefit in the inclusive system the teachers supported the inclusion of physically and verbally aggressive students. This outcome is consistent with Salend(2000) finding that inclusion is based on the premise that placement in such a programme will have positive impact on the students' social and behavioural development. Most of the regular teachers involved in the study believed that students who have disciplinary problems will improve their behavior in regular class. These teachers were of the opinion that including these children in their regular classrooms may somehow help deal with their disciplinary issues and lead them towards behaving appropriately The teachers also supported the inclusion of e children with communication problems in the regular class. The teachers' response to this question indicates that the teachers understood the principles underlying the teaching of students with speech problems. This outcome is also supported by Jones and Jones (2007) and Schaps(2003) views that teachers outline activities and games give children the opportunity to interact and improve their speech or communication skills.

Many teachers in the study feel that they are not prepared to teach and care for children with diverse abilities. Similar to what Rose and Smith(1993) expressed, these educators feel that they do not have good knowledge about disabilities and particularly about children with severe disabilities and those children who are medically fragile. Equally, teachers may be concerned about dabbling in something they are not trained for (Rooney, 2002; Meng, 2004).

Again, on the issue of inadequate appropriate instructional materials and teaching aids in school; this again is one of the concerns in inclusive education that received mixed responses, accounting for a number of factors. 18 teachers said that they were extremely concerned their schools had no adequate and appropriate instructional materials and teaching aids for students with special needs. 35 of them were very concerned, 33 were a little concerned and 27 were not at all concerned. This mixed level of concerns may be accounted, for from possible factors like low administrative support to provide these resources, or even perhaps due to teachers' time constraint in preparing the materials themselves. As Deiner (2005) implied, that lack of teaching materials to support inclusion can contribute to lack of support, directly affecting shortage or lack of necessary appropriate teaching aids to make inclusive teaching effective and successful.

Among the highly considered benefits of inclusion as shown by the teachers was the opportunity for children with special needs to socialize and learn with their regular peers. Furthermore, Wolery et al. (1993) point out the regular students are also given the opportunity in helping these children in the regular schools and become more aware about disabilities. Another benefit of inclusive education pointed out by the teachers was that children with special needs are not isolated or discriminated, and that they are given attention and cared for in inclusive setting.

5. RECOMMENDATIONS

The out come of this study if well utilized can enhance the implementation of inclusive education policy in regular schools in Brunei Darussalam. The success or failure of inclusive education in Brunei will to greater extent depend on the attitude of the teachers towards children with diverse needs in regular schools. It is therefore recommended that all advocates or stakeholders work cooperatively in creating equal opportunities in schools by providing relevant resources that will guarantee equal participation of children with special needs in regular classrooms. The general and special education teachers should bear the responsibilities of inclusion in more collaborative efforts. They must be dedicated enough to provide excellent education for all students. Specific training should be provided for regular teachers involved in inclusion to help them develop more confidence and knowledge. Such teachers must be provided with the opportunity to demonstrate their abilities and resourcefulness as collaborators in the designing of schools that work for everyone. All schools involved in inclusive activities must be proved with the services of teacher assistants. The regular teachers will require the assistance and support of the teacher assistants in the classrooms if they are to be effective in helping children with special needs. Parents of special needs children should be encouraged to form part of "Individualized Education Plans" for their children. This kind of association brings the parents closer to the teachers and creates positive attitudes among the teachers.

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