MORAY HOUSE
INSTITUTE OF EDUCATION
HERIOT-WATT UNIVERSITY

Scottish Centre for Education Overseas

A STUDY OF PUPILS WITH MODERATE LEARNING DIFFICULTIES
INTEGRATED IN MAINSTREAM SCOTTISH PRIMARY SCHOOLS AND SOME
IMPLICATIONS FOR TEACHERS AND CURRICULUM SUPPORT IN
BOTSWANA.

by

MRS. PEGGY MASEGO GOWER

This project is presented in part fulfilment of the
requirements of the Degree of Bachelor in Education
(Honours) In-Service Overseas awarded by
Heriot-Watt University
## CONTENTS

Abstract  
Acknowledgement  
Abbreviations  

| Chapter One | Introduction and Background | 1 |
| Chapter Two | Review of Literature | 22 |
| Chapter Three | Methodology - Design and Procedures | 40 |
| Chapter Four | Summary of School Reports and Pupil Observations/Profiles | 54 |
| Chapter Five | Analysis of Data, Conclusions, Implications and Recommendations | 63 |

Appendix 1:-- Borestone Primary School Report  
Appendix 2:-- Borestone Pupil Profile  
Appendix 3:-- Castlehill Primary School Report  
Appendix 4:-- Castlehill Pupil Profile  
Appendix 5:-- Langlee Primary School Report  
Appendix 6:-- Langlee Pupil Profile  
Appendix 7:-- Questionnaires/Head Teachers  
Appendix 8:-- Questionnaires for Teachers  
Appendix 9:-- Questionnaires for Botswana Schools with Integration  
Appendix 10:-- Questionnaires for Botswana Schools without Integration  

Bibliography
ABSTRACT

This small scale study investigates the success or otherwise of educating children with moderate learning difficulties in mainstream schools in Scotland. The purpose of the study was that the investigator would gain an insight into what factors contribute to effective functional integration. From these factors the investigator would select those which she believes could be useful in Botswana.

The investigator employed an "Action Research" approach model and therefore used several techniques to gather information. These were case studies, unstructured general observations of the school and classrooms, oral interviews using semi-structured questionnaires and informal discussions.

The study is in five chapters. The first chapter gives the introduction and background to the Scottish context and a brief Botswana section. The key issues to such a background description would be well stipulated and these would involve policies, curriculum issues, staff development, resources and support services. The second chapter will be the literature review relating to the factors mentioned in chapter one.

Chapter three is a description of the research design and procedures used to collect information. Chapter four
provides the reports of schools studied and pupil profiles of each child studied.

Lastly, Chapter five is composed of conclusions which resulted from the analysis, implications are discussed and recommendations listed.
ACKNOWLEDGEMENTS

Part of the rational for choosing this topic is related to my interest and ambition to develop and improve integration provision in the Botswana Primary Education.

The study was supervised by Mrs. Alison Closs who was not just my tutor and supervisor but cared for my welfare. I am greatly indebted to her for her support, advice, patience, guidance and encouragement through all the stages of this dissertation. I thank her very much.

My thanks also go to Mrs. Marion Blythman who contributed to the development of my project, gave me personal encouragement and was able to be a link between Botswana and Scotland.

My thanks also goes to my course leaders, Mr. Fernando Diniz and Mr. Ian Pearson whose assistance, kindness and encouragement are duly appreciated.

I am also thankful to all the head teachers and their staff who allowed the study to be conducted in their schools and the advisers who identified the schools, and made arrangements for me to be a guest in their regions.

May I also take this opportunity to thank my colleagues who contributed towards the success of my project and the whole
group of PG Dip SEN Course Members for giving support and encouragement.

Finally, thanks to my family, government and friends who assisted in any way, to you all, Thanks!
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEN</td>
<td>Special Educational Needs</td>
</tr>
<tr>
<td>P.E.</td>
<td>Physical Education</td>
</tr>
<tr>
<td>HMI</td>
<td>Her Majesty's Inspectorate</td>
</tr>
<tr>
<td>SCRE</td>
<td>Scottish Council for Research Education</td>
</tr>
</tbody>
</table>
CHAPTER 1 - INTRODUCTION AND BACKGROUND

The reasons for selecting this topic are that the researcher will be expected to go back to classroom teaching and also to give practical advice to other teachers on how to meet the needs of pupils with moderate learning difficulties in the mainstream setting (integration).

Presently Botswana teachers are trained in "whole class" approaches and also to work mainly with pupils of average and above average ability. Through research the researcher would like to find out how the needs of Scottish children with moderate learning difficulties are met by mainstream class teachers through effective planning and teaching as well as to understand any additional professional support they receive. Some of this information may be helpful in the Botswana context.

An extensive general background to the Scottish context, with a rather shorter section on Botswana will be given. The imbalance can be explained by the fact that both policy and practice in integration of pupils with learning difficulties are more developed in Scotland than in Botswana and the writer will therefore be seeking to extract information and ideas of relevance to Botswana from Scotland.
CHAPTER 1 - INTRODUCTION AND BACKGROUND

The reasons for selecting this topic are that the researcher will be expected to go back to classroom teaching and also to give practical advice to other teachers on how to meet the needs of pupils with moderate learning difficulties in the mainstream setting (integration).

Presently Botswana teachers are trained in "whole class" approaches and also to work mainly with pupils of average and above average ability. Through research the researcher would like to find out how the needs of Scottish children with moderate learning difficulties are met by mainstream class teachers through effective planning and teaching as well as to understand any additional professional support they receive. Some of this information may be helpful in the Botswana context.

An extensive general background to the Scottish context, with a rather shorter section on Botswana will be given. The imbalance can be explained by the fact that both policy and practice in integration of pupils with learning difficulties are more developed in Scotland than in Botswana and the writer will therefore be seeking to extract information and ideas of relevance to Botswana from Scotland.
Key factors in such background description are policies in relation to integration, curriculum issues, staff development, support services and resources.

**Botswana Provision for Special Education Needs**

Botswana’s aim is "Education for all". This is shown in the Government commission on education for Kagisano since 1973. Botswana’s philosophy of "Kagisano" (social harmony) is not possible in practice without social justice which in turn needs education for all. Education in Botswana has developed a lot compared with when the country was still a British colony during the time of 1885-1966. The Ministry of Education now ensures that education in Botswana is based on the country’s four national principles which are Democracy, Development, Self-Reliance and Unity and therefore promotes primary education for all.

There are 274,618 children in Botswana’s primary schools, of whom 260 have special educational needs, excluding the educable physically handicapped children who have long been part of the mainstream. The 260 children are educated in different settings throughout big villages and urban areas.

The primary age children with special needs in Botswana are educated in both privately owned provisions and government owned facilities, which are: 3 special schools, one for the mentally handicapped, 2 for the hearing impaired children.
9 special education units and classes for the mentally retarded, 4 resource classes for the blind, 2 in primary and 2 in secondary schools.

The Department of Special Education within the Ministry of Education has liaison with the private owned provisions for children and adults with special needs, so that the department can refer some of the children and adults educated in the government's facilities to the private owned ones for some kind of primary education, further training, nursery education as well as for some employment.

**Special Education**

As the Ministry of Education is responsible for education of disabled children, it is also responsible for general policy formulation and monitoring, training, employment of teachers, curriculum development, evaluation, examinations, certification, maintenance of standards, inspection and supervision. Most of these are done through the regional education officers (local authority) for general education. There are no special education inspectors in the field. However, specialists at the Central Resource Centre for Special Education work closely with the field education officers.

In general there is already a "locational integration" approach to special education in education policy. There is
no specific legislation for special education and rehabilitation for disabled people in Botswana. However National Development Plans every five years have always included special education. The National Development Plan 7 for the policies and programmes in primary and special education has as one of its objectives to develop special education as part of the regular education system.

In 1984 the unit of special education was established, which was responsible for planning, development and coordination of programmes for disabled children and adults through rehabilitation and for the training of specialist teachers. Special education has developed as an integral part of the regular education system and rehabilitation services - to promote the participation and integration of disabled children.

Support Services

Central Resource Centre supports all the established centres and children with learning difficulties who are integrated into mainstream schools and classes. It assists in assessment of children in schools and those in rehabilitation stimulation centres and suggests appropriate placements for individual children, though there is no generally greed system of identification and assessment. Rehabilitation social officers, nurses, health educators and
parents also help in the identification and assessment of the children at all stages.

Curriculum

This is a responsibility of each teacher in a class, centre, or special school, since they are the people directly involved in teaching the pupils. They can use the curriculum committees in the schools but because even the committees do not know what is to be done, teachers the moment concentrate on training pupils on activities for daily living.

Teachers

There are 44 special education teachers who have been trained abroad. The four teacher training colleges in Botswana already teach some elements of special education as part of their courses. Students learn suitable teaching methods for the disabled children in schools. In 1993 one of the colleges will introduce a three year diploma programme and special education will be offered as a specialisation.

Education

All categories of handicapped children are educated and trained in order to acquire knowledge, skills and acceptable
attitudes. The kind of integration originally practised in Botswana was locational with a very limited amount of social integration.

In this kind of integration there is also no relationship between mainstream teachers and the teachers for these locationaly integrated classes or units. The teachers' work is not monitored. The units and special classes are not run properly because the class teachers do not have managerial experience. There is no sharing of facilities and the pupils have no social mixing with other pupils.

Scotland : Context

In the Scottish context the researcher will look at the key issues surrounding integration.

Policy Role in Integration

Following the Warnock Report (DES, 1978) Regional Authorities in Scotland developed their own integration policies. Many regions feel that pupils with learning difficulties or special educational needs should be integrated into mainstream with the provision of appropriate support. They feel that pupils should attend their local schools and that these schools should meet the pupil's needs as much as possible through appropriate assessment and
curricula, which should be effectively staffed and resourced.

Many regional policies state that pupils should be appropriately placed individually and that all children should have access to the widest possible range of educational and social opportunities. Units have been created as resource classes within the school which benefit all pupils in the school. Some regional policies also state that pre-school provision should include pupils with special educational needs - with active parental involvement in the educational decision making process. All regional policies make a proviso that some special provision should remain to cater for all those pupils who cannot be educated in mainstream because of the complex nature of their needs or because of parental wishes.

Some of the Scottish regions such as Central and Borders place more emphasis on extended support services to reinforce their integration policies. Strathclyde emphasises the importance of the interaction of the child with his/her local environment. All regions have, generally speaking, moved from locational and social integration to functional - though there are some schools with special classes or units that are integrated only either socially or locationally.
There is a lot of evidence that functional integration is being implemented in schools - during discussions with teachers in the field one can see that there is some kind of common progress within schools i.e. co-operation, consultation, training, sharing, curriculum development and good management. The 5-14 Curriculum Guidelines assume the inclusion of pupils with SEN. All this involves a whole school policy towards support for learning where mainstream teachers have the methodology to teach their pupils who have special educational needs. It is not professionally acceptable to be unaware of, or ignorant about special educational needs.

Functional integration is where pupils with special needs are taught together in the same class, by the class teacher, with support from the learning support teacher and appropriate resources.

There was a review of development following a progress report published by HMI (Her Majesty's Inspectors of Schools) in 1978 (Scotland). The review of 'Ten Years On' (1988) indicated that many of the recommendations made in the HMI report had been adopted. The review emphasised that integrated children in mainstream schools could no longer be regarded as "additional" or "different" or "special", but should be viewed as a concern by all the teachers, schools, Regional Authorities and the colleges of education responsible for teacher training. The report and the review
also emphasised the need for a whole school policy and called for changes in school management and organisation. It also called for changes in the role of the remedial teacher - to be multi-purpose and to be called learning support - to offer support to class teachers and pupils with learning difficulties in any area of the curriculum and to have consultation, liaison and staff development roles.

The Regions of Scotland are all working to try to include these children in local mainstream classes in some kind of integration. It might be total, maximised or partial functional integration, for instance Strathclyde Regional Council Department of Education drew up its own policy entitled "A POLICY FOR ALL", stating broadly that every child is special. The Strathclyde Education policy was greatly influenced by the United Nations Convention on Rights of the Child (1990) directing that all states should adopt a policy of ensuring that the rights of children are upheld.

Generally all twelve of Scottish Regional and Island Authorities advocate strongly that "mainstream" placement within the child's environment was the most appropriate. ("The Open School (1990)) for many children.
Curriculum Issues in Integration

In any situation when children's issues are being discussed, there are minor issues and major issues which interrelate. Education is the core of the major issues concerning the future of every child everywhere. Education is what develops the child into an understanding, active participant in the community. It is also a factor that encourages independence in every individual adult.

The curriculum includes a wide range of what is to be taught, be it formal or informal. There is what is planned and put down on paper and what is not planned - the hidden curriculum that may occur anytime anywhere. The planned curriculum is made up of subjects and in Scotland the following subjects were considered as basic for the learning of all children in a primary school education:

a. Language
b. Mathematics
c. Environmental Studies
d. Expressive Arts

Brennan (1985) discusses curriculum as "a course of study to be followed in the process of acquiring education, a concept which goes back to the earliest use of the word".
Warnock Report (1978) as cited in Brennan describes curriculum for special needs (learning difficulties) as "the provision of special means of access to the curriculum through special equipment, facilities or resources, modification of the physical environment or specialist teaching technique.

"- the provision of special or modified curriculum
- particularly attention to the social structure and emotional climate in which education takes place."

Teachers must bear in mind the following good teaching practices:
- being flexible in the teaching methods
- careful, continuous monitoring of the child's learning, identifying progress and failure of the child.

From the researcher's understanding the children with moderate learning difficulties in Scotland are taught either in
a. a mainstream class with support
b. moving between mainstream and special class.
c. only in the integrated class/unit and the school.
d. only in special provision.

The aim is to try and teach these children according to the suggestions in the (5-14) guidelines. For these children to
learn effectively the specialist and class teachers try to
differentiate and modify the curriculum to the children's
individual levels of learning.

Allan, Brown and Munn (1981) about appropriate curriculum
for all the children in school. They composed a list of
goals teachers must bear in mind when teaching children with
moderate learning difficulties as:

- curriculum aims should be the same for all pupils.
- pupils should not all have to study the same things, at
  the same pace, in the same way.
- objectives for pupils should take into account their
  age, aptitude and ability.
- the curriculum must sustain skills and interest and get
  pupils across the "plateau of learning".
- demands on pupils for high skills must be not only
  appropriate but also sufficiently challenging.
- "e-contextualised activities like routine drilling,
  should be avoided, etc.

These, and similar guidelines are detailed in the various 5-
14 teacher handbooks, all of which quite explicitly include
children with special educational needs and require breath,
balance, coherence and progression in the curriculum to
apply to them as well as to children in mainstream.
There is an emphasis on continuous assessment within the curriculum so that teachers know exactly which stage a child is at in every part of the curriculum and can plan appropriate "next stages". The following advice on assessment is taken from Mathematics 5-14 (SOED 1991):

- careful assessment is needed to reveal the nature and cause of difficulties so that teachers can minimise the chance of difficulties arising.
- it will be important to involve parents in curriculum planning for pupils with special educational needs because they will be able to contribute to assessment.

The 5-14 programme is not perfect especially in relation to pupils who will have difficulty reaching or going beyond Level A achievements but it represents progress and offers all pupils a chance of wider participation in the curriculum.

Integration and Staff Development

Wilcox in Dockrell et al (1986) defines staff development as:

"the planned process whereby the effectiveness of staff collectively or individually, is enhanced ... in order to improve, directly or indirectly, the quality of pupil's education"
and the National Committee for the in-service training of teachers in their 1984 report define staff development as

"the full range of planned activities and experiences which contribute to maintaining and developing professional expertise".

The researcher prefers the second definition because it clearly states that a developed teacher is an effective teacher and as a result will be beneficial to pupils. Staff development is important since it enables teachers to operate in an era of change and provide the best possible education. Staff development develops

a. the teacher’s being - in self esteem, appraisal, professionally in building positive attitudes.

b. the school - developments, encourages spirit of team work, staff development, sharing of new ideas, etc.

Generally every qualified teacher is assumed to have different approaches from the initial training and from the teaching experience they have had. And because they were trained to teach all abilities, it has not been much of a problem. But for any innovation to be adopted, often there are some forms of awareness activities - staff meetings, workshops or issue of written materials to circulate in schools, some talks by relevant personnel.
For integration implementation the same process was, and still is, being carried out of making teachers or appropriate professionals all well informed. In Scottish schools mainstream teachers are formally and informally staff developed by

1. learning support teachers
2. specialist teachers
3. a colleague who attended a workshop e.g. head teacher
4. regional staff development workshops and courses.

In Scotland there are a range of award-bearing course established for special educational needs of staff as:

- it is for staff supporting recorded and non-recorded children with SEN A Post Graduate Diploma in Special Educational Needs (PG DIP SEN) and it has six specialist routes within it, including one for teachers of pupils with moderate learning difficulties.

In addition topics taken during these courses are about the knowledge, skills and attitudes needed to teach such children. Although the PG DIP SEN is the recognised national specialist teaching award, there are also PG Certificates and a Masters in Special Educational Needs.

Very importantly the Scottish Office Education Department requires Initial Teacher Training programmes to develop in
students the competence "to recognise and meet special educational needs". The SOED also subsidises in-service training for teachers of pupils with SEN by giving a specific grant of money to Regions.

Integration and Support Services

The support services for Scottish schools' integration may come from different levels.

1. School
2. Region
3. Outside professionals
4. National

The support services from the national level are mainly the production of education development document i.e. National policies, guidelines 5-14, and funding for staff training.

The regional level support are the staff development courses, Regional policies, in-service courses, liaison with other departments dealing with children, referrals and advice concerning matters related to pupils with special needs, consultation with parents, school inspectors, etc.

There are also some very important professionals dealing with the children and have liaison with the schools and these are:
- health services
- social welfare services
- professional development centres
- curriculum support
- educational psychologists
- speech therapists
- physiotherapists

Some of these professionals can be for individual children, for instance the psychological services, the medical services, social workers services, etc.

The school level services which are very important are:
- learning support
- outreach programme
- visiting teachers/peripatetic teachers
- auxiliaries
- nursery nurses
- management team - head teachers
- caretakers
- resources
- extended services

"SUPPORT" as the researcher understands it is some kind of help to a learner, to ease the difficulty of a learning process or the help that a teacher needs to enable him/her to teach children who display some kind of learning difficulty that a
teacher has a difficulty in overcoming. This help can be additional to what the class teacher provides as support and it can be totally separate or different to what the class teacher gives but the main aim being to make learning and teaching easier and effective.

Although all these services are very important in the child’s learning, the observer focussed on just a few, the idea being to prioritise as well as focus on the possible services to be available or be implemented in Botswana for better understanding.

**Learning Support Services**

This is the utmost support given to all children in the school who have learning difficulties. It is provided for

- most able children
- less able children or those experiencing difficulty in learning
- children with language problems
- children with dyslexia
- children with modern learning difficulties, etc.

Assessment of a learner’s needs is one of the key roles of the support team. The learning support teacher may support a whole class, a group of children within a class, a group
of children from the same stream (primary 5 classes, maybe two or three of them in the school) and an individual child. The support can be provided within the mainstream class, while the class teacher is busy with the rest of the class or it can be provided outside, at the learning support base, based in the school - withdrawn. Since so much support has to be planned on an individual basis and carried out in so many different contexts, liaison and consultancy must be practised by those concerned, especially support teachers.

Auxiliary Service

The researcher feels this is essential especially if integration of pupils with moderate learning difficulties needs to be effectively done, taking note of the mainstream classes’ sizes. The auxiliary’s role in the Scottish schools is to assist the teacher by attending to some of the children while the class teacher is busy with other children in the same class. S/he might help the mainstream teacher by supporting the children with moderate learning difficulties integrated in the class with their assigned work. S/he can also be in a special unit/class helping the specialist teacher by supporting some children with their assigned work by the class teacher.

The auxiliary may also support the children or the child in many practical every-day ways: S/he helps the child dress and undress well, buttoning, unbuttoning, etc.
- with toilet training
- train table manners and good eating habits
- clean the messy children
- makes sure children do not fight
- encourages the withdrawn children to play with others
- generally watch children with moderate learning difficulties in and outside the classroom
- helps in training swimming, etc.

Some or most of the auxiliary teachers are not trained, they learn on the job. In some areas the auxiliary teacher is more involved in the children's learning, e.g. Galashiels-Langlee Primary School, while in other schools the emphasis is on practical help. Both are vital contributions to effective integration.

HMI (1989) from their survey concluded that support services make a tremendous difference to the schools and pupils who receive the support.

Resources

Appropriate materials are one of the key ingredients to effective integration which Scottish schools need and usually get. The resources help the teachers to create educational environments and learning experiences which are conducive to learning to all children. Resources can be for the whole school or for some groups of pupils or for some
individual children, depending on their needs. Resources can also be school or Region based. In summary, all the above factors are important.

Moses, Hegarty and Jowell described the forms the resources can be distributed to the children with learning difficulties in mainstream schools as:

1. extra resources in the form of staff, equipment and materials put in the school for use at the head teacher's discretion — auxiliary teacher, better staff/pupil ratio.

2. Resources based in and part of the school, but specifically directed for pupils with special needs — special needs teacher advising mainstream teachers.

3. Resources based and controlled outside the school, usually going into the school but sometimes involving teachers and pupils coming out — advisory activities.

4. No extra resources in the form of staff or material equipment but efforts directed towards the improvement and more effective use of resources that are already there.

5. In-service training.

Overall it can be seen that the development of services in Scotland is apparently far ahead of Botswana. The real question is how much of what Scotland does could be applied usefully to Botswana?
CHAPTER 2 - REVIEW OF LITERATURE

Three aspects of literature are explored:

1. The definitions and descriptions of pupils with moderate learning difficulties
2. The definitions and descriptions of different kinds of integration, and
3. The debate for and against integration.

(N.B. Literature in relation to research methodology is included in Chapter 3).

Who are the children with Modern Learning Difficulties?

It is crucial to define and identify children involved in integration before going in depth about what integration is. First, it is important to define "learning difficulties".

Many children in primary schools generally have learning difficulties, that is failing to perform in the same level as other children (peers) in class. This can be noticed by several types of findings, tests, observations, etc.

Learning difficulties can be of a certain degree in an individual child. The learning difficulties can be mild, moderate, severe, and profound. The difficulties can be
temporary or permanent and can be caused by a lot of factors, for instance,

- some kind of handicap
- home or poor social background
- poverty
- illness
- continuous absentees
- hereditary aspects
- inappropriate teaching approaches and the curriculum
- inadequate parental support, etc.

Allan, J., Brown, S., and Munn, P. (1991) in the Scottish Council for Research in Education, project report No. 3 describe children with learning difficulties as those in the following main categories:

1. Pupils with short term learning difficulties, either cognitive or behavioural, which were seen as capable of being resolved.
2. The non-recorded pupils with enduring cognitive or behavioural social or emotional difficulties.
3. The recorded pupils with physical or cognitive difficulties. (Pg. 39)

Brennan cited in Montgomery (1991) define learning difficulties as
"those children whose main difficulties are in the area of intellectual functioning."

The British 1981 Education Act cited in Montgomery (1990) describe children with learning difficulties as those who have:

"a. significant greater difficulty in learning than the majority of children of their age, or
b. disability that either prevents or hinders him from making use of educational facilities of a kind generally provided in schools, within the area of the local authority concerned for children of their age."

Of the large group of learning difficulties the researcher’s interests focused mainly on a sub-group of children with moderate learning difficulties which are children similar to those the researcher is teaching in Botswana, and the following are several of the many definitions that exist of children with moderate learning difficulties.

First the researcher felt she should mention her understanding of these children and has mentioned that the children with moderate learning difficulties are children with greater difficulties compared to the large group of children with learning difficulties. Their difficulties are greater in the sense that they can have, in addition, some
sensory impairment, physical disability or emotional and behavioural difficulties.

From what the researcher has observed this group of children can now be educated in two possible locations, some in an integrated unit or class within the mainstream school, and some in mainstream classes with support. This mainstreaming within Scottish education became more common after the publication of the Warnock Report (DES 1978) and the implementation of the 1981 Education Act, and so far almost every Local Education Authority has established its own policy of integration in which almost all such children are supposed to be educated in their local mainstream schools with support.

The COSPEN group in Facing the Challenge (1991) describe pupils with moderate learning difficulties as:

"a group of children with a wide range of learning difficulties even though not severe, but require some form of planning adaptation of the curriculum". (Pg. 9)

The group further mentioned that pupils with moderate learning difficulties are pupils who,

"display similar personality features as other primary aged children and are quite "normal" in a variety of situations and usually have positive attitudes. They
have a natural desire to learn and to participate in school life but are often frustrated by:

- a failure to cope with most or all the areas of the work normally provided for their peers.
- a particular difficulty in developing socially adequate language skills.
- lack of facility in using language as a vehicle for thinking and expression.
- difficulty in handling mathematical concepts and process, and
- an inability to keep pace with the rest of the class with the consequence that they fall further and further behind.

The Co-spon group went on to say children with moderate learning difficulties will be in designated schools or classes, some in mainstream and that some will have a record of need. Generally as it is clear from the above definitions, pupils with moderate learning difficulties have problem areas in learning - characteristics. Below are some of many characteristics or problem areas of children with moderate learning difficulties, some are discussed by Allan, Brown and Munn (1991) and Montgomery (1991):

- inability to use expressive language as well as peers,
- poorer relating of stories, discussions, instructions
- slow progress in reading and writing
- poor strategies for organising and using knowledge, skills, social skills, etc.
- poverty of experience, sensory
- perceptual difficulties
- disruptive (due to stress and disturbance at home and stress from learning failure at school
- lack of concentration
- lapse in classwork
- general literary/language
- may have problems in sequencing
- may have poor memories and "know" less than other children (peers) etc.

Montgomery (1990) mentioned that in many instances, the mild to moderate learning difficulties become apparent only after such children have entered primary schools and in some cases in secondary schools.

There are also some children with moderate learning difficulties who can be provided with "Special Educational Provision" which is described in the 1981 Education Act cited in Montgomery (1990) as:

"an educational provision which is additional to, or otherwise different from, the educational provision made generally for children in schools maintained by the local authority concerned".
And the Scottish Consultative Council on the curriculum, in Facing the Challenge (1991) mentioned that:

"the pupils with moderate learning difficulties who need more than learning support, require a carefully planned and rounded curriculum that takes account of different rates of learning and the sorts of demands placed on teachers."

The children with moderate learning difficulties who cannot be taught in mainstream with support are the ones who are either taught in special classes or units attached to the mainstream school and are integrated both socially and locationally and some of the children may be integrated for some curricular areas in mainstream and this type of integration is said to be functional.

Since the main issue in this paper is integration the researcher is obliged to define and mention the different kinds of integration existing in the Scottish education system. (Later examination of integration in the Scottish education system with regard to a variety of situations is intended to enlighten the whole process in the Botswana context.)
Definitions of Integration

To many people integration means providing education provision for a handicapped child within a normal school but it seems to have a wider meaning than that. Many educationists in different places, at different times and under different circumstances have given their own definitions of integration. I would like to highlight the following which appear quite relevant to my discussions.

Webster and Wood (1989) simply say integration is

"an alternative means of helping children to learn which can both enrich and be enriched by the context of an ordinary school."

Wilkinson and Murray (1986) define integration as

"pupils with learning difficulties mixing with their "normal" peers either in terms of location or social relations or learning experiences."

Brennan (1985) says integration means that

"pupils with special needs are placed for their education in ordinary schools."
The Centre for Studies on Integration in a paper entitled "Integration, Educating all Children in Ordinary Schools" (1982) has defined integration as

"educating children and young people with and without disabilities or learning difficulties together in nurseries, schools or colleges with appropriate networks of support. It is the opposite of segregation."

What is known as integration in Britain, Botswana and Zambia is called mainstreaming in America and normalisation in Canada. Despite these different names, the basic idea remains the same - integration. The researcher believes this means pupils with learning difficulties (with or without physical disabilities) being taught in the same schools as their peers who are not disabled and do not have overt special educational needs.

From the above listed integration definitions it is quite clear that integration involves

1. Relationships which are both social and educational.
2. Interaction between two groups of children in a learning situation equally desired dependently upon each other, equal sharing and benefit of efficient education system.
3. The equal benefit from appropriate, carefully planned curriculum with a lot of differentiation and individualised programmes to suit every child's needs and capabilities in the whole school.

Many initiatives have been taken to establish some kind of integration within different existing educational systems. Integration involves pupils, parents, specialists, psychologists, social services, support services, etc., all working together.

**Types of Integration**

Broadly there are three kinds of integration which are as follows:

1. **Locational Integration**. This is where pupils in a special class or unit are put in the same location as the mainstream school. It could be a special school sharing the same site as a mainstream school. Pupils in this type of integration can share the facilities of both schools or from the school and unit, but children are taught exclusively and they can join each other on some occasions for instance, for leisure activities including those organised outside the classroom, e.g. school trips, athletics competitions, etc. Sorber (1980) in Educating Pupils with Special Needs in the Ordinary School cited in Hegarty, Pocklington and Lucas
(1981) in a discussion about Swedish integration refers to this type of integration as "physical" integration.

2. **Social Integration**: This is where pupils in a special class or unit eat, play, associate and spend time with pupils in the mainstream and possibly share organised out-of-school activities like swimming gala, taking part in social occasions i.e. fund raising activities like singing in a school concert, baking and selling produce and sharing sports grounds. The children can also join each other for activities like assembly and television programmes, etc.

3. **Functional Integration**: This is a combination of Locational and Social Integrations with active involvement in class, sometimes with adaptations and modifications, in the mainstream curriculum. It may take many forms, like:

   a. Classroom Functional Integration:
      
      i. a child with learning difficulties can be taught full time alongside his/her peers in the mainstream classroom and be taught by a full time classroom teacher without any support.
      
      ii. A child can be taught in a normal class and receive some learning support from the learning support teacher working with the class or subject teacher. The learning support, the child might get can either be directly delivered to her/him by the learning support teacher or the learning
support teacher can help the class teacher to produce a differentiated programme suitable for an individual child with learning difficulties which will later be delivered to the child concerned by the class teacher alone or by both teachers working together.

iii. A variation on (ii) above is that the child may receive some help in small groups or individually outwith the class for short periods of time (withdrawal).

iv. The learning support teacher can work as a schools' consultant helping teachers with some suitable teaching methodologies that will enable them to teach pupils with learning difficulties effectively.

v. Staff development/in-service may be a means for learning support teachers to deliver this kind of support to classroom teachers and thereby help pupils indirectly.

Special Class or Unit Integration

A child with learning difficulties normally enrolled in a special class or unit may be sent to a mainstream class, to be taught a particular subject alongside his/her peers and then return to his/her base (special class) at the end of the lesson. Pupils in this setting are full time participants and contributors in any school activity. The
whole school is accountable for meeting their needs. The school must involve the parents of these pupils by giving them valid information about the integration provision in the school.

Howarth (1987) in his book on Effective Integration emphasised that the involvement of parents was a very important factor which is influenced by such factors as their attitudes and the amount of contact they have with the school. The extent to which the school encourages parental involvement is also an important factor. Howarth also pointed out that parents will appreciate integration since they will see this as "normalisation". They will therefore be spared the pain and frustration of seeing their children being isolated in their local community through segregated education.

The Debates for and against Integration

The debate for and again integration is not conclusive. There are bodies clearly for or against integration in general, or particular kinds of integration as discussed in this chapter. This is indicated by a lot of research that has been carried out in most parts of the world ever since a lot of countries considered educating pupils with special needs in mainstream or ordinary schools. Despite such a lot of comparative studies being conducted to find out which was better, a segregated special school education or
integration, there were no clear conclusions in favour of one or the other. As a result that is why there are still people and organisations who believe that what is important is that a child's needs can be met in an integrated context and those who believe special schools are a better place.

But from practical observations done, many countries have opted for integration, maybe because special schools were not built to serve the same purpose of local schools but (catchment area schools). The special schools were quite few and mostly far from most children and in isolation, which forced parents to try to get what thought was good for their children's education. Some which were said to be good were even very expensive for the Local Authorities, as a result integration became the centre of attraction worldwide.

This has been evidenced by survey of integration practices in eight countries which was conducted in 1989 and its results reflected in Hornby's (1992) article which showed that:

"at least 1.5 per cent of children with special needs were not curricularly (or functionally) integrated in each of the studied countries and that -
- England and Italy had the lowest levels of segregation: 1.5 per cent
- Belgium 3.5 per cent
- Holland 3.9 per cent
- U.S.A. 3.8 per cent
- West Germany 4.2 per cent, with the highest level
- Denmark 2.4 per cent
- Sweden 2.0 percent. (Pg. 132)

It is clear from the survey's results that throughout the world integration is predominant though there are still children who are not yet integrated. The researchers point of view is that it is not yet clear that all children with learning difficulties will be integrated, for instance, those with severe or profound learning difficulties. The researcher mentions this, because from what she observed in one of the schools (Langlee) where there were such children integrated in some aspects of locational and social integration within mainstream, proved that the learning was minimal academically. The children were always in the unit, eating alone, and teachers seemed to be the people really benefiting from that kind of integration. The support these children got was mainly health care i.e. feeding, dressing, medication, etc. (It should be noted that the researcher acknowledges limited experience with such pupils).

Actually the researcher feels they could benefit more in a special school, where there would be more specialist
equipment, experts and more room for physiotherapy equipment, etc. And this unless mainstream schools are developed and improved, to the conditions of a special school, which will take quite some time, will remain questionable for so many reasons.

This is also emphasised by Hornby (1992) saying that, from the results of the above mentioned survey, many countries have found that

"there is a small proportion of children with special needs who are very difficult to integrate into ordinary classes ... the policy of integrating all the children with special needs into local schools as is espoused by several LEA's is unrealistic." (Pg. 113)

The researcher thinks integration is good if well planned and organised though there are indications that it will always leave some children out.

There are still many researchers in education who believe that special schools are a better provision for children with moderate learning difficulties. They support their statement by saying segregation schools have more equipment and appropriate facilities and a lot of experts. Realistically this might be true because teachers in special schools were in most cases specially trained. This is not so in mainstream and is one of the facts that hinders
effectiveness of integration. As Her Majesty’s Inspectors report (1989) noted:

"quality of teaching in approximately half of the lessons observed were less than satisfactory, meaning that many of the ordinary school settings into which special educational needs children could be integrated are not conducive to meeting their needs."

Despite this and similar critical views, many educationalists strongly support integration like Dunn (1968), Danby and Cullen (1988), Zigler and Hodapp (1986) who cited in Hornby (1992) characterises the purposes of integration as follows:

- to increase academic achievement
- to increase social skills
- to reduce stigmatisation
- to increase self-esteem
- to reduce racial segregation
- to increase individualisation of instruction
- to reduce cost of provision
- to increase parental involvement
- to decrease the cost of segregated schools
- to offer parents more chance for appropriate provision.

(Pg. 132)
These were also supported by many cited in Norwich (1990) who were discussing a move from special schools to ordinary schools in America and United Kingdom, for instance, by Hegarty (1981), etc. who generally mentioned that effective integration is determined by a lot of in-service training, backup of adequate resources, positive attitudes by teachers, substantial support, whole school policies, etc.

The indications within the literature are therefore of a trend towards integration, but many of its proponents qualify their arguments by provisos, particularly in relation to resources.
CHAPTER 3 - METHODOLOGY - DESIGN AND PROCEDURES RELATED AS APPROPRIATE TO RELEVANT LITERATURE

Overview

In carrying out this research the perceptions of those professionals directly involved with the pupils concerned i.e. teachers and head teachers, will give a direct common understanding of integration to the researcher. In addition, some essential sources such as school policies and regional policies as well as literature review will be considered in relation to the issues under investigation.

Here the researcher tries to describe the methods used in collecting the data, the design and procedures employed. She will further discuss the limitations and constraints experienced during the collection of data, relating this to literature on research methodology.

Definitions:

Research

Howard and Sharp cited in Bell (1987) define research as

"seeking through methodological process to add to one's own body of knowledge and hopefully to that of others by discovery on non-trivial facts and insights".
While Dew also cited in Bell (1987) says:

"Research is conducted to solve problems and to expand knowledge. It is a systematic method of enquiry."

From the above definitions of research it is quite clear that research is valuable and useful in all contexts. It helps to solve problems and expand the researcher's knowledge. It can be of large or small scale, expensive and requires techniques to carry it out satisfactorily. There are many different methods of research and of them, the researcher was attracted by "Action Research" which many writers have recommended for the teachers.

**Action Research:**

This approach of Action Research attracted the researcher because it is an approach noted for its flexibility, adaptability and its reliance on observation of practice. It is also an ongoing process, participants and researchers can continue to review, evaluate and improve practice and research approaches throughout the project or study. The researcher understands Action Research as a way practitioners identify and solve problems within their working places. It is a way practitioners develop and understand things in a changing culture, in their situations as well as improving what is in practice.
Definitions:

Elliot as cited in the British Journal Vol. 16, No. 3 (1990) by Ednor, defines Action Research as a

"systematic reflection on practical problems experienced by teachers with a view to arriving at what ought to be."

and Nixon writes that:

"Action Research is about teachers investigating and reflecting upon their own practice. Urging teachers to participate, to try to solve their own problems that are investigated and use their own findings to improve their practice. That teachers must use their own skills of listening, observing, recording and interviewing."

and McKernan (1991) also defines Action Research as:

"Reflective process whereby a given problem area, where one wishes to improve practice or personal understanding, enquiry is carried out by the practitioners - first to clearly define the problem, secondly to specify a plan of action including the testing of hypothesis by application of action to the problem. Evaluation is then undertaken to monitor and
Definitions:

Elliot as cited in the British Journal Vol. 16, No. 3 (1990) by Ednor, defines Action Research as a

"systematic reflection on practical problems experienced by teachers with a view to arriving at what ought to be."

and Nixon writes that:

"Action Research is about teachers investigating and reflecting upon their own practice. Urging teachers to participate, to try to solve their own problems that are investigated and use their own findings to improve their practice. That teachers must use their own skills of listening, observing, recording and interviewing."

and Mckernan (1991) also defines Action Research as:

"Reflective process whereby a given problem area, where one wishes to improve practice or personal understanding, enquiry is carried out by the practitioners - first to clearly define the problem, secondly to specify a plan of action including the testing of hypothesis by application of action to the problem. Evaluation is then undertaken to monitor and
establish the effectiveness of the action taken. Finally, participants reflect upon, explain developments and communicate these results to the community of Action Researchers. Action Research is systematic, self-reflective scientific inquiry by practitioners to improve practice."

Limitations of Action Research

Winter cited in Mckernan (1991) mentioned that although Action Research has a number of research techniques e.g. interviews, case studies etc. there is no methodology sufficient for interpretation of data collected yet. Regardless of this main major action research limitation the researcher as a teacher still felt this approach is the most relevant since "specific" knowledge is required for a specific area of concern - "Integration".

The researcher then used a few of the many methodologies of Action Research as instruments of collecting data. The approaches which according to research into the context of integration seeks out attitudinal reactions and investigates practical responses to integration. Having mentioned that this investigation lies mainly on existential and qualitative (not quantitative) and illuminative investigation.
Qualitative:

Characteristics of qualitative investigation as listed and discussed by Corrie and Zaklukiewicz (1984) are as follows:

1. It aims to identify and report descriptively the distinctive character of social and educational phenomena (the description need not preclude some quantification).

2. It involves the collection of data on everyday activities of participants and those around them and on the perspectives of participants.

3. It may examine an individual phenomenon or several.

4. Similarly analysis and presentation of the data may allow a qualitative report to focus on one case or several, and qualitative reporting may again be supported by quantitative findings.

5. Although examination of several cases may increase the ability to make general statements, a single case can also allow some generalisation where there is repetition of incidence of phenomena which may act as a focus.

Closs (1987) mentions that such an approach (qualitative) would allow greater in-depth investigation, and also allow considerable latitude in introducing open endedness both in questionnaires and interviews. This in time would allow emerging issues to enter the research as it proceeded.
Planning Practicalities

Botswana

The Local Authority in Botswana had chosen and well informed the three schools in advance after seeing them as soon as the researcher had arrived in Botswana and briefed him of her intentions and the purpose of the visits. The schools chosen were:

a. A school with integration provision to find out how integration works in Botswana in one of the few such schools in the country by interviewing the head teacher.

b. Good performance school without integration provision, to find out how the school manages to educate children with moderate learning difficulties, since it is an obvious thing that they make part of the school roll which was by then over 800 children.

c. Low performance school without integration, to also find out what the school actually did to help or teach pupils with moderate learning difficulties of which the findings were that, this school had a lot of problems. It was in a deprived area, it was one of the latest schools.

In all the three mentioned schools the researcher was to interview only the head teachers. The visits were rather beneficial although the researcher was by then inexperienced in conducting interviews, in skills of note taking whilst
listening to the respondents and was not yet even equipped with a tape recorder which was going to replace the inadequate idea of taking notes at the same time trying to get the main points from the respondents.

The other thing was that the researcher failed to manage her time and the respondents kept on giving excuses of being committed with some other duties, and by so doing the researcher was forced to either reschedule the interviews or leave the questionnaires to collect the responses later.

The questionnaires for the school with integration provision was in three parts and under each section there were several small questions on:

1. physical factors
2. curriculum factors
3. staff factors

The researcher identified the above factors as the main factors whenever there is integration established to explain what provision exists for the children integrated in the mainstream school. And for the two schools without provision, the questions focused on the following issues:

a. plans for integration provision
b. curriculum
c. staff
These were to explain to the researcher how these schools manage to provide for the children with learning difficulties by unplanned integration provision, how the schools educate such children since they are inexperienced.

Scotland

The researcher’s tutor using her knowledge and her experience wrote letters to the advisers in the three regions of Scotland, requesting them to identify schools in their areas where there is functional integration of children with moderate learning difficulties that the researcher with stipulated interests on integration could observe. The three schools identified were in:

a. Central Region
b. Fife Region, and
c. Borders Region

where the researcher interviewed the head teachers and some teachers, i.e. learning support, specialist teachers, etc. using the same semi-structured questionnaires.

The researcher did some general observations of the three schools as well as to see the actual teaching and learning of children with moderate learning difficulties to also see how such children cope with their peers etc. The researcher also did some unstructured individual observational case studies of identifying a child in each of the three schools.
This was done to see clearly the advantages and disadvantages, problems of integration.

The researcher spent a week in each of the identified schools which enabled her to gain some insight into integration in the three settings.

**Research Design and Methodology**

Here the researcher describes and criticises the design and procedure/methodology used in this study. The collection of data was done by using the following instruments:

1. Semi-Structured Questionnaires. Is a commonly used instrument for collecting data. The questions were prepared for both the head teachers and teachers. The questions were both open ended and closed. The aim for using such questions were to give the respondent freedom to answer and raise issues on the question she/he does not understand and closed questions were to guide the respondent on what is actually expected as an answer.

The researcher used the questionnaires since it is an easy instrument to administer, provides direct responses and makes the researcher to think during the preparation stage of what kind of data to look for in advance.
However, it is time consuming to prepare and it is difficult to come up with all good questions. Analysis of data collected is different and also time consuming. Some respondents often do not answer honestly. The researcher still felt it will be an effective instrument to be used more so the questionnaire was treated like an interview, where the researcher asked the questions and recorded the answers in the respondent's presence.

The questionnaire needs to be prepared in simple understandable language. What the researcher says about questionnaires is confirmed by Kemmis and McTaggart (1988) cited in Mckernan (1991) when describing questionnaires as "written questions requiring responses."

The same questionnaire was used for oral interviews with a range of different personnel. The researcher conducted - 'Triangulation' - of the kind which attempts to authenticate accounts by looking for evidence from different people which is in agreement. This cross checks the respondent's contribution and should give a more real picture for the researcher.

Boring cited in Mckernan (1991) describes triangulation technique by writing that:

"as long as a new construct has only the single operational definition that it received at birth, it is
just a construct. When it gets two alternative operational definitions, it is beginning to be validated, when the definition operations, because of proved correlations, are many then it becomes reified."

Mckernan also mentioned that: "the use of triangular technique is urged, will help to overcome the problem of method - boundedness."

The researcher used triangulation method defined by Denzin in Mckernan (1991) which said: "within methods triangulation and between method triangulation" which are mainly for checking reliability and theory confirmation and validity.

Interview

The researcher used this instrument as it is effective and is conducted face to face with personal contact, and as it allows the interviewer to interrupt and probe areas of interest as they come during the interview. The semi-structured interview was used. The interviews can be time-consuming and the respondents may be bored with giving their responses and if the interviewer is inexperienced can come with very limited information and time can elapse before all questions are asked. All this can happen if the interviewer is inexperienced and does not know how to control and manage time as a result interviews can be disastrous.
Observational Case Studies

This is another method the researcher used in collecting data, focusing on an individual child in each school who was integrated in mainstream classes. These were all children with moderate learning difficulties.

Hopkins (1985) cited in Mckernan describes case study as

"relatively formal analysis of aspects of classroom life."

and Stake (1985) also cited in Mckernan defines case study as:

"the study of a single case or bounded system, it observes naturalistically and interprets higher order interrelations within the observed data. Results are generalisable in that the information given allows readers to decide whether the case is similar to theirs. Case study can and should be rigorous."

A case data is data collected during the enquiry and it includes everything in terms of evidence collected about each of the children observed in the three different schools.

Mckernan (1991) further explains case studies as an:
"attempt to bring into focus the in-depth features and characteristics of the case being studied. It is therefore more than a description of characters and setting - it seeks to disclose the environment which itself influences an innovation, system etc."

Although it is time-consuming the researcher managed to use the two approaches most often - participant and non-participant observations, since there were some activities where the researcher wanted to really watch how the teacher helped the individual child and there were some activities the researcher felt must be closer to the child by getting involved through participating. This happened in some practical subjects like music, art, swimming, etc.

Participant observation has its limitations - being biased, some experiences the observer experience might not be applicable to his/her situation, showing bias as a result of playing a role in which you are observing, etc.

The researcher felt case studies - participatory observations - are good because as Bailey cited in Mckernan (1980) in his list of advantages says:

"because case study observations take place over an extended period of time, the researcher can develop a more intimate and informal relationship with those he
is observing, generally in more natural environments than those in which experiments and surveys are conducted."

This really worked. The children relaxed and came close to the researcher and as a result the data collection was easier and the children observed closely. This enabled the researcher to find out how children with moderate learning difficulties actually coped with work, to see how they were supported by teachers and also see them outside the classroom at break times and feeding times, etc. These case studies served as illuminative material for the research, but should not be thought of as "typical" since each child is an individual.

From the additional sources of information which form, the secondary data the researcher accessed information from official policy documents and children's reports, and a lot of information was therefore collected. The researcher then experienced problems of identifying most relevant parts and checking these against practice. Sometimes it was hard to differentiate "between the woods and the trees".
CHAPTER FOUR - SUMMARY OF SCHOOL REPORTS AND PUPIL OBSERVATIONS/PROFILES

This chapter gives a summary of the studied schools and pupils observed, the full versions of which are provided in Appendices 1-6. The summaries are given according to the order in which schools were visited.

1. **Borestone Primary** in Central Region. Borestone School is in a deprived area of Stirling town, catering for 290 pupils including the 67 who receive learning support, two of whom are overtly disabled, one visually and the other physically.

Children who receive learning support are children with moderate learning difficulties who are almost totally integrated in mainstream classes. These children have generalised learning difficulties e.g. in spelling, number work, language, sentences, reading, etc. The school is using a whole school policy and approaches in trying to meet these children’s needs individually by teaching them alongside their peers with support.

**Support**

The children with moderate learning difficulties are supported by their parents, teachers and mainly the learning support teacher based in the school. Visiting learning
support, outreach programme teacher, auxiliaries and the Regional Adviser also have a part in supporting this kind of integration in schools. The school based learning support teacher's role is mainly to support class teachers, pupils in school, to advise and staff develop the teachers, to facilitate supplying the school with materials and consult and work with the management team. She is very important person in the school. In this school her role and the school's policies and practices are greatly assisted by the fact that she is a member of the school's management team, as a senior teacher and head of the learning support department.

The learning support teacher takes an important part in identification of children with learning difficulties since she goes to the extent of identifying the strengths and weaknesses which later determines the areas where individual children need support in their different classrooms. She supports right across the school from Primary 1-7. If she feels some children need extra support she and the head teacher with the parents' approval refer the children to the Outreach Programme Teacher who then may also refer some children who do not appear to benefit from the extra support given.

The learning support teacher supports children in their classrooms as well as withdrawing them to her working base. She supports children as individuals, in a small group,
large group, as a class and as children from the same stream, i.e. a group of primary 5 children from different classes.

There are some children in Borestone who have designated special auxiliary help but in class the auxiliaries also work with other children. The Borestone maximised integration is mainly successful because they have relatively few problems. These remaining problems relate to a need for more appropriate learning materials and to yet more support for children with more severe learning difficulties.

Case Study (Borestone)

L is a boy of 5 years totally integrated in a mainstream Primary 1 class. He was integrated with the other three children. L has a special auxiliary who supports him, and other children in class. Although L is supported by the auxiliary, class teacher and learning support teacher and outreach programme teacher he still has not been provided with appropriate materials. L is a visually impaired child with poor eye and hand coordination, poor pencil grip and language problems. So L needed materials like texts on audio tapes, a means to enhancing or enlarging ordinary print in addition to what is provided by the school and learning support teacher.
L is successfully integrated because socially he is well integrated, well accepted by staff and the children in school. He seems to be enjoying other children’s company and the school very much. The school has planned well for him and L is doing almost all that other children are doing in class.

2. **Castlehill Primary** is the main school in Cupar in Fife Region. It has a roll of 629 children of whom 16 have moderate learning difficulties and are mostly taught in a socially and locationally integrated special educational unit. These children come from various places in and outside Cupar. The school has some children with learning difficulties in mainstream classes but are taught alongside their peers with support.

The integrated unit is in two classes, one for the infants and the other for the older pupils. The infant class has six children, one auxiliary and a specialist teacher who is one of the school’s senior teachers but has no management responsibility for the special educational unit. The older children’s class is made up of nine children, an auxiliary and a special educational teacher.

One of the school’s Assistant Head Teachers - a non-specialist - is the unit’s manager. The infant class does pre-school activities, basic learning of listening, talking, writing, reading as well as some practical lessons such as
art, P.E., assembly and television programmes and they integrate for these practical lessons with Primary threes and fours.

The older children are learning along the 5-14 guidelines. They are doing the basic learning in a balanced curriculum of listening, talking, reading, writing, numeracy, a range of practical lessons and more of life skills. From this class all except two children are integrated into the mainstream for various curricular areas which mostly include, reading, science, project, assembly, art, P.E., number work, etc. The integrated children are timetabled in both mainstream and special unit. Teacher to teacher and teacher-pupil communication is both face to face and by telephone which enables children to move in and out of classes easily. These children were identified at a nursery stage and some were transferred from the neighbouring schools where they were receiving learning support which might have been insufficient for their needs.

The integrated children are supported by parents, teachers, special educational teachers, management team, the Regional Support Centre, some peripatetic teachers but not the learning support teacher who only supports the mainstream children. Special Unit teachers support their own pupils when integrated into mainstream classes. The children are well supported by resources which can be in the school.
Learning support base, or borrowed from the Regional Support Centre.

There is, however, one child who is integrated and not facilitated by appropriate materials. He has no hearing aids and yet has severe hearing loss.

Castlehill has a problem of having an inexperienced head of SEN department and this bring a lot of problems for the Unit. They also have a problem in obtaining records and relevant information about transferred children and as a result may not have a totally appropriate programme. But otherwise, the teaching and movement of pupils between the unit and mainstream is good and beneficial.

Case Study (Castlehill)

B, who is 11 years old, has moderate learning difficulties. He is educated on a partially integrated programme moving between mainstream class and special unit, where he is taught with other children with varied learning difficulties. This child has additional problems because of hearing loss, delayed speech and lack of understanding. These hinder and exacerbate his generalised learning difficulties. He is taught alongside his peers with the mainstream class teacher's support and the SEN teacher's support. Socially B is well integrated and has integrated academically for some curricular areas where he has been
identified capable but manages only with support, because of language aspects.

For B to be effectively and functionally integrated he needs to be provided with specialised appropriate materials like hearing aids as well as facilitated with proper communication skills. He should probably also have a specialist visiting teacher for deaf pupils.

3. **Langlee Primary** school is in the Borders Region in a town called Galashiels with a roll of 408 pupils of whom 80 are in the nursery provision, 23 are pupils with special needs in a locationally and socially integrated unit and 305 are mainstream pupils. There are 25 teachers. The school has a management team of 7 teachers of whom there is one assistant head teacher who is also the specialist head for the SEN unit, assisted by one of the senior teachers who is also an SEN specialist.

In Langlee the pupils are taught in both the unit and mainstream classes. The unit is in four classes, one for the four pupils with profound and severe learning difficulties, one for the six juniors with generalised moderate learning difficulties, two classes for the twelve pupils with also generalised moderate learning difficulties. Some pupils with modern learning difficulties also have additional physical and/or sensory disabilities. There are four SEN specialist teachers and three auxiliaries in the
unit. The children are taught and supported by their SEN teachers and the auxiliaries.

There are children from the unit who are integrated for various curricula areas in the mainstream classes. These areas were identified as appropriate by their SEN teachers who then consulted with the involved mainstream teachers and head teacher as well as the parents. In the mainstream classes these children are supported by their specialist teachers and auxiliaries again. The specialist teachers also support children in the mainstream who have learning difficulties but the learning support teacher only supports the mainstream children.

Langlee school is following the 5-14 guidelines and the regional policy. The children’s special needs are recorded and the school is working on a school policy which will enable almost all children in the unit to be integrated and supported by all teachers in the school. The unit according to the developing policy will be a support base for all children and teachers in the school and all teachers. The general impression is that the school, Region and systems work well together.

The integration in Langlee school is successful because of the school’s good management team, which supports the teachers and pupils with a lot of things, for instance,
resources, staff development, liaison and consultation time, etc.

**Case Study (Langlee)**

**A** is a boy of 8.2 years old educated in one of the unit classes. He is one of the six children in a junior class. **A** is a child with Downs Syndrome who also has heart, chest and lung prob'ems. He has willing and helpful parents who are very much involved in his education.

**A** is mostly taught amongst his peers in the unit and integrates only for practical lessons like activity play, P.E., assembly where he joins the nursery class, primary 1's, 2's and 3's. He is very good at baking and swimming and manages only with support. Because of his slow progress **A** is still not integrated in classes involving literacy and numeracy but this is planned for the next school session.

Socially **A** is well integrated and the fact that his needs are recorded ensures that his support will continue both in material and human resources, and that his needs will be reviewed on an annual basis.
CHAPTER FIVE - ANALYSIS OF DATA, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter deals with the analysis of data compiled from the research methods employed in this project. In summation, the researcher intends to discuss some of the key issues which she feels can contribute much to the improvement of the Botswana practice of integration. These key factors were extracted from the findings in Chapter 2 and Chapter 4.

The researcher will begin by listing Botswana's problems, then discuss the key issues and make some recommendations for improvements which are possible and desirable in the Botswana context and conclude by highlighting issues that already hold back development and might cause failure in the complementation of what has been recommended.

Botswana, as shown in the introduction, is still young, from the time of attaining independence to date, and still struggling to improve social amenities including education. This is so when comparing Botswana to countries such as England and Scotland. However, the country is trying its best to come to terms with the "education for all" principle. One major problem facing education in Botswana is manpower from the ordinary mainstream teacher to the specialist teachers for instance, special educational needs
Teachers, subject teachers, i.e. music, art, etc. not to mention learning support teachers.

It is nevertheless pleasing to say that the government of Botswana has spared no effort in the struggle to train its own people in these areas especially for the primary education, i.e. the Pilot Teacher Training College, which started in January 1993, will hopefully be the answer to the major problem, but the researcher still feels, for integration to come into reality, the following additional problems should be considered:

1. consideration of big classes in mainstream - 45 children.
2. assessment and early identification of children - who to decide on who is to be integrated and where.
3. lack of understanding of the concept of integration - and what is appropriate.
4. no school policies - ineffectiveness of topdown decision making.
5. lack of effective and well organised management of integration.
6. lack of good communication and consultation.
7. no clear roles of people involved:
   - local authority
   - head teacher
   - specialist teacher
   - mainstream teachers
- outside professionals
- parents, etc.

h. lack of adequate and appropriate resources.
i. no pre-school provision.
j. no national guidelines to suit all children’s levels of learning and to facilitate teachers with ideas of what is expected of them and the children.
k. lack of learning support services.

Though Botswana still has a lot of problems, the researcher feels the list above, if given careful thought and planning, may at least prevent deterioration of the system and hopefully improve it. Obviously some good staff have already met serious problems since from the 44 trained special needs teachers, 6 have already resigned.

The study enabled the researcher to come up with the key issues without which no integration provision can survive.

1. Good management, Organisation and Planning.

This is a necessity since it suggests that things run smoothly if the person responsible is one of the management team of the whole school and is a trained special needs teacher, who with the management team will plan appropriately in advance for individual children and for the whole school. They will together plan the activities that
can develop a "whole school approach" towards meeting the needs of all their children, such activities are:

- team building
- consultation time amongst teachers
- liaison time
- give guidance and direction to the whole staff, etc.
- staff development time

This is especially evidenced in the Langlee School in the Borders.

2. Appropriate Support

This includes the variety of support services provided to enhance the learning of children:

- learning support given to all children with learning difficulties in mainstream classes. This is effective in a maximised kind of functional integration, because some activities need withdrawal method. This seemed outstanding at Borestone Primary School in Stirling.

- auxiliaries: either for individuals or for all, they are very important because children are integrated in big classes and mainstream teachers usually find it difficult to attend to the child who has moderate learning difficulties, so if the auxiliary is supplied,
the demands become less. She/he can attend to all children in the class. This was effective in all the visited schools, though in Langlee the auxiliary was even involved in teaching some practical subjects, swimming, table manners, baking, etc.

- special need teacher extended support - this teacher teaching the special needs children and supporting those integrated in the mainstream classes. Supporting class teachers, etc. This is still minimal but was noticed at Castlehill School in Cupar;

- visiting support teachers.

- peripatetic subject and specialist teachers and outreach programmes. This is also good because instead of referring children to special schools, such support provision and personnel are introduced into mainstream schools, for children who need more than learning support - eye specialists, blind children’s teachers, etc. This was very practical in Botswana Primary too.

3. Resources

There is no teaching and learning without resources, but here the researcher talks about appropriate resources with the intention of meeting individual children’s needs. Children with moderate learning difficulties obviously need
more than the mainstream children and some of the resources are very expensive but a necessity. These children need trained manpower—teachers and specialists for instance, speech therapists, physiotherapists, music instruments, etc., and these resources, if properly managed, can be used also for the benefit of all children in the school.

4. Parental involvement

Parents need to be educated and made aware of their roles and rights over their children’s education. They must not only decide what they think is appropriate for their children but also take part in educating the child. This is not very clear even here in Scotland but parents are very much involved, they know what kinds of education provisions exist for the children with learning difficulties, they know their rights and their children’s rights in education. This is evident throughout Britain. The writer did not observe any parents taking part in classroom activities, but knows that it happens sometimes and can be useful. The British government and the Scottish Office recently published and distributed widely a charter for parents of children with special educational needs.

5. Assessment

In Scotland generally, children are identified and continuously assessed throughout their education. This is
essential since it determines what kind of education a child should benefit from. It also allows teachers to fit the child into the curriculum considering his achievement levels and capabilities. It is a continuous process and teachers cannot do without it. It also helps to determine what kind of support the child needs. It also helps to decide who should decide what is appropriate and relevant to the child from primary school classes. Keeping of the findings, progress, failure in reports, is essential.

6. Early Identification and Pre-School Provision

This is very good because it prepares the child for good effective learning; it allows good placement of the children with learning difficulties; it enables people and teachers to identify some additional services the child might need while growing and continuing with education. Children with more problems benefit a lot from this process because some of the problems are even made better or cured easier before they become worse or severe, for instance speech problems through speech therapy.

7. Local School Education

Children and parents are more comfortable when children learn in their own environment, for it lessens travel expenses, and makes children learn things around their culture. Children with moderate learning difficulties need
to be educated in their local schools where they live in appropriate setting, where the local authority would not be bound to spend money on transport, as this also provides children with safety measures to prevent being involved in unnecessary accidents coming to school or going home. It also enables them to have local friends.

8. Class Sizes

Because of the increased number of children enrolling in schools each year, it is very important that whenever integration provision is to be included in one mainstream school, class sizes should be amongst the first things to be considered as very important. The children with moderate learning difficulties as they are slow in learning, can be a problem if placed in big classes. Teachers have already problems with big classes composed only of the so-called 'normal' children. How much more with the addition of children with learning difficulties? Classes should be reduced to 25, or even less for the teachers to manage in including pupils with learning difficulties.

9. Liaison and consultation times

These times are very important, because it is during this time when teachers involved could discuss the children concerned, their progress, failure and their problems, and share the improvements and progress achieved, and give each
other feedback on what is happening. They can even come up with better suggestions, maybe of running workshops, etc.

10. Outside support.

This kind of support can come from various sources:

a. Education: educational psychologists, speech therapist, physiotherapist, music specialist, art and craft, swimming, guidance and counselling, etc.

b. Medical: doctors, health educators, therapists, social workers, psychiatrists, dentists, eye specialists, ear specialists, etc.

c. Agencies: sponsors, voluntary organisations, clubs, etc.

All these are very important when educating pupils with moderate learning difficulties because they provide some support which is very useful. Some children with learning difficulties may need constant medical check ups, some kind of therapy, etc. So it is essential that they be involved.

From the above 10 discussed important points, Botswana might possibly now consider implementing some, especially because the country is not a poor country. The Ministry of Education can manage to solve some of the difficulties in implementing integration by undertaking some of the
following which will cost little and should be easy to include in the system.

1. Class Sizes could be reduced. So far Primary Schools and Junior Secondary Schools are being built to provide local school education. The local authority should organise its schools so that they all produce quality education so that children do not crowd in one good school. Local authorities could encourage parents to take their children to their local schools.

2. Liaison and consultation: Teachers, parents and outside specialists mentioned above need someone who can act as a coordinator to bring them together and explain how they can work together, for they are there but they do not work together and do not know how this should be. It is the duty of the Special Education Unit since they are the people with an idea to bring these people together in each local authority and make them work on a schedule of How, When, How Often they should meet and what things to discuss.

3. Assessment: It has been mentioned that the Botswana Resource Centre has some qualified staff who help in assessment of children. This must be checked and these people, if it is true, they are there, then they should work closely with the teachers and curriculum developers to discuss the issue of assessment and its requirement and to discuss how it should be done, throughout the country. Or
if they want to establish the assessment aspect in the Centre, they should than provide schools with a guide or some training by experts on how children should be assessed especially pupils with modern learning difficulties.

4. Good management, organisation and planning: This is one of the expensive areas but since there are people already trained even if they are not enough but need to be trained on how to plan, manage and organise for effective integration. In schools there are already coordinators but are all inexperienced, they need a lot of training together with their head teachers and local authorities for better understanding and a better establishment of effective, functional integration.

5. Parental Involvement: The parental involvement is very minimal. All that they are informed of is the school yearly performance results, new school uniform and school funds, but very little about their children’s rights in education and their own roles in supporting children in the education provided. This must be increased by awareness workshops either in school parents meetings, or introduction of parents evenings, even at Kgolota meetings (traditional gatherings in villages and towns). Parents in Botswana are always willing and cooperative. The only thing is they do not know the essentials.
But out of these important points, Botswana might find it impossible to immediately implement the following because of many reasons, some will take long because first there should be suitable people identified to be trained in some essential basic skills, e.g.

1. Resources: People must first know and understand what resources are needed for the children, for teachers and where these can be found. Secondly, know how to use them and all will involve a lot of time. Teachers can be encouraged still to try and use what is available. In the meantime the government is trying to identify areas of training, places of training, the trainees and where to train, and also start thinking ahead on when teachers will be staff-developed on resources.

2. Outside support: This area will even need some experts to come from outside the country to come and advise the unit on who are to be involved and how, and what are their roles in integration and it is going to take long.

3. Early identification and pre-school: Appeals have long been made and nothing seems to be happening. This is mainly due to problems in accommodation, manpower and funds.

The observer is proposing this because those few existing facilities have no room for pupils with learning difficulties and are very expensive for most of the parents,
but if the already existing units were allowed to establish the facilities it would assist them in identifying the children with difficulties a bit earlier, especially since the outside professionals are not yet very much involved in education. The unit can for the time being use the untrained teachers who the government is trying to get rid of at the moment and have been in the education for many years. The specialist teachers would then have some time in the pre-schools and identify the children with difficulties.

4. Learning Support: This can only work and immediately, if while it is noted and considered by the government, the small number of specialist Special Education teachers try it where they are integrated, supporting all the children and teachers involved because the children are already integrated and really need support. It might start on a small scale and later increase after seeing its effectiveness.

The observer is still convinced that if things could be taken as she suggests there can be tremendous improvement, though some of the important issues would still be held back due to lack of funds and manpower and better organisation and management from the Ministry level to schools. Supporting these suggestions the researcher made some practical recommendations in the hope that they could improve the integration provision.
RECOMMENDATIONS FOR BOTSWANA

It is true that developing countries like Botswana are faced with a lot of developmental problems, but since she has started considering 'human rights' of which education is one of them, by including children with moderate learning difficulties in mainstream schools - integration, the researcher feels first reasons should be known and understood as described in CSIE (1982-1992) "Ten years working towards mainstream education for all children with disabilities or learning difficulties".

First, though, are three areas of attainment:

A. Human Rights - Every child has the right for education regardless of who she/he is, what she/he is or what problems she/he has. Children should be educated together without any discriminating descriptions, protection against each other and separation. Children belong together, learn from each other and must develop and grow together.

B. Good Education - If local authorities and parents show dedication in giving committed teachers support in educating children in an integrated setting, there should in some cases be success, good teaching and learning. Anything good which makes education or children with special needs in a segregated school excellent, can always be used in an
ordinary school, be it methods, aids, special teachers, etc. Children with moderate learning difficulties understand some things better, educationally, academically or socially in any type of integration provision but some learning may be harder if conditions, such as class size are not suitable.

C. Good Social Sense - copying is part of education and children with moderate learning difficulties educated in mainstream will grow up naturally with freedom and better understanding, their peers getting used to them as well as associating with them, unlike in a segregated school where they are "fearful monsters" and grow up with stigma. Through integration they will develop friendships, working together, better understanding of people, cooperation and self-esteem - again if the best conditions and attitudes, especially in staff, prevail.

For the Botswana provision of integration to develop and improve in a valid and appropriate way the researcher makes the following recommendations.

Recommendations - There should be:

Good management, organisation and proper planning for successful function of integration, which will ensure good communication, consultation and liaison, amongst teachers and other relevant personnel;
National guidelines on development of curriculum, assessment for early identification and diagnosis of appropriate provision, school education provision, and proper record keeping;

Appropriate models of support should be established to assist the learning of children with moderate learning difficulties. The support can be in many forms, but most importantly materials for special needs, qualified manpower of specialist teachers in special needs, learning support, auxiliaries and extra support from outside people like psychologists, therapists, etc;

In-service training and staff development should be carried out in developing and facilitating teachers with appropriate strategies for educating children with moderate learning difficulties effectively in mainstream schools.

Reduction of numbers of pupils in big mainstream classes for effective teaching and learning of all children especially if integration has to be successful. This will enable teachers to pay attention equally to all children and manage in meeting children's needs.

Effective parental involvement - Parents must be further involved in decision making for their children’s education and play their role effectively, must know their children’s rights well and know what is expected of them. They are not
just moulders but they are also teachers, teaching and learning of pupils with moderate learning difficulties must continue at home, after school, during the weekend and during the holidays.

In conclusion, the researcher hopes that this research project especially its findings of key issues and its recommendations stipulated above will be of benefit to all educators, researchers and particularly to the Botswana Special Education Unit and its teachers throughout the country.
APPENDIX 1: BORESTONE PRIMARY SCHOOL REPORT

REGION: Central  TOWN: Stirling
SCHOOL: Borestone  DATE: 1-5 Feb 1993
NUMBER OF CHILDREN IN THE SCHOOL: 290

PART 1

GENERAL DESCRIPTION OF THE SCHOOL AND FORM AND STYLE OF INTEGRATION IN OPERATION AT SCHOOL LEVEL

Borestone Primary is one of the old schools in Stirling, situated in an open field surrounded by a few houses, mostly fields and hills, it is near Robert the Bruce's Monument. It is in a deprived area of Stirling but I think the children in Borestone Primary are experiencing both rural and urban ways of life. The school’s roll is 290 children of whom 67 receive learning support including one child who is physically disabled and is in a wheelchair and another child who is visually handicapped.

There are presently 15 teachers, 3 nursery nurses, 1 visiting learning support teacher, peripatetic teachers for music, art, craft, physical education and needlework. There are 11 classrooms, a television room, music room and parents' room. There is also a large hall used for dining, physical education and for some social gathering activities, a library and a general purpose room for art and crafts. Classes are arranged according to age and pupils are taught in ability groups in basic subjects. There are 8 auxiliaries, three in the classrooms and 4 at the playgrounds and at the dining hall.

The pupils stay in school from morning to afternoon. There is also a nursery provision attached to the school. The school has liaison with the following high schools for the children’s further education:

a. Bannockburn High School
b. Stirling High School
c. St Modans High School

INTEGRATION

The 67 children with moderate learning difficulties are almost totally integrated in the mainstream classes. These children were never dealt with separately since everywhere the school is always having children with learning difficulties and as a result, the school is devoted to its whole school approach in trying to meet every individual child’s learning needs in the school. Children with learning difficulties are taught in classes along with their peers with support.
PART TWO

AIMS OF THE LEARNING SUPPORT CENTRE IN RELATION TO 5-14 AND REGIONAL POLICIES:

The region’s policy is maximised integration with support that can be:
1. learning support based in the school
2. visiting learning support
3. outreach programme support
4. regional support
5. parental

Borestone school policy is a duplicate of the region’s policy with the difference here and there. The learning support teachers are working along the lines of the two documents, i.e. the regional policy and the school policy. The children are supported in the classroom and also withdrawn to the learning support working base.

PART THREE
DESCRIPTION OF THE LEARNING SUPPORT CENTRE

My understanding of the nature of "learning support" within the educational system in Scotland comes from my visits to various schools and from the lectures in college. Learning support teachers operate in a number of different ways and there may not necessarily be a full time learning support teacher in each school. Learning support teachers may be peripatetic visiting a number of schools throughout the week. An "outreach" programme may be in operation too. However, these teachers work, aims at the same goal - to provide extra help to those pupils who need it.

In Borestone the learning support teacher was, after qualifying, a class teacher before leaving to bring up a family. When she returned to teaching she took up a post in learning support - an area she had been interested in for a long time.

She started knowing nothing about learning support, what she had were the few methods of remedial work which every qualified teacher in the field is expected to have. She was later taken for a week’s intensive course in the region in which she was taught some additional methods and approaches on how to teach or support the children with mild to moderate learning difficulties. She was also trained or shown how to use some special materials and told where to get the appropriate learning materials or where to borrow the resources if the school has not enough money to buy the resources.

Ever since then, she has been posted at Borestone Primary School and has never transferred to any other school. She is fully based in the school and very influential because she belongs to the school’s management team, which is made up of people who make decisions about the issues in the school. The learning support teacher plays a major part of
advisory role to the teachers in the school and to the visiting inexperienced learning support teacher in the school. She often takes part in regional and schools staff development activities. Herself and other learning support teachers in the region together with the advisers meet to discuss and analyse the practice of learning support in the schools and bring in changes or innovations to improve their programme.

It is good for her to be in the management team because she knows exactly what is required for the individual needs of all the children with moderate learning difficulties, she is also responsible for all the resources in the learning support base. She has a separate timetable. Whenever she enters the classroom or if it is for listening skills they go to her working base. If it is a class with special assistant, the assistant will go to her and get the working instructions for a particular child in a computer and help the child do well in what s/he has been assigned to do.

The assistant will make sure the child finishes the work correctly and gets another child in turn. She usually works with the children, the learning support teacher has already seen. The learning support teacher usually uses the materials in classes unless she feels the available materials are difficult for the particular child, then she will use the materials in her base or decide some for that child. The class teacher will also be made aware of what works for a child. The resources are spread in all the classes except for the special ones which can either be at the learning support base, regional resource centre for borrowing or can be bought by the school.

METHODS OF ASSESSMENT AND SELECTION AND BY WHOM?

In Borestone Primary School children who may need additional support are identified as early as possible. This may come from information supplied from sources such as play group leaders, nursery schools and medical, social and psychological services. In the early primary stages there is both formal and informal assessment so that problems can be identified and action taken at an early stage. These assessments are carried out both by teachers and by professionals like educational psychologists. The learning support teacher will also carry out her/his own assessments to determine the child’s strengths and weaknesses and to decide which areas of the curriculum will need the most support.

HOW CHILDREN ARE SUPPORTED IN MAINSTREAM, BY WHOM AND WITH WHAT KIND OF RESOURCES

Pupils with moderate learning difficulties in Borestone are supported by their teachers and the learning support teacher together with their parents. The learning support teacher has a separate timetable from the school or classroom timetables, she supports children as individuals, in small groups of about three or four, in bigger groups of from
seven to ten and can support the whole class. She supports children in their classrooms or withdraws them to her working base.

The following are examples of activities where the learning support teacher was involved with the children giving some support in and outside the classrooms.

1. Primary 1 - four pupils doing individual reading. The learning support teacher listened to the pupils reading individually, after the child has read, the auxiliary will then take the children in turns to do computer work, following what they read, they had different activities depending on the child’s ability.
   a. a child did close procedure from the reading s/he has done.
   b. the child did completion of words, using some chosen words s/he has just read.
   c. the child did some building up of correct sentences, from the story read.
   d. a physically handicapped child did some oral work answering some questions from the read story.

2. Primary 3 - three children in this class were supported.
   a. one child printed some given sentences by learning support teacher on a computer with the help of the auxiliary.
   b. a child read the story and did close procedure activity with the help of learning support teacher.
   c. the other child did some computer work with the help of the auxiliary.

At the end of the session the learning support teacher and the auxiliary discussed how the pupils did their work, (their strengths and weaknesses). The learning support teacher then left a message for the class teacher with the auxiliary on how to go on helping the children because the class teacher was busy with other children (the rest of the children).

3. Primary 6 - 9 children. The learning support teacher withdrew this group of children for identification of the children’s individual new reading schemes. She had about six books of different reading levels and took the simplest reading scheme to the difficult one. At the end of the lesson she had identified appropriate reading scheme for each child.

4. Primary 1b - 4 children.
   a. a visually impaired child, who due to his problems is still failing to hold on to a pencil!, cannot read and has language problems.
   b. another boy with behaviour problems. These children each had a special auxiliary. They did picture matching on the computer, did reading of three letter
words and did some tracing of some given letters with the learning support teacher.

5. Primary 7 - In this group there were three very able children. The learning support teacher listened to them read and they then went to do some written work with their class teacher. These children were encouraged to make use of the Resource Bank in the classroom, this contains a lot of different reading materials for them to use if they finished their work before the others. The learning support teacher was able to help the class teacher by providing (and marking) extra work for this group.

The learning support teacher uses mostly the resources in the classes or school supporting these children. She also has a lot of resources stored in her working base. For those who need special equipment she advises the school where to borrow or where they can buy the materials. Otherwise all materials are bought by the school funds.

She also withdrew children to her working base for some listening skills which are important in all subject areas, language activities. There was a group of Primary 7 children - who were withdrawn for some listening skills and amongst these children was a boy with behaviour problems who could hardly sit or write a complete word concentrating at least for a short time.

Apart from the learning support teacher (who was a senior teacher's post) there is additional support. There was a visiting learning support teacher who was peripatetic providing learning support for two schools. She was relatively inexperienced and depended on the advice and support of the senior support teacher. The visiting learning support teacher support pupils in some classes, who have moderate learning difficulties making up for the senior learning support, when out on consultation business with the teachers or staff development activities.

The outreach programme teacher comes into the school once a week to support the visually impaired in the classroom. The parents also are involved in the learning of their children and they also support the children at home especially in reading and need to sign the jotter after every help she/he has given the child. The region also supports the children with resources, but staff development (the teachers and learning support staff), by advising teachers on how to help or teach pupils with moderate learning difficulties, by providing some specialists to be involved with such a child e.g. education psychologists, school doctors and by providing special equipment to the pupils with learning difficulties in the school.

The auxiliaries help the pupils with learning difficulties in the classrooms in different ways. They will deal with behavioural problems if they arise and will help the children when they have problems with their work. The auxiliaries must know what the class teachers expect from
the child and understand the nature of the work the child is doing.

There are still children in the school who need extra help and this is first realised by the class teacher, the learning support teacher and maybe the parents. If such a child is found then the visiting learning support or outreach programme will then come in and if the extra help was not beneficial still the outside specialists will be contacted or the child be referred to their. They will then do their own testing and assessment and may recommend that a child be educated in a special school.

**NUMBER OF CHILDREN AND AREAS OF THE CURRICULUM INVOLVED**

There are 67 pupils in the school with moderate learning difficulties who are taught in the mainstream alongside their peers with support. The learning support teacher according to her separate timetable supports the children right across the range from Primary 1 to Primary 7 in the following curricular areas:

a. reading
b. practical mathematics
c. environmental studies
d. language
   - spelling
   - sentences
   - punctuation marks
   - comprehension
   - writing up of stories, etc.
e. listening skills
f. computer work

**PART FOUR**

**NATURE OF THE CHILDREN CONCERNED AND THE RANGE OF DISABILITIES**

The learning support is right across the curriculum from Primary 1 to Primary 7 classes. She is supporting pupils with a range of special educational needs, for instance

- very able children
- slow learners
- pupils with mild to moderate learning difficulties who are the majority of the pupils with learning difficulties in the school
- the visually impaired child who also had astigmatism and only one eye was working and this made him look at things with tilted head, he also had a problem with holding a pen or a painting brush and was using a very thick pencil and the learning support teacher and the auxiliary will be holding his hand whenever he has to write, draw, shade, paint and cut.
- the physically impaired child who was in a wheelchair
- those children with behaviour problems.
PART FIVE

MANAGEMENT, ORGANISATION AND PLANNING IN RELATION TO SCHOOL AND REGIONAL POLICY

The school management team is composed of the head teacher, who is non-teaching and is the overseer in the school, the deputy head teacher who is also non-teaching but monitors all classes and covers where possible, in case of teachers absentees the depute head teacher takes the class for at least six days till replacement. The assistant head teacher who is a full time class teacher also is responsible for the nursery to the infants in Primary 3. The assistant head teacher monitors the classes and pre-school services, liaising pre-school with the primary school, identifying of placement of the nursery children in primary school classrooms.

There are three senior teachers, one of which is a senior learning support teacher, is responsible for all requirements of her services in the school. She is the one who advises the management on issues related to her work, and on resources appropriate to the individual children’s needs. Borestone primary school is trying to practise maximised integration as it is the aim of the region, with the exception of those pupils who need special education in different available special schools.

There are tests and assessment records for all the children in the school and those conducted by the learning support teachers. As well as those from other outside professionals involved with some children, these are kept in the children’s record books or files.

There is always formal and informal continuous assessment in relation to the pupil’s progress and difficulties. The formal one is where assessment forms are used every term to find or show how children are progressing. Otherwise the informal assessment is done in the classroom and outside the classroom. The learning support has consultation time with the class teachers of the pupils she is involved with, to discuss each child’s progress, difficulty, strengths and weaknesses as well as to discuss strategies of how to help each one of them. Teachers are also free to present their concerns about some of their children to the learning support teacher whenever they meet or during break times.

THE AUXILIARY

The auxiliary I found at Borestone primary were those who are engaged with a particular special child although practically while in the classroom they assist each other and every child in the classroom. What I found them doing is that they made sure pupils behaved well and were working well, having all the requirements for each and every activity. They were always with the children in the classroom or outside the classroom at break time even during lunch times. They also made some materials for the children
and in Primary 1 class they were even labelling children’s books and materials.

One auxiliary was for the physically impaired child, one for the visually impaired and the other for the child with behaviour problems but it was not always easy for a person who does not know this to usually see that the auxiliary was for a particular child. They never taught the children nor marked the pupils’ books. They were also responsible for cleaning up the soiled children. At the end of the day they made sure the classroom is left in order and made sure that all the children are taken by their parents back home. They were engaged with the pupils in the lower classes only.

PART SIX

COMMUNITY PARENTAL INVOLVEMENT

Parents are fully involved in the education of their children. They are involved in decision making and in approving of what the teachers see as important for the child. They are welcome to the school any time as long as they contact the head teacher first. They only see teachers after the teaching hours unless in an emergency. The parents are also involved in the children’s homework, where they are to help their children do the homework and listen to them read.

Parents are also involved in the school fund raising through parents groups, they also make arrangements for parents and teachers meetings informally and have a chance to talk about their children’s problems and progress and on how parents can help the children at home. Parents form part of the school board. There are also some parents who are involved in some particular activities in the school, for instance working with children in the classrooms, helping in craft work, baking and field trips or even making teaching aids for their children in classes.

Apart from what is mentioned above, parents help the children with homework and reading at home, and it is not very clear what role they play in integration other than making a choice for their children’s provision of education.
PART SEVEN

ADVANTAGES (A) AND DISADVANTAGES (B) OF INTEGRATION, BY HEAD TEACHER AND TEACHER

A.
Neither the head teacher nor the depute head teacher were there for the whole week.

TEACHER
Pupils are individuals and sometimes in small groups

Learning support allows teachers time for the above children, while learning support teacher is with the less able ones.

Provides teachers with the know how of dealing with pupils with learning difficulties.

Pupils manage to assess themselves and say whether they need support or not.

Learning support is good because it has a lot of consultation time with the other teachers.

Teachers must see learning support as someone with useful techniques or methods that can be used to help all children. - teachers having a problem of having an adult in the classroom. - seeing learning support teacher as an extra hand.

PART EIGHT

SPECIFIC PROBLEMS ARISING FROM PRACTICE OF INTEGRATION AT SCHOOL LEVEL AND HOW THEY ARE DEALT WITH, HEAD TEACHER’S AND TEACHER’S VIEWS

Learning support teacher’s views.
The learning support teacher pointed out clearly that problems are very minimal, the only problems she could remember were:

1. The wrong, inappropriateness of school placement of some children due to their parental wishes, for instance the visually impaired child who probably needed more than just learning support provided in the school.

2. The experience of some teachers who did not like learning support programmes as a result the activities were stopped and restarted after the teacher has been fully convinced by the head teacher and the learning support teacher having to consider other strategies than the one she
used before. Otherwise, she said there were no problems but maybe in some areas teachers might feel integration brings a lot of extra work but for the conscientious teachers they will cope.

PART NINE

DISCUSSION ON ISSUES EMERGING

As far as they Central Region is concerned learning support is very effective alongside total integration. From Borestone School as I have observed, it is effective and well established but still I feel there are some things that need to be considered to make it more effective, for instance I observed a lesson in Primary 3 class where the class teacher was doing an oral lesson and the learning support teacher and I were doing some individual reading with a group of 4 children, one part of the classroom. This I saw as not effective because there was a lot of noise in the classroom that could disrupt the few pupils reading low, since they were taken in turns. For those who were not reading it was difficult to concentrate.

I think that in some cases classroom design and organisation could be improved to minimise these problems. A quiet and well organised corner could be used when reading with a group in the classroom. In this way the movements of the other children in the room would be less of a distraction.

I also feel that maybe if the Borestone teachers could come together and work as a team, some of the groups the learning support teacher was supporting could be supported by the class teacher, or at least be more lessons where support teacher teaches the whole class. The teachers showed good relations with the learning support teacher in the whole school. The learning support teacher displayed some high level skills and a lot of commitment in her work, to support the whole school is not an easy task.
APPENDIX 2: BORESTONE SCHOOL PUPIL PROFILE

NAME OF CHILD: L   SEX: M   AGE: 5 YEARS

This child has integrated totally in Primary 1 mainstream class and was observed during some curricular activities with the class teacher and learning support teacher. He was also observed at break time and lunch time while eating.

He was not the only child who had learning difficulties, there was another boy with behaviour problems and two girls who were slow learners and had some emotional and behaviour problems.

The researcher managed to get an insight into how L performed and coped within the educational provision, by generally observing him, going through his work tasks, his reports and records as well as participating in what L was doing. The researcher was particularly interested in L due to his noticeable aspects which were observed as:

- he wore glasses with thick lenses
- he turned his face to the right whenever looking at things
- he used to snap his fingers when he was excited
- he had difficulty in holding a pen correctly, he had a shaky hand.

Basically it was clear from the observations, discussions with teachers, learning support teacher, the special auxiliary and the class teacher that the boy has some additional problems which also affect his learning and add to the already identified moderate learning difficulties. These were, his left eye is completely blind and he only uses the right eye which has some deficiencies, he attends the hospital for medical check ups for monitoring the efficiency of the right eye.

- L has poor eye and hand co-ordination and has problems with fine motor skills
- he has language difficulties and he only tries to talk when excited and only in single words
- he has learnt just a few sentences
- L has problems with writing, drawing, colouring and tracing and needs considerable teacher support
- he has poor pencil grip

L is well behaved and he interacts well with most people. The other children are aware of his problems and are quite willing to help and advise him - they even go out of their way to ask the teacher whether they can look after him at recreation periods. L manages to choose his own meals at lunch times.

The Primary 1 class L is integrated in is of 28 children in all and only L and the other 3 children receive learning support. The provision in L's school is maximised integration, because at some point children can be withdrawn
though L has not yet been withdrawn. L is timetabled in the
mainstream class and learning support teacher’s timetable. He
had a special auxiliary, though the auxiliary does not
really only support him. She helps him and other children
in the classroom.

Though L has all the above mentioned problems, he has to
receive education as it is mentioned in the Scottish 
Curriculum Guidelines (5-14) that,

"Education is concerned with a range of aspects of
learning. It involves knowledge, skills and attitudes
specified in curricular advice, and also values, interests
and interests which are to be encouraged and
fostered in young children"

And that like L

"pupils with visual impairment may require specialised
materials and approaches such as texts on audio tape, a
means of enhancing or enlarging ordinary print, or
being taught braille."

L is not facilitated with the above mentioned appropriate
materials to help him learn effectively, he only has glasses
and is taught with the available materials in the classroom
or what the learning support teachers bring to class for
instance, prepared reading scheme, computer work and the
thick pencils and colouring pencils that L was using to
write.

Mainstream Class

The observer managed to observe L in the following
activities:

- story time. The class teacher told a story and had a
poster about the story, L actively took part, he would
snap his fingers whenever he thought he knew the answer
to the question asked, and he will continue doing that
even after giving the right answer, with lots of loud
laughter.
- radio programme on shopping at a bakery. He behaved
like the rest of the class, very happy to list all
those nice baked bread varieties found in the bakery.
He would even shout an answer before the teacher
pointed or asked him to speak. He looked quite good in
oral lessons.
- art work - colouring drawn pictures, he was using thick
colouring pencils, and because of his problem of shaky
hand, the special auxiliary would be there holding his
hand and giving him instructions on what he has to do.
And making sure he does not mess things, he had not
acquired skills of using a brush, so when the rest of
the class use brushes for painting he will be using his
thick colours.
- number work - L was still learning about number 2, so
he had to paint the drawn 2’s, trace the written 2’s,
join the dotted 2’s, which he did with the help of the auxiliary and the observer.

The class teacher would give him instructions after explaining and the auxiliary helped him do as he was told. Whenever he finishes an activity before others he will suggest what he wanted to do next. He was accepted by all peers in the classroom, he was a friend to everybody and some older children gave him some special treatment, holding his hand and trying to direct him and volunteering to accompany him wherever he was going.

**Learning Support**

This support was given to L in his class and the researcher observed him when the learning support teacher gave him support in the following activities:

- computer work. L and the other three children who also receive learning support used the computer in turns and L used it twice. They were learning about colours and the computer was giving instructions e.g. two red apples and a child would point at the mentioned objects matching the colour "red" etc. and the learning support teacher with every child would ask questions like "which are orange? which ones are blue? etc.

L seemed to like computer work very much because he snapped his fingers and jumped, he was even telling the other children some answers.

- Reading - the learning support teacher brought some books for the whole group of 4 to read. She took them in turns and she spent more time with L who had problems with identification of words. L had the poorest performance in reading but had all the courage because the teacher kept on motivating him with words like - good, very good, that’s it! and he was very happy to know or at least to have managed reading a word.

During the time when L is receiving learning support the special auxiliary will be helping some children, the class teacher is handling.

**Break time** - Unfortunately L had to stay in class because he had a running nose that day. He remained in class with the boy who has behaviour problems, who also had a special auxiliary. They sat together and chattered and laughed together. The class teacher, the observer and the two auxiliaries were there but there was never a time where any of them had to rush or go nearer the two, that means they got on quite well.

**Lunch time** - To the observer’s surprise, at lunch time the older children from other mainstream classes came to ask the class teacher if they could take care of L during that time and L did not refuse, he just smiled and went with them. L
chose his lunch without any difficulty but carrying it was a problem. So either the lunch supervisor or one of those older children would carry it to the table, where the food will be cut into smaller pieces for easy picking. L fed himself quite well and after finishing he took his plate to the kitchen for cleaning.

**Is Integration Good for L?**

The observer feels that integration is good for L because L has never been into a different kind of provision other than the mainstream school where he is now, and is established. The school is also in his catchment area, so he feels he is part of the whole community, and the following are some of the things that make L’s integration good:

- he is well accepted in the school and some of his problems are well known by the rest of the school, for instance his visual problem.
- his ability to cope with so many teachers, e.g. learning support, class teacher and the auxiliary.
- his parents support and willingness.
- peer support and teachers’ support and non-teaching staff support.
- the support of the head teacher and management staff.

**CONCLUSION**

In conclusion L is integrated successfully because the researcher when looking at the criteria for integration stipulated in chapter one, feels L’s experience of integration falls into most of the set criteria sub-topics for instance;

1. **Good Communication** - L is discussed accordingly by the teachers and parents, outside agencies, as well as well reviewed for easy planning assessing for his learning.

2. **Planning and Preparation** - This was considered according to the researcher because from the observation point of view class size is all right with two auxiliaries and a number of children with learning difficulties is all right. Attitudes for everybody in class are positive.

3. **Resources** - The resources are appropriate only that there must be some additions and may be it was too early to say if L is failing with such specialised materials because he was just 5 months in that primary 1 class.

4. **Support Package** - L was supported in class amongst other children with an auxiliary. He was supported in a small group and his class teacher was aware of the technique the learning support teacher used. He was getting very good support even from outside the school. His parents were supportive too.
5. **Flexibility and Adaptation** - L was given access to the curriculum by doing almost all what other children were doing in learning. Classroom organisation and school organisation was appropriate to him, also he had no movement problem. All that was necessary was for him to take care from his class to outside - the school he needed no school physical changes.

And lastly, the major and last thing in successful and effective integration is (6) **Attitudes** - And in L’s school teachers, children and non-teaching staff together with parents had positive attitudes about L, as a result L was at home.

But the observer feels L must be supplied with appropriate materials which are relevant to his problem of sight in the classroom, though he was visited by an outreach programme teacher for some extra support, so far teachers feel he has no problem at all, even the teachers do not have a problem with him, they just have a fear of him losing his sight altogether.
APPENDIX 3: CASTLEHILL PRIMARY SCHOOL REPORT

REGION: FIFE  TOWN: CUPAR
SCHOOL: CASTLEHILL PRIMARY  NUMBER OF CHILDREN IN SCHOOL: 629

PART ONE

GENERAL DESCRIPTION OF THE SCHOOL

Castlehills Primary is the main school in a small town, Cupar in Fife Region, catering for 629 children from within and outside in the neighbouring towns and villages. It is situated in the countryside scenery with large school surroundings that provide a lot of space for the pupils, free movement and playgrounds.

There are 20 classes of which 3 are composite classes and 2 are special needs classes. There are 32 teachers, 4 nursery nurses, 3 auxiliaries, 1 janitor and a caretaker. The school has a management team of 8 members, being the head teacher, a depute head teacher, 2 assistant head teachers and four senior teachers.

There are three big halls, each situated amongst a block of classrooms, which are used for the assembly sessions, art and craft activities, music and television programmes. In these halls are facilities that classes share for instance the big music facilities and cookery facilities. There is also the biggest hall in the school attached to the dining hall and the kitchen, used for entertainments or some social nights where parents take part, for gym and physical education activities as well as for drama performances.

The school has children from very different home backgrounds and many pupils travel quite long distances to the school. The school seems to cater well for this wide range of pupils. The school roll includes the pupils with mild to moderate learning difficulties. These include pupils with specific learning difficulties and pupils with behavioural problems. There are also pupils with other special needs who are in a special unit attached to the school and are integrated socially and into some classes.

There are presently 16 pupils with moderate learning difficulties in the two integrated special units, some in the infant class and some in the special needs class for older children.

PART TWO

AIMS OF THE UNIT OR LEARNING SUPPORT CENTRE IN RELATION TO 5-14 AND REGIONAL POLICY

The infant unit has mostly pre-school facilities and in addition pupils are doing the learning basics of listening, writing, reading, talking as well as covering some practical
subjects having a clear focus on the life skills, e.g. dressing, eating, cleaning, safety, etc.

The other class for the older children are leaning along the 5-14 guidelines, they are doing the basic of learning in a balanced curriculum of listening, talking, reading and writing, the range of practical subjects and more of life skills. As it is the aim of the whole school to treat children as individuals, the unit is trying to meet the needs of every child individually and giving the children a core curriculum suitable for each one of them.

They learn exactly what other children in the school learn but at their individual levels. The specialist teacher and the assistant head teacher assigned to the special needs unit use informal continuous assessment technique to really identify a suitable mainstream class for individual children's integration. The other aim of the unit is to support the teachers for the benefit of the child. To also have constant consultation with the mainstream teachers on progress, coping, understanding and problems of the individual child as well as to assist the teachers with the necessary teaching strategies, they are aiming at total integration where possible.

PART THREE

DESCRIPTION OF THE UNIT/LEARNING SUPPORT CENTRE

There is both the learning support centre or base and the integration provision in the school. Learning support is for the children in mainstream as well as their teachers. It has a base within the school where enough and appropriate resources are kept for both the children who are supported and their teachers.

Whenever the class teacher has identified children with some learning difficulties s/he consults with the head teacher and assistant head teacher responsible for his/her class about such a child or children, and if they agree that such a child can learn effectively with some learning support, the child will then be referred to the learning support teacher. The learning support teacher will then assess and try to find the difficulty a child has and the curricular area where s/he has difficulty as this will give the learning support teacher the idea of how to start supporting the child.

Following this initial assessment the learning support teacher will discuss with the class teacher the most effective way of supporting the child. The parents will also be involved in this process of consultation. If the learning support teacher realises that the child still does not benefit from the support, the child will then be referred to the educational psychologists, who will do further testing and assessment and if her/his advice is that the child be transferred to the special unit, the parents will again be consulted and if agreed, the child will be
placed in special needs provision with some kind of integration in mainstream classes.

The learning support teacher generally supports children with learning difficulties in reading, practical mathematics, language, etc. She supports the children in the classrooms and at the base. She withdraws children with learning problems that cannot be dealt with in a group, and needs support for a long time, she also withdraws children with social, emotional and behavioural problems which are better dealt with away from the class. She also supports the most able children in classes. She does not support the children with special needs in the classes or in the unit, unless the child is totally integrated in mainstream.

The learning support teacher uses resources which are relevant to the child's needs which can be those available in the classrooms or those based in the learning support base. For those children who need some special resources the learning support teacher consults with the head teacher who will either borrow them from the Regional Support Centre or buy for the child to use in the school. She is also allocated finances for some other appropriate resources or materials needed in the based.

The learning support teacher does not work in isolation, she works mostly with the teachers and management team in the school. She has a separate timetable for the children she supports, which was drawn up by her and the management team after deciding who should get the support, who should do without and how long children should be supported and in which curricular area the children should be supported. She consults with the class teachers in the afternoons as a follow up to what they, pupils did, and how they are progressing, if any, who are the newly identified children with problems and how teachers can help their children cope.

The support teachers uses informal continuous assessment and formal assessment and records of work for the individual pupils in the classrooms who receive learning support. For those children who cannot cope with the available curriculum (5-14), a core curriculum is devised which takes account of their difficulties and this core work is organised by the class teacher, assistant head teacher and learning support teacher.

Apart from the school based learning support, there is a visiting learning support teacher twice a week, who also supports the children in and out of the classroom at the learning support base. The school management team especially the assistant head teachers have timetabled themselves to help or support the children in some curricular areas in the mainstream classes. They also support some teachers. The Regional Support Centre supports the school, pupils and teachers with the appropriate resources and special materials which can either be borrowed or bought.
Special Needs Units

The Special Needs classes in the school are two, one for the infants and one for the older children. The special needs infant class is situated between the nursery class and the Primary 3 and 4 classes. It is made up of 5 children, 3 girls and 2 boys. The children in this class come from both the school nursery class and outside as referrals from the areas around Cupar. One boy who is the youngest integrates with the nursery class and the other special needs class. One boy integrates with only the special class for music and spends most of his time in the unit.

The three girls integrate with Primary 3 and 4 (composite) classes for television programmes, assembly, art and craft, physical education and joins the other special needs class for music. The teacher is a specialist teacher in special needs and has one auxiliary. The age range for the infant class is 5 to 7 years.

The special needs class for the older children is situated amongst the infant classes, primary 5’s and 6’s. It has a specialist teacher, a qualified auxiliary and 9 children. The two girls and seven boys range from 8 to 12 years old. One girl comes into the unit twice a week for discussions and news time, otherwise is fully integrated in Primary 5. A boy is also coming once a week for news time and is also fully integrated in a composite class of Primary 5+6 where he is occasionally joined by another boy who is integrated in a few curricula areas.

One boy is integrated in Primary 6 for some curricula areas, he is always moving between the two classes. Two children, a boy and a girl, are always in the unit and integrate only for the assembly with mainstream classes and music with the infant special needs class. A boy is integrated in Primary 3 and the other in Primary 4.

Number of Children Involved

There are 16 children in the units who are socially integrated in the school. The special needs children spread around the school during break time though seem to be involved with the same children and are always watched by auxiliaries at play, lunch and while in the classrooms. They have the same school breaks and spend the same time of the subject period with other children for instance 30 minutes for a maths lesson, 1 hour for a project, 45 minutes for physical education.

Communication

One interesting part of the telephone system installed in the school to ease communication problems of calling in or expecting a child for a lesson in a mainstream class. What happens is the mainstream class teacher since has timetabled the integrated child is always conscious of time and makes
sure the child does not miss the lesson by telephoning the child in the special needs unit to call him/her in or to inform the child on any changes and the special needs teacher is only involved if the child has speech problems – failure to express him/herself. The children also telephone the mainstream teachers to find out about their programmes and it is amazing how they are used.

There is early identification of pupils with special needs in Fife. Many of the children in the school were identified at the nursery stage. Some of the special needs pupils at the school have been transferred from local primary schools. These may be children who had been receiving some learning support but this had been found to be insufficient for their needs. The special needs unit can provide more individualised programmes for their pupils.

Curriculum Areas Involved

The pupils from the special needs units or classes are integrated for the following curricular areas:

- NURSERY - nursery class activities
- PRIMARY 3+4 - art, physical education, assembly, television programmes, etc.
- PRIMARY 5 - assembly, mathematics, reading and projects, physical education.
- PRIMARY 6+5 - one child all subjects.
  Two boys for - assembly, project, art, physical education, drama, puppet making, videos, reading.
- PRIMARY 6 - Language, project, science, drama, reading, videos, art, assembly, mathematics, physical education, etc.

In addition they all learn cookery, swimming, life skills for instance, shopping, cleaning etc. They do their swimming at a Regional Council pool, they are bused in and out by the Region.

The special needs teacher supports the special needs children in the mainstream classes by consulting with the class teachers to discuss the child’s progress, problems and the strategies the teacher can use to help the child learn effectively, and this happens throughout the week as a follow up of what happened during the day. Since the consultation is so regular, the teachers in the mainstream already know the needs of individual children and appropriate resources needed, otherwise the special needs teacher always make sure that the children are well catered for or planned for in the classes they are integrated in. The management team is responsible for the whole school resources and may suggest what is appropriate and needed.
Nature of Children Concerned and Range of Difficulties

Special Needs Infant Class

1. Boy - had neck cancer at birth, speech problem, emotionally disturbed and aggressive but good in number work. Aged 6.2 years old.
2. Boy - 5 years old, has speech problem, not interested in talking, very small, concentrates on objects for a long time.
3. Boy - 6 years old, has a hearing loss, speech problem, lacks language and has social and behaviour problems.
4. Girl - 7 years old, has emotional and social problems, delayed speech and understanding.
5. Girl - 7 years old, is withdrawn, has social and emotional problems, delayed speech.

Special Needs Older Pupils' Class

6. Boy - 8 years old, socially deprived, speech problem, has fits, material deprivation.
7. Boy - 8.2 years old, behaviour problem, hyperactive, very poor attention span.
8. Boy - 9 years old, Down Syndrome, no speech and uses Makaton, behaviour problems.
9. Boy - 10 years old, behaviour problems, social problems, disruptive.
10. Girl - 10 years old, has social problems, withdrawn, intelligent but has learning difficulties.
11. Boy - 11 years old, Downs Syndrome, has behaviour problems, talks mostly to herself, swearing.
12. Boy - 9.6 years old, hearing loss, lacks language and has behaviour problems.
13. Boy - 12 years old, behaviour problems, learning difficulties.
15. Boy - 11.4 years old, squint, social problems, slow learner.
16. Boy - 8 years old, has speech problem, stammering, sequencing problems and is hyperactive.

PART FIVE

MANAGEMENT, ORGANISATION AND PLANNING IN RELATION TO SCHOOL AND REGIONAL POLICIES

The head teacher has overall responsibility in the school so he knows a lot about what is going on in the special needs units. The assistant head teacher responsible for the special needs units is a go-between for the special needs teachers and the head teacher as well as the rest of school management team. The head teacher and the assistant head teacher are involved in decision making, approval of some requirements, purchasing of the needed resources, they also make decisions on where the child should be placed in mainstream class.
They are also involved with some planning and improvements. The specialist teachers play a major role since they are the people involved with the children and are the people who know better the requirements and teaching approaches. The disadvantage is that the responsible assistant head teacher is inexperienced, that is to say she is just an ordinary teacher and knows very little of special needs and yet she is the one who makes decisions for these classes, it would be best if one of the specialist teachers was in the management team.

Since the special needs units are working hand in hand with the regional support centre and the regional advisers, what they do or decide is along the lines of the region and school policy documents. They are often advised and visited by the advisers. They are always involved with some staff development activities and issues at a regional level concerning special needs pupils.

There are a lot of outside specialists involved with these children for the welfare and education generally. They come in school, and are up to date about each child in the unit, they also know about the children’s individual needs. The other professionals involved with the children are those who assist in music, art and craft, speech training, physiotherapists, etc.

The sources as mentioned before are from the school budget. Every Thursday the specialist teachers meet to discuss and plan for their units and assistant head teacher will then give the head teacher a report of what has been discussed. The children in the special needs units are taxied in and out of school everyday and this is the responsibility of the region.

According to the school policy document every child in the school is treated as an individual, his/her capabilities, his/her needs, and the difficulties she/he has. The school as a whole is trying to meet these children’s individual needs by providing what is relevant in relation to learning and resources as well as the teaching approaches.

**Auxiliary**

In each of the two special needs units/classes there is an auxiliary. The role of each of them is the same, they assist teachers with the learning of each of the pupils in the unit. They are also responsible for toilet training and supervision both in and out of the classroom. The auxiliary does not teach nor mark children’s books rather help the children with the work the class teacher has assigned to them, and makes sure they finish. For the auxiliary to help the children must know what they are doing. They fully take part in all what the pupils do.

They often accompany children with behaviour problems to the mainstream classes.
PART SIX

COMMUNITY AND PARENTAL INVOLVEMENT

The parents and the community play a major role in Scotland's children's education. They are the people most concerned about their children's education. They make decisions on what type of education is suitable for their children. They may be well informed about education at national level, regional level and at school level and may be clear of their role in the education of their children. No decision can be made by the region, local authority or the teacher about the child without the involvement of the parents.

Parents should be centrally involved in the education of their child, as they are to approve what professionals see as appropriate for their children. In Castlehill there are many professionals involved with a particular child discussing their findings and concern about a child and parents are in most cases involved.

There are many people involved in teaching the special unit children some skills, for instance swimming, music, cookery, art, craft, etc. who come to the unit from their homes or working places. The parents are expected to know what the teachers do to carry it on at home, teaching their children even during the holidays. They must have strong relationships with the school/teachers for easy discussions of their children. Every year the school booklet (brochure) is sent out to parents to inform them about what is happening in school. They are also welcome to school anytime of the school day by appointment. The community and parents form part of the schools success in everything.
PART SEVEN

ADVANTAGES (A) AND DISADVANTAGES (B) OF INTEGRATION

HEAD TEACHER’S VIEW

A.
Special needs children get specialist teachers
They also get classroom assistants unlike pupils in mainstream
An opportunity for pupils with special needs to be taught by mainstream teachers.
Pupils learn alongside peers.
Special needs children in the unit do well because they are taught in a very small group.
The special resources are shared amongst all children in the school.

Teacher’s

Teachers in the unit having a chance to mix with other professionals.
Mainstream teachers having experience of teaching strategies and special learning resources.
Having an idea of matching children’s performance with the government initiatives.
A lot of staff development and in-service training.

B.
- pupils travelling long distances to and from school
- children from outside Cupar have problems of having close friends far (peer groups).
- children having difficulty of learning and understanding two cultures (home and school peers).

- some mainstream teachers having problems of having an adult observing the integrated child in the classroom.
- teachers not well developed to handle and teach pupils with special needs.
- some teachers will have a feeling of stigma on pupils with special needs.
- other mainstream teachers seeing the special needs teachers as teachers only suitable and capable for special needs children.
PART EIGHT

SPECIFIC PROBLEMS ARISING FROM THE PRACTICE OF INTEGRATION AT SCHOOL LEVEL AND HOW THEY ARE DEALT WITH: TEACHERS AND HEAD TEACHERS VIEWS

Head Teacher's
The head teacher came up with the problem of too many professionals involved with one child, he mentioned that the children who are transferred to Cupar or Castlehill school from outside are still dealt with by professionals where the child is transferred and the problem is that the child's records are still where the child came from. This he said is still discussed and he is proposing that the records be transferred with the child.

The other problem he mentioned was communication between the school and outside professionals or agencies. The head teacher thought that there was insufficient liaison between professionals in various parts of the region. It was not always convenient for teachers to attend case conferences because of commitment within the school.

He also mentioned time as one of the problem areas for the management team. The special needs unit has much going on that involve the assistant head teacher too much that she is falling to carry out some duties well because most of her time is spent with the special needs department. He went on to say that the curriculum developers do not seem to consider pupils with special needs or moderate learning difficulties, they just think or see pupils with learning difficulties as the same, and that there are still parents who have high expectations about their children especially after the child has been integrated in the mainstream class.

Teacher's
The specialist teacher for special needs said that there were still problems getting some mainstream teachers to accept pupils with special needs into their classes. Some felt that they did not have the skills to teach these pupils and that there had been insufficient staff development in this area.

She also mentioned that teachers see her as different from them, they do not think she can be able to handle or teach the children they teach rather, they prefer a learning support teacher in their classes.

She mentioned that there are time and again communication problems between her and the parents due to the few cases she experienced of children neglected by parents which involved social workers at the end. In most cases such lead her to hearings as a witness for the child. Usually she said there are never serious problems which are too extreme. Most of the problems that come are always dealt with at school level or an adviser will be called in to sort out a few things with a teacher or staff.
PART NINE

DISCUSSIONS ON ISSUES EMERGING

From the observation Castlehill school has some things similar to my home situation and some of the problems they have are the same as the problems I used to encounter. The important thing is that their social integration is very effective. Pupils are very much accepted by the mainstream children and a few teachers. And that the academic integration is also effective even though there are still a lot of questions one can raise about some observed issues for instance, the assembly, I was not impressed about the special needs children participation and had a lot of questions at the end, for instance - How long will it take the special needs children to know the songs?, the moral lesson, etc.

Do they really understand what they are doing and why? because I attended several assembly sessions and I did not see any of these children called upon or at least raising a hand to show that she/he has understood.

In Castlehill pupils with moderate learning difficulties in the units do music on their own and the reason being that they need more time and have to learn at their pace, well it might be true but the question is - What about those who show some talents that can be developed more through advance music lessons than just playing the instrument? I have a feeling some children have capabilities and can be taught music alongside their peers.

The other thing I was concerned about was the National tests. The assistant head teacher responsible for special needs accepted the pupils were tested and did not do well. From my understanding the pupils with moderate learning difficulties are very slow and their results may seem discouraging in relation to those of other children, even though they could show significant progress for them. It is difficult to know if they should be excluded from testing or not.

The other thing was that why is it not possible for the learning support teacher to support the pupils in the units? I think learning support teachers can have strategies which might be helpful in the unit just as the special needs teacher can have some which might work effectively with the pupils in the mainstream classes. I have a feeling that at least if they cannot work as a team but for staff development in the school they can be very useful working together in helping the other teachers, they should always consult with each other. I think the special needs teachers have useful capabilities as well.

I think the Castlehill Primary or Fife Region if the above mentioned areas could be considered and improved their integration could be very good, not forgetting the issue of including a specialist teacher in the management team.
APPENDIX 4: CASTLEHILL PRIMARY SCHOOL PUPIL PROFILE

NAME OF PUPIL: B  SEX: MALE  AGE: 11 YEARS

This child has integrated from the special class to the mainstream and was observed in some aspects of curriculum which he integrated for and also observed in some curriculum aspects in the special class as well as when the child was not in the classroom but during feeding time, break time, swimming, etc.

By going through the child’s records, books and work tasks, by general observation of the child, the researcher was able to gain an insight into how the child performed and coped within the educational provision. B was not the only child in the special unit/class integrated in the mainstream, but there were noticeable aspects about B that particularly interested the researcher. These were as follows:

- the boy was the thinnest in class and he gave the impression of being malnourished.
- the boy always attempted to eat his snack in class immediately after arrival in class.
- the child always kept quiet when asked about his jotter and his mother.
- the boy had a tendency of repeating the last word said in a question or a sentence.

Initially it was clear from the observation, the child’s records and discussions with the teachers, specialist teacher and the auxiliary that the child has some additional problems which also affect his learning progress in addition to the already identified moderate learning difficulties. These were:

- the boy had a hearing loss which he inherited from his father.
- he had no skills on lip-reading for better communication, as a result for him to communicate was very difficult.
- he often got angry because people did not in most cases understand him for he had very limited language.
- he has social problems at home, his teacher reported that the mother, because of her second marriage, neglected the two brothers who had similar problems. As a result B was very thin because he was under-fed and not well looked after. There was supposed to be a hearing soon at court.

B is taught in two classes, most of the time in the special unit and the other time of day is integrated in mainstream class. B is timetabled in the two classes and taught by both the specialist unit teacher and the mainstream class teacher, and he knew the mainstream timetable quite well because it was rare for the specialist teacher to have to remind him.
It is important to mention that in the Scottish National Curriculum Guidelines (5-14), it is clearly stimulated that education is concerned with a range of aspects of learning. It involves knowledge, skills and attitudes specified in curricular advice, and also values, interests and talents which are to be encouraged and fostered in young children. And it is further stated that "teachers should have a clear idea of what is to be learned in the teaching programmes the plan for individuals, groups and class and that whenever a teacher plans a teaching programme, must bare in mind the following pupils development aspects of:

- knowledge and understanding
- skills
- aspects of personal and social development."

**Special Class**

B was educated in the following curricular areas according to the (5-14) curriculum guidelines on curriculum planning.

a. Mathematics involving numbers from 1 to 3 e.g. sets of 2. Number stamp for 1, 2, 3 only.
b. Sequencing, tracking, cutting out of numbers.
c. Some reading of prepared materials by the teacher.
d. Story telling weekend stories.
e. Activity play, games, sorting, arranging, etc.
f. Drawing using "booklet 2" trees, apples and cutting out.
g. Weather chart - drawing, colouring and pasting.
h. Music - playing some instruments, singing, etc.
i. Art and craft - painting, clueing, drawing etc.
j. Swimming - strokes, floating, etc.

All the above are individualised and differentiated to suit the boy’s needs and capabilities. He is doing this assisted by the specialist teacher and the auxiliary. He had some problems in understanding but did well and was always prepared to work. Generally he is a well behaved boy though sometimes especially in the unit he misbehaves but the researcher thinks maybe it is because even though the other children are aware of his hearing problem, they do not know what to do to communicate with him better.

B from the learning activities, planned for him he can only manage on his own when doing art and activity play and in some activities he has maybe done before but otherwise he can manage with support throughout.

**Mainstream Class**

B is integrated in a composite class of Primary 5+6 where one of the children from the unit is also integrated. The two boys liked to be together and the class teacher is always trying her level best to separate them. In this class also the class teacher feels B could do better if he was trained in appropriate communication skills or if the teachers could be supported on how to communicate better
with B, for him to understand and learn effectively, or at least his peers be trained on how to communicate with him. B and the teacher together with his peers mostly communicate by talking loudly and touching objects. His loss of hearing has affected the development of his speech or language more so that he has no hearing aid.

He actively takes part in all the activities he is integrated in, which are:

- **PROJECT** work. Where during the time of the observation was paired with another child. The project, they did was about, how man learned how to fly and they were acting and explaining what they were doing as a follow up of what the teacher read. B managed to answer two questions though in just one word not sentences, but this showed that he understood the story. The class teacher encouraged him to say it in sentences repeating what the teacher said.

- **READING.** B guided by the teacher read a chosen paragraph by the teacher, who helped him with all the words he failed to read. Then the teacher read one paragraph alone and had prepared an exercise for B in advance - close procedure (filling in blanks)-the missing words in small cards. The teacher would read the whole sentence then, B will try and look for the missing word and fill it in the provided space.

- **LANGUAGE** - spelling, sentences. etc.

- **ASSEMBLY** - The researcher observed B at the assembly integrated with all the Primary 6's and Primary 5's, and in this activity B acquired very little. He tried but did not know the songs and since he sat far behind, he understood very little or none of the story told. The teacher conducting the assembly asked some oral questions and B did not even bother to try. The researcher feels maybe it is because possibly he did not hear anything at all.

- **TELEVISION PROGRAMME** - B seems to be interested in pictures very much and the story seemed familiar to him, he was very excited and he ran to sit in front and was always talking to his friend trying to relate or explain what was happening in the film even at the end of the session, he tried to relate it to the researcher, who later realised B was relating what he had just seen on television mixing with one of the films he usually watches at home and this showed a clear explanation of B liking television programmes.

**Is Integration for B Possible?**

Generally the observer feels integration is possible for B because he is well accepted by both teachers and pupils in mainstream classes and that -
a. both the teachers (mainstream and special needs teacher) understand his level of achievement.
b. B interacting well with peers.
c. Support of the head teacher and the commitment of the whole management in their support for integration, to be able to influence school staff positively.
d. Engaging in-service training.
e. Resources in both human and material.
f. A whole school policy on educating pupils with special needs.
g. If registered in the mainstream class not special unit.
h. The willingness and ability of the mainstream teacher to accommodate his learning needs regardless of his hearing problem.
i. B’s ability to cope with work in both classes.
j. Involvement of B’s parents, even in his communication skills at home.
k. B liking the school especially the class where he is integrated.
l. B coping well with his teachers as well as the auxiliary.

Integration Problems for B

So far the only problems B has are mainly having the difficulty in communication and his uncooperating parents, and also the teachers having no appropriate approaches to communicate better with B.

Conclusion

In conclusion the observer feels that since B likes the school in which he is presently placed and seems established and that his parents are also happy with the placement, teachers should be equipped with relevant skills so that the problem of communication is remedied and B be supplied with appropriate resources to enhance his effective learning, for instance supply of some hearing aids, etc.
GENERAL DESCRIPTION OF THE SCHOOL, FORM AND STYLE OF INTEGRATION IN OPERATION AT SCHOOL LEVEL

Langlee Primary School is situated in the North East of a town called Galashiels. It is a school of 408 pupils of which 80 are nursery pupils, 23 are pupils with special needs and 305 are the mainstream pupils. There are 25 teachers of which 7 make up the school management team, who are the head teacher (non-teaching), the depute head teacher, two assistant head teachers and three senior teachers. There is also one visiting teacher involved with special needs children and home visits. There are also two learning support teachers and three visiting peripatetic teachers for music, art and physical education.

The non-teaching staff are four auxiliaries, two nursery nurses, two janitors, four cooks, two secretaries responsible for photocopying materials for teachers and arranging parents appointments to the school. There are frequent visitors in the school who are the policeman, the nurse and the chaplain.

The school has a good number of children with learning difficulties who are in two broad groupings. The first group is of pupils with mild to moderate learning difficulties who are totally integrated (with support) from the nursery up to Primary 7. The second group is of pupils with moderate learning difficulties to severe learning difficulties who are integrated socially and for some academic work but are in special needs units. Langlee is a catchment area school but there were a few children from other areas of Galashiels.

AIMS OF THE UNIT OR LEARNING SUPPORT CENTRE IN RELATION TO 5-14 AND REGIONAL POLICIES

The school as a whole aims at meeting the individual needs of each of the children in the unit and the school. The special unit aim is to try and work alongside the regional guidelines and the school policy of meeting each individual child's needs in education - those who are recorded and not recorded.

In the near future the unit and the school aim at changing the special unit to "learning support base" of the school. They feel this will be appropriate and will end some of the problems they have that hinders the integration they have in school. They are trying to keep in line with 5-14 guidelines and they are working towards their regional
policy of educating pupils with special needs in the mainstream schools.

The Langlee teachers have formed a committee working towards whole school policy of integration. The aim being to replace the special provision that exists in the units or school, which they see as some kind of segregation, stigma to both teachers and pupils by a support base - "learning support base."

The whole school policy will have in mind all children in school from the gifted to the less able ones and the teachers who are teaching such children. During the time of my observation I attended one of the committee meetings where they discussed how their support base is going to run and how they were going to involve the parents.

Their policy was aiming at some more effective integration where most of the pupils now in the units will be integrated in the mainstream either full time or part time with support from the school support base (which will be one of the present special unit class). The committee was made up of the school’s specialist teachers and the mainstream teachers. Their intention was that by the next academic year (1993-1994) things would have changed. The head teacher also from the experience of what has been happening feels this will be a good move.

PART THREE

DESCRIPTION OF THE UNIT

The nursery class: This class is attached to the school and caters for 80 children, 40 come in the morning and 40 come in the afternoon. There is a nursery teacher and three nursery nurses, one in the afternoon and two in the morning. Amongst the 80 pupils are pupils with special needs, two of which have special auxiliaries and one without the auxiliary. The pupils in the nursery who have special needs do not have a special learning programme rather they get an extra input.

Special Unit:

There are four special needs classes in the unit catering for the pupils with special needs in the school. They are mostly recorded - according to the region’s policy. One class is for the juniors whose age range from 6 to 8 years and is made up of 6 pupils, the second class is made up of 6 children whose age ranges from 9 to 11 years and are all boys, the third is also made up of 6 children whose ages range from 9 to 11 years and lastly a class of 5 children with very severe learning difficulties.

In the junior class there is one specialist teacher in special needs, who is also one of the two assistant head teachers of the school and is responsible for the special needs department. She works with one auxiliary. There are
two specialist teachers for the other two classes, of which one is a senior teacher - one of the three senior teachers in the school. They share an auxiliary teacher and are next door each other. In the fourth class for the pupils with severe learning difficulties, there is one specialist teacher, two auxiliaries - one permanent and one part time (for ten hours a week). All these classes are lined up in one area for easy movement and sharing of facilities, and in all have a total number of 23 pupils.

Some of these children are academically integrated in mainstream classes and since their integration is mostly individualised the teachers know exactly when the child should go for integration. In most cases integrated children are always accompanied by either the auxiliary or the specialist teacher. The pupils go in mainstream classes for 30-40 minutes or 1 hour depending on the length of the activity the child is integrated for. They spend most of the time with their specialist teachers in the unit/classes.

Identification of Pupils with Moderate Learning Difficulties

Often children in Britain as a whole, who subsequently are found to have learning difficulties, are identified very early as being at risk, at birth, immediately after birth or during the early stages of the child’s life. The child will then be observed, continuously assessed and appropriate education already considered as she/he grows. There are some cases where a child can be identified at a nursery school or whilst in formal education during the primary, secondary or higher education process.

The children in Langlee had long been identified by their parents, doctors and other specialists e.g. psychologists, social workers, health people, etc. during the early life of the individual children. They were also screened and assessed or tested at a nursery education stage where the correct placement for formal education and appropriate resources were thought of. This may be reviewed during the child’s on-going education. Some were transferred in from outside schools due to the parent’s wishes. Very few were identified in the primary school classes, because of the screening processes carried out earlier.

At this stage of the nursery education all people involved with each child, parents, learning support, the specialist teacher, as well as the head teacher will come together to really discuss how easily the child can be taught and learn effectively in the mainstream class with support or in the special unit. The head teacher is always the first person to know about the child coming to the school before the child even comes. The psychologist connected with the education of the child and the parents are the people who give the last decision about the education of the child, and will supply the school with relevant information about the child, so that the head teacher and teachers concerned will know the problems of the child and how to start, when
arranging placement within the school and planning individual programmes.

Areas of the Curriculum

In Langlee children with special needs integrate for the following curricula areas:

a. Assembly
b. Play in the activity room with the nursery class.
c. Music in various age groups conducted by peripatetic music teachers for older children and the specialist assistant teacher.

They have help from other teachers in the junior department (with the exception of the nursery class).

- physical education with various age groups.
- television programmes with various age groups
- project work with various age groups
- some integration for various curricula areas which are negotiated by specialist and mainstream teachers where appropriate (practical maths, environmental studies, language, etc.)

How Children are supported in Mainstream - by Whom and with what Kinds of Resources

Langlee as I have said has two groups of pupils with learning difficulties. Those children who have mild to moderate learning difficulties are taught alongside their peers - through total integration in the mainstream with support. Those with moderate to severe learning difficulties are in the unit and partly integrated in the mainstream for some areas of the curriculum as stipulated above. These children with moderate learning difficulties are not supported by the other available learning support service but by their own specialist teachers and the auxiliaries.

There are at the moment some different ways Langlee school integrate their children, which are:

1. A child from special unit going to a mainstream class with support by an auxiliary, specialist teacher or unaccompanied.

   A mainstream child coming into a special unit. This is one of those who get learning support. The teachers and parents feel she/he needs extra help or some special strategies of how to learn and that she/he should get the help from the special unit. Such a child is getting two kinds of support in addition to what the class teacher and parents give him.

2. Special needs children in the unit integrating with mainstream children in the activity room.

3. Special needs teachers in the unit going into mainstream classes to support children with learning difficulties.
These children are either supported in the classroom or are withdrawn for activities that would require a lot of talking and activities involving use of equipment which are best carried out in other parts of the school for instance the practical mathematics e.g. volume, area, etc. and reading.

Areas needing support are identified by the class teacher and the learning support teacher jointly. These were discussed and negotiated with the special needs teacher. Sometimes this support is requested because the learning support teacher feels that the children need to work in this area every day. On the days she will not be in the class, it may be possible for the special teacher to give this support. Liaison with the class teacher is very important here. She needs to know exactly what is going on as:

a. She is the full time teacher in charge of the class, she spends most of time with the class and is responsible for all the children in it.
b. She needs to follow up work done with the support teachers.
c. She needs to know how successful the work has been so as to decide on whether more help is needed with this or whether the children can go on to new work - which may not need the help of a support teacher.

In all the above mentioned types of integration in Langilee primary, the school makes sure the resources are available. They can borrow special equipment or buy from the regional support centre. The special unit has more resources and the teachers feel that after the special education unit has changed to "the support unit" every child will have equal access to all the resources in the school.

PART FOUR

NATURE OF THE CHILDREN CONCERNED AND THE RANGE OF DISABILITIES

1. Junior Special Needs class.
   A boy 6+ years old who is autistic and has behaviour problems.
   A boy 7 years old - dyspraxia and has severe learning difficulties.
   A boy 6.8 years old has Downs Syndrome with heart problems.
   Two girls 7 and 8 years old with moderate learning difficulties and social problems.
   A girl who has been physically abused and is socially deprived and has learning difficulties and is 6 years old.

2. Two classes for the older children with moderate learning difficulties.

   A. 1 boy 10 years old is dyspraxic.
   5 boys with moderate learning difficulties, behaviour problems aged 9, 11, 10, 11 and 10 years.
B. Two boys with specific learning difficulties in reading and in number work with some behaviour problems. A boy 11 years old has cystic fibrosis. Two girls with learning difficulties, social problems and behaviour problems. A boy 12 years old with social problems, slow learner with behaviour problems.

PART FIVE

MANAGEMENT ORGANISATION AND PLANNING IN RELATION TO SCHOOL AND REGIONAL POLICIES

The management of integration is smooth because the head of the department is one of the two assistant head teachers, managing together with one specialist teacher who is also a member of the schools management team and is one of the three senior teachers. The two know exactly what is expected of them by the region and the school and have good relationships with the other management team members as well as with the rest of the professionals in the school. The other teachers feel these teachers are doing a good job, are hard working and very helpful.

The management team and other staff must provide time for weekly liaison meetings between the two teachers (the specialist teachers and the mainstream teachers) who are handling integrated pupils together. During the liaison time they discuss what should happen next, plan the curriculum to meet the needs of the integrated children.

The two teachers decide work on the differentiated work and work cards. They also discuss the minor modifications if necessary and arrange for the regular reviews for the individual children. The school management and organisation takes full account of the regional policy statement and school policy of "whole school support" presently being formulated.

The special needs teacher who is also one of the school's assistant head teachers is in charge of the whole unit, but always consults with the school management team through the head teacher and other relevant personnel involved.

Generally pupils to be integrated are identified earlier at pre-school or nursery stage, but there are some children who have stayed in the unit for some time who could possibly be integrated into mainstream. The special needs teacher together with the head of the department and the parent discuss it and inform the head teacher. She/he will then think of the mainstream teacher who could have that child in her class.

The head teacher and the special needs teacher who is the head of the unit will discuss the child with the mainstream teacher and talk of how the teacher could cope with the
child. This is possibly/probably discussed with the educational psychologist.

For those who are identified from the mainstream classes, the class teacher, the head teacher, parent and learning support, maybe with other relevant specialists will decide on how the child can get support from the special needs unit. The specialist teacher will be brought in and she will also think of what teacher in the unit is appropriate for the child they are concerned about.

All these agreements will be based on assessment records (5-14) guidelines. Special needs profile, daily record sheet, formal and informal continuous assessment and screening and testing in the school according to the regional requirements. The parents are always involved in the decision making. The children have files for their records in the school.

The children’s progress is also monitored during the informal and formal assessments and testing done in the school by the class teachers and the members of the management team responsible for this.

**Auxiliary Teacher**

The Langlee auxiliaries were exceptionally good. They did all that the auxiliary is commonly known to be doing e.g. generally taking the children in and out the classroom, accompanying children whilst swimming, having meals, and at break time. Making sure that children are socially getting on with other children in the school. General health care of cleanliness, acceptable appearance, to make sure the child has eaten and whether the child is well. They assist pupils in what the teacher has instructed them to do. They supply pupils with the required materials, and make sure that pupils are doing the right/correct things. They also make sure the classrooms are not messy. They do not teach or mark pupil’s work.

In addition to all this the auxiliaries in the unit came together and thought of how and where they can involve themselves in the actual teaching and prove that they are not just ordinary helpers but they also have something they can give the children in their learning. This led to activities such as starting the baking with the special needs pupils in the unit.

The school provided the kitchen and all the necessary requirements. They then worked on a timetable and considered how many pupils they could take at a time. They prepared the simplest recipes enough for the whole year. Whatever they baked, they sold to the teachers and children in the school to raise money for the kitchen. Now the kitchen is running itself.

They also teach table manners, take children out for swimming, at a regional swimming pool. Otherwise they
follow or accompany pupils to the classes where they are integrated, then come back to report to the specialist teacher on how they participated. Basically the auxiliaries are not trained and this creates a problem when they are to accompany children to mainstream classes, because the class teachers feel the auxiliaries are not experienced in classroom work and teaching, as a result they cannot assist the children appropriately in mainstream class. What they see themselves doing is just taking care of the child and as a result the child then behaves as if he/she is in a nursery class.

PART SIX

COMMUNITY PARENTAL INVOLVEMENT

As is the case generally in the whole of the United Kingdom, parents play a major role in their children’s education. In Langlee there is a daily book which pupils take home every night and is used as a communication technique between the staff and the parents.

Parents are given or encouraged to visit the school any time - open visiting. In the special need units parents are invited to general assembly which takes place once a week in the unit and they are encouraged to bring along their other younger children who are still at home, to avoid an excuse of “I cannot come because nobody can remain with my smaller kids”. Parents are also involved in parent evenings where they sit with teachers to discuss their children. One of the Langlee visiting teachers visits the parents at home where she is able to identify some children with learning difficulties and help parents on how they can cope with them.

The community as a whole helps in fund-raising functions, they also are given open visiting to the school. The assistant head teacher responsible for the special needs unit always gives talks to various groups following requests for information on matters concerning pupils with moderate learning difficulties. Apart from all these, it is not very clear what role parents play in integration.
PART SEVEN

ADVANTAGES (A) AND DISADVANTAGES (B) OF INTEGRATION

HEAD TEACHER'S AND TEACHERS' VIEWS:

Head Teacher
A. Pupils benefit from integration socially with mainstream pupils.
Acceptance of pupils with moderate learning difficulties.
Children with special needs seen as normal
Individual development of teachers on techniques of strategies.
United staff, well organised management team.

B. Attitudes of some teachers.
Lack of confidence in teachers in the mainstream classes.
Teachers in the unit be trapped in there - no progress.
Need of teachers with expertise and a lot of training for the mainstream teachers.
Not enough resources
Long distance between home and school

TEACHERS'
 Provision of an auxiliary specialist teachers
Extra support by either specialist teacher or the auxiliary.
Sharing of available resources.

- Auxiliary having no training and not always sure of what they are doing.
- Lack of consultation time with other professionals.
- Big mainstream classes.
- Uneasiness of teachers having an adult in the class with children.

PART EIGHT

SPECIFIC PROBLEMS ARISING FROM THE PRACTICE OF INTEGRATION AT SCHOOL LEVEL AND HOW THEY ARE DEALT WITH

There were lots of problems at the beginning which were mainly due to inexperience in what teachers were doing in integrating the pupils. Some problems were seen as minor but the following were the major ones:
1. Planning - it was said that the school just went into integration without thinking of problems and proper planning, so things were tried in so many different ways until an identified successful way was discovered.

2. Class sizes - this is a problem still, and now that the school resort to "whole school support" where children will be integrated in big mainstream classes.

3. Appropriate curriculum - teachers involved had problems in deciding on the correct adaptations suitable for the children. Now they have come up with modifications which seem to have worked well during the trial and error practice.

The head teacher advised from the experience he has had that before implementation everybody is to be involved. Teachers especially should be really made aware of what is to happen and what their role is going to be well in advance.

PART NINE

DISCUSSION ON ISSUES EMERGING

The observer was not very happy about the music lesson she observed, where the older children with moderate learning difficulties were integrated. The first thing was she felt it could be better if there was a music room for the lesson. Otherwise the present arrangement is time-consuming, because the peripatetic teacher waits for her time then gets to where the music lesson was last to collect the equipment and transfer them to class where the lesson is going to be. By the time the actual teaching starts, there is very little time remaining.

The question now from the observer is what do the integrated pupils get from this lesson more so it is a lesson where children are taught how to read music notes and learn to play them. The observer feels first the lesson is too advanced for the integrated pupils and that such children have to learn music but that lessons do not fit them well. The children could integrate for some particular instruments where they show some acquired skills.

The researcher then feels they can learn music in small groups arranged according to what they are capable of doing. The teachers in the unit should have some staff development on music to be able to teach them.
APPENDIX 6:— LANGLEY PUPIL PROFILE

NAME OF THE CHILD: A     SEX: MALE     AGE: 8.2 YEARS

A is educated in a special needs unit integrated in a mainstream school. He is amongst five other children in one of the unit's classes. His class is for the juniors— younger children ages 6-9 with moderate learning difficulties.

A is one of the three children the researcher observed in Scottish schools, to find out how his integration worked. The researcher managed to have an insight of how A coped within the educational provision by generally observing him, by also going through his work tasks, his records, etc. The researcher got interested in A because of some noticeable aspects which he had. These were:

- being the only child with Downs Syndrome in the classroom.
- being the smallest in the class.

From the discussions with A’s teachers— specialist special needs teacher and the auxiliary and from the records, the following factors were identified by the observer as problems contributing to his already identified problem of having moderate learning difficulties:

- he has Downs Syndrome with heart, chest and lung problems.
- he needs medical monitoring constantly.
- he has constant flu and is often given some preventive drugs through injections in classes.
- he does not mix easily socially except with his own small group.
- he never asks for anything.
- he eats slowly and is always reminded to eat properly because of difficulty with his tongue's size and control.
- he cannot dress himself especially wearing clothes inside out, buttoning up, shoe laces, etc.
- he wears spectacles and has a quirt.
- he requires speech therapy and his limited language.

A is a well behaved boy, he interacts well with his peers in his small group class. It was not easy for the reaction of mainstream children when they are in the same place with children from the unit, for instance A, but they seemed aware of such children in school. A spends most of the time in the unit and the units are within one part of the school between the nursery and one primary four class.

A is educated in the unit most of the time at the moment and will be in the unit until the special needs teacher has identified a curricula area he can integrate with in mainstream class. Otherwise A integrates with the following children:
- some children from the nursery provision and some from the Primary 1 - for play activities in the activity room.
- the Primary 1's, Primary 2's and Primary 3's joined by the Junior class of the unit for the assembly session.
- A also joins the primary 1's for P.E. lessons conducted by his class teacher - the specialist teacher who is one, the head teacher and also the head of special needs in the school.
- he interacts with all unit children in the swimming lessons at a local swimming pool, staff there are one teacher from the unit and the auxiliaries and some students from the local college who are training in either social work or who are interested in working with special needs.
- A and his class join the mainstream infants - from Primary 1 - Primary 3 for lunch at a dining hall under the students' supervision.

A is taught only by the class teacher and does not receive any support. He spend 30 minutes a week in the activity room with a visiting teacher who gives him solo attention. He has a special auxiliary who is the only auxiliary in A's class and supports all the children in class. When she is not giving him special attention, A enjoys activity play, physical education and music very much. He is always willing to do some work but reluctant to read. He needs a lot of encouragement and is always supported because he still cannot do things on his own. He likes reading pictures and picking different toys at a time. He moves from activity to activity without really focussing.

He was good in swimming skills but did it when held, he is also good at baking. The researcher observed him baking with other two children from his class, his mixing was very good, he knew the ingredients quite well and enjoyed it. He did all the stages of baking to when the cookies were done. It was very interesting. A did the baking with the auxiliary teacher who is the one responsible for teaching them baking.

One thing the teacher should not forget doing is to praise him and hug him when he comes in the morning and when he goes home at the end of the day. If the teacher keeps quite especially when he comes in, to start the day, he will just go straight to the sofa in the class and sit quietly as if he is sick and he will not join in for anything until the teacher pays attention to him.

His parents are so caring and willing to do anything required for him. He is the only child in the family, but A can also be unwilling and stubborn sometimes during the reading lessons. Actually he dislikes reading and if he does not want to read, he just closes his eyes, you can do anything, he would not open his eyes, till the teacher changes the subject.
The school where A attends is delivering curriculum according to the Scottish curriculum guidelines (5-14), the regional policy from which this statement appears.

"Appropriate education for children with special needs includes provision which is additional to or otherwise different from the educational provision made generally for children, or young people from birth to maturity, to address a learning difficulty."

And further mentioned that such children need to be educated. And

"children with special educational needs will have appropriate education provided within their community and their schools as far as this is compatible with meeting their total needs."

According to the development in the school, of developing a whole school policy which suggest that every child in the special unit must be integrated in the mainstream classes with support from the unit which will by then be "whole school support base". So maybe in the next academic year A will be integrated in an appropriate identified mainstream class.

From the researcher's point of view A's partial locational and social integration is successful because it reflects much of the set criteria for integration which are well stipulated in chapter one, and the criteria reveals that:

1. Communication : For A things were well planned. There is good communication amongst professionals involved with A. Parents seem to be well informed and are actively taking part. A is reviewed and well assessed.

2. Planning and Preparation : The integrated unit really plans for its pupils more so they know of them long before they come into the unit. There are only 6 pupils in A's class, and it seems teachers and pupils in the mainstream have positive attitudes about A. The unit so far is well resourced. Very soon they will have a soft room facility for physical education activities.

3. Support package : The unit is well supported by the region - continuous staff development and with in-service courses to the mainstream classes and the auxiliaries. A and his peers are also well supported in the classroom. The class or unit has enough appropriate resources and have a lot of special equipment for instance, special seats, physiotherapy, equipment computers, etc. From the look of things the unit has more equipment than the mainstream school.

4. Flexibility and Adaptation : The curriculum for A was modified to suit his capabilities and several specialist approaches were used on A. Since the unit is
on the ground floor there is not much problem for A's movements around the school, though the unit needs to fit in ramps etc. for some children in wheelchairs. A is transported to and from school by the region.

5. Attitudes: The whole staff according to the head teacher have accepted the children in the unit, which means even their children have accepted the children in the unit, this the researcher evidenced when A and his two mates were with their auxiliary selling their baked cookies and the mainstream teachers and children were buying them, and that A and his peers mixed well with mainstream children at lunch time, although A does not mix well on his own.

The special needs teacher and the auxiliary seem to get on well with A, maybe because the auxiliary has been there for sometime and she has trained on the job. If A is to go into mainstream, the researcher was made to understand that teachers feel more secure with trained specialist teachers than when children are to be supported by the auxiliary in the mainstream, because the auxiliaries are not yet trained to work in mainstream classes and mainstream class teachers are anxious about having children with special needs.

The auxiliary teacher also feels the barrier between herself and the class teacher; uncertainty with teaching approaches make her uncomfortable if she has to accompany a child to the mainstream class. "Regardless of our experience, teachers still feel we are inadequate because we are not trained", said the auxiliary for A.

The fact that A's needs are recorded should ensure continuing support for him.
1. How many children are there in the school?
2. How many teachers are there in the school?
3. What percentage of the children have learning difficulties?
4. Where are they placed?
   - What specific arrangements have been made?
     e.g. ramps, etc. or in the classroom, in a unit, withdrawn.
5. What approach do you take? i.e. whole school, etc.
6. What provision is made in the school?
   (a) for those with general learning difficulties.
   (b) for those with some kind of handicap, i.e. blind, deaf, physically handicapped, EBO, language difficulties, severe learning difficulties.
7. How is this managed?
   What are the roles and responsibilities?
8. What kind of support do you have for the children
   (a) in the school
   (b) from the region?
   e.g. learning support
   peripatetic
   psychologist
   adviser
   staff development
   i. mainstream teachers
   ii. specialist teachers
   iii. auxiliary staff
9. What additional/resources do you have?
   i. staff-specialist teachers
   ii. technological
   iii. other staff and auxiliaries.
10. What do you see as the advantages for the pupils?
11. What do you see as the advantages for the teachers?
12. Are there disadvantages for the pupils?
13. Are there disadvantages for the staff?
14. Specify any problems you have had?
   i. in resources
   ii. curriculum
   iii. attitudes
   iv. management
   v. teaching and non-teaching
   vi. parents
15. Specify any changes you would like to make in your school to make the system work better?
16. Specify any improvements you would like to make from outside?
    Specify any improvements you would like to see from the inside?
17. If you were in my situation - where would you start?
APPENDIX 8: QUESTIONS FOR THE ORAL INTERVIEW - TEACHERS

1. How many children are there in the class?
2. What percentage of pupils have learning difficulties?
3. How many are recorded?
   - list the handicaps
   - what kind of information do you get about these children?
   - are you happy about this?
4. Where are they placed?
   - what specific arrangements have been made?
     eg. in class, withdrawn, etc.
5. What approach do you take?
6. What provision is made in the class?
   - for those with general learning difficulties.
   - for those who are blind, deaf, physically handicapped, language difficulties, severe learning difficulties.
7. How is this managed?
8. What kind of support do these pupils get in the classroom, for instance, learning support, peripatetic, specialist teacher, auxiliary staff.
9. What additional / extra resources do you have?
   - i.e. staff - specialist teachers, technological, other staff etc.
10. What do you see as advantages for pupils?
11. What do you see as advantages for the teachers?
12. Are there disadvantages for the pupils?
13. Are there disadvantages for the teachers?
14. Specify any problems you have had? eg. in resources, curriculum, attitudes, management, non-teaching and teaching staff, and parents.
15. Specify any changes you would like to make in your class to make the system work better?
16. Specify any improvements you would like to see from outside ......inside?
17. If you were in my situation - where would you start?
APPENDIX 9: QUESTIONS FOR ORAL INTERVIEW - HEADTEACHERS

A: Physical Factors.
1. How many classrooms are there for pupils moderate learning difficulties?
2. How many children are there in each room?
3. What is the range of learning difficulties and ages?
4. How many staff members are there for these children?
5. Of these, how many are qualified, and how many are specialist teachers?

B: Curriculum Factors.
1. How are these children grouped and organised in the classrooms?
2. What subject areas do they cover, and what is their time allocation?
3. What methods or approaches are used for teaching these children?
4. What books do they use?
5. Do they have any other resources, and what are they?
6. What type of assessment is used on these pupils?
7. Are there any records for these pupils in the school?
8. What do you think these children with moderate learning difficulties need?
9. Are these children ever integrated in the "normal" classes?

C: Staff (teachers and others).
1. What training have the teachers had?
2. What training have the others had?
3. What do the teachers find difficult in their work?
4. What are the major problems in the school, and in the classes?
5. Do you (teachers and others) work together with colleagues?
6. How do you work together?
7. What do you think would help you to do better with these children?
QUESTIONNAIRE [for schools with no special provision].

Name: Mr. Jelbert
Position: Headteacher
Teaching qualification: Primary Teachers Certificate
Teaching experience:
- Years in a normal class: 18 yrs
- Years in a special class: None

Age: 37 yrs
Sex: Male
Name of school: St. Morlons

QUESTIONS:

1- Do you have children with learning difficulties in your school? Yes!

2- How many are there in total? Around 20

3- How many pupils are there in a normal class? 45 pupils.

4- How many pupils with learning difficulties are there in each class?

<table>
<thead>
<tr>
<th>ST. 1</th>
<th>ST. 2</th>
<th>ST. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

5- Who teaches them?
- Class Teachers

6- Why is there no special provision?

Provision is being made by trying to provide them with remedial teaching.

7- Are there any future plans for these children?

No future plans as yet.

8- If so, what are the plans?

9- IF no plans or provisions, why not?

It is government policy that every child must be educated with or without learning difficulties. It is up to the government to make plans or provisions for such children. We only try remedial teaching.

10- What do you lack that would help you make plans for these children?

We lack specialists in remedial teaching and people who can early identify children with mental retardation and those with speech problems.
11. If you would agree to make plans, how would you start? I would first make a survey of how many children we have that nature, their situation for a special education. Identify the problem and thereafter, make recommendations to relevant authorities.

12. What do you think the curriculum for these children should be? The curriculum should differ much so that a child is in isolation from others, but some provisions have to be made for their future.

13. How do you think they should be taught? In some cases where they can manage they should be taught with their peers. And where they should be taught with the same time, have their special teachers or training.

14. What training would teachers need? A special education remedial teaching has to be taught in all T.S. E. Trained personnel for these have to be pushed to relocate into the regular teachers who will be dealing with such children every day.

For old teachers in-service workshops for special education and remedial teaching have to be organized. In future, each primary school should be provided with a teacher for this job.

Sociology: William Blake, III.


BIBLIOGRAPHY


Centre for Studies on Integration in Education (1982-1992)
Ten Years Working Towards Mainstream for all Children
with Disability or Learning Difficulties: Ten Reasons
for Integration. London.


Education. Croom Helm.

Cospen (1991) Facing the Challenge: Scottish Consultative
Council on the Curriculum (SCCC), Scotland.

and Case Study Approaches: An Introduction paper given
at evaluation methodology in Special Education
Workshop. University of London Institute of Education.

Falmer.

Evans, P. and Varuna, V. (1989) Special Education: Past,
Present and Future. Falmer.

Needs. Croom Helm, Kent.

Pupils with Special Needs in Ordinary School. NFER -
Nelson.

Hornby, G. (1992) Integration of Children with Special
Educational Needs: It is time for a policy review:


