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The attitudes of class teachers and learning support teachers to provision foe pupils with learning difficulties in primary schools

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ABSTRACT

The attitudes of class teachers and learning support teachers to provision for pupils with learning difficulties in primary schools

Su-Ling Hung

A number of recent developments in special education in Taiwan have led to an appraisal of present provision particularly for pupils with learning difficulties in ordinary schools.

The writer's present position as a teacher with responsibility for a special class in an ordinary elementary school led her to become interested in developments in collaboration between learning support and classroom teachers in England. The award of a Rotary International Scholarship provided an opportunity to study, at first hand, the attitudes and practices of a sample of teachers in two local authorities in the north-east of England.

Since the publication of the Warnock Report (1978), there has been considerable interest in different forms of integration and provision for pupils with learning difficulties in primary schools.

Considerable change has taken place in the provision for children who have not been statemented but have learning difficulties, most often in language and reading development. In most cases, these children are supported by specialist teachers from a local authority support service. Among the various changes which have taken place has been a through examination of the role of the support teachers, and in particular the advocacy of a move from withdrawal of pupils with learning difficulties, for specialist teaching, to an increase in collaboration between class teachers and support teachers in the class room.

The main aim of the study has been to explore teachers' attitudes and perceptions and preferences regarding these changes firstly through a review of the literature. This literature search was used to identify a series of issues which might be of greatest concern. Secondly, these issues were incorporated into a questionnaire to provide data in five areas : personal details of respondents, perceptions of existing support service, interaction between class teachers and support teachers, attitudes towards changing roles in the support system and most effective ways of supporting for pupils with learning difficulties and their class teachers. The questionnaire was distributed to a sample paired support and classroom teachers in two local authorities.

The results revealed a broad degree of satisfaction with the arrangements described by the teachers, the need for more support and improved funding . There was a wider variation in attitude, preference and degree of consensus regarding in class support and collaboration and withdrawal, and a number of more specific issues such as : the influence of the support teacher on the rest of the class, the problems which the class teacher and the support teacher faced in their collaboration, the influence of the support teacher on the class teacher and the influence of the class teacher on the support teacher, the preferable methods of collaboration, the reasons for teachers to chose different support patterns, the main strengths and weaknesses of the changing support model and the best ways of support for class teachers and pupils with L-D from the teachers' point of view.

The thesis concludes with a broad discussion of the implications of the study, an evaluation of the empirical study and possible directions for future investigation.

TITLE : THE ATTITUDES OF CLASS TEACHERS AND LEARNING SUPPORT TEACHERS TO PROVISION FOR PUPILS WITH LEARNING DIFFICULTIES IN PRIMARY SCHOOLS

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ACKNOWLEDGEMENTS

List of Tables and Figures

Declaration

No part of the material offered in this thesis has previously been submitted by me for a degree in this or in any other University.

Chapter 1 : INTRODUCTION

I was a teacher for pupils with special educational needs in an elementary school in Taiwan and I found that a different support model may be helpful for pupils with special educational needs. An International Rotary Club Scholarship provided me with an opportunity to my further studies in Special Education through a period of study in the U. K.

The development of Special Education in Taiwan is progressing now, because society has changed. The government education authorities and parents are more aware about the children who have special educational needs than before. A "six year development plan of Taiwan" programme was established in 1990. Inside this programme, there is also a "Five Year of Development and Improvement of Special Education" for developing further support for children with special educational needs.

During this period of development of the further support for children with special educational needs in Taiwan, it would be also helpful to know different development methods of the Special Education Systems in other countries. I have therefore chosen to examine aspects of the learning support services in Britain which may be useful to me and my colleagues in Taiwan.

In addition to this introduction, there are three further chapters.
Chapter 2 is the literature review which is divided into five sections; section 1: general provision review of special education in Taiwan; from the historical background of special education to the second census of children with special educational needs to see the recent development of special education, section 2: a review of class teachers' attitudes and children with special educational needs (SEN) in western countries (mainly drawn from England), section 3 : the

learning support service, section 4: the patterns of learning support service and section 5: different roles and the pattern of support. Section 2 to section 5 will give a picture of the different patterns of support service for children with SEN, the relationship between teachers' attitudes and children with SEN, the collaboration between the class teacher and the support teacher, different advantages and disadvantages inside different patterns of support in Britain (western countries).

Chapter 3 reports a study in which teachers' attitudes towards pupils with SEN and different patterns of support for children with special needs are explored. A point was reached in my studies where it was considered helpful to establish what groups of learning support service teachers and class teachers thought about collaboration in providing for pupils with learning difficulties (L-D).

Chapter 4 consists of a general conclusion and comment drawn from the literature review and the study, including possible suggestions for special educational development in Taiwan; conclusions regarding the collaboration between the class teacher and the support teacher; an evaluation of the methodology used in the personal investigation and, finally, some suggestions for further research.

Chapter 2. LITERATURE REVIEW

2.1 CHILDREN with LEARNING DIFFICULTIES in TAIWAN

This section consists of four parts :

A. The education system in Taiwan

B. The historical background of Special Education in Taiwan

C. The recent development of Special Education in Taiwan :

The second census of children with Special Needs

D. Resource rooms in Taiwan

Through these four parts, the section aims to give an overall picture of special education development and the provision for children with learning difficulties in Taiwan .

A. THE EDUCATION SYSTEM in TAIWAN

This part outlines the education system in Taiwan , including types of school , different stages of education and exams .

Children aged 3 to 15 : kindergarten , elementary school and junior school

There are state kindergartens and private kindergartens in Taiwan. About 85% of children attend kindergarten from the age of 3 to 6. The government provides compulsory education from the age of 6 to 15. At this stage there are two types of school for children of different age range . State elementary schools accept children from ages 6 to 12 , and junior schools accept pupils from aged 12 t0 15. This compulsory education is free for all children aged 6 to 15.

Children aged 16 to 18 (20) : high school and occupational college

All children must take an examination when they are 15 years old. If they pass it then they can enter the state high school for 3 years. The proportion of pupils who pass this exam is about 30% each year . If they do not pass it then they have two choices. Firstly, they may leave school to look for a job. Secondly, they may attend the other institutions. They have opportunities to enter occupational college for 3 or 5 years or they can enter privately-operated high school for 3 years as well. The school fees for pupils in the state high school are cheaper than for pupils in the privately- operated high school.

Pupils aged 19 to 22 : university and college

Pupils have other exams when they finish their high school education. Apart from pupils graduating from state high schools who can take the exam for entering university, the other pupils who graduated from privately-operated high schools and occupational colleges can also take this exam .

If successful, they can enter the state university or a privately-operated university. The proportion of pupils who pass this exam is about 60 % now. Pupils who study at a privately-operated university must pay much more money than those who study at the state university. Except university, pupil also can choose to enter college when they take the other kind of exam.

High level degree of education

In the university there is high level degree for some pupils with academic ability but they also need to pass an exam first.

B : THE HISTORICAL BACKGROUND of SPECIAL EDUCATION in TAIWAN

This part will talk about the historical background of special education in Taiwan from the different stages of the development of the Special Education Acts .

I. Before the 1984 Special Education Act

Before 1984, the society of Taiwan was different from today . At that time, people worked very hard. The society has high regard for well-educated people. Generally speaking , parents always push their children to study as much as they can , because a high education background means that a good job is ensured . So, pupils are always under very high pressure, either from their parents or society .

The system of compulsory education of children from age 6 to 15 began in 1968. It was a change of compulsory education from aged 6 to 12, extending to age 15. It was a great provision for pupils, as before they had needed to take a exam at age 12. The exam for entering junior school was very difficult and if pupils who did not pass this exam, it meant that they would not have any further opportunity to go to school.

The earliest Special Education programme from the Education Department in Taiwan dates from 1970. At that time , the system of compulsory education of children from age 6 to 15 had been in place for two years.

The compulsory education system needed the investment of a lot of money and professionals, so the Special Education programme was field-tested in only a few special classes inside ordinary schools, with limited government-assigned finance and expertise.

These special classes could be sorted into two types: children with mental handicaps and gifted children.

II. The 1984 Special Education Act

In 1984, the Special Education Act was published. It was a new milestone
for special education because the administration of special education became
law. There were some related Acts in 1986, 1987 and 1988.

These Acts included provisions about the material, the methodology, the
curriculum, the standard of facilities, the identification of children with special
needs and the certification of special educational teachers, etc. At this stage, the
development of special education was aimed at four areas:

1) children with visual impairment

2) children with hearing impairment

3) children with physical handicaps

4) children with mental handicaps

More special schools and classes were established for these four kinds of
children. Later on, however, as society changed over several years, some
of the special provisions were not suitable and not enough.

III. In 1990, the "Six years development plan of Taiwan"

By 1990, the economic situation had changed and also the normal
education system had already been developed further, so the government had
more ability to pay attention to special education.

According to the programme, the education department of Taiwan tried
through the census of children with special needs, to establish the present
proportion of different categories, the labels, the educational placements and
different kinds of welfare services for children with special needs, and then to

use this data to do further special educational projects.

There is also a "Five years of development and improvement of Special Education" plan inside of the six years' programme. Hopefully these can raise the quality of special education and broaden the education facilities for those children with special needs.

C : THE RECENT DEVELOPMENT of SPECIAL EDUCATION in TAIWAN : The second census of children with special needs

This part will talk about the recent development of special education in Taiwan through describing the second census of children with special needs. The census was undertaken from July 1990 to July 1992.

I. The reasons for the census

There are several reasons for the second census of children with special needs:
   a) The economic growth rate is getting better in recent years, so the government can offered more expenditure in special educational development.
   b) There has been some development of special education in recent years, however, there is still a need to develop further to match the achievement of some western countries in special education .
   c) According to the plan of "Six Years Development in Taiwan".

II. The purpose of the census

The second census of children with special needs was aimed at finding:

    a) The proportion of different categories of children with special needs.

    b) The existent placement of children with special needs.

    c) How many children are found with special needs but did not have
       suitable placement.

    e) According to the findings, the government can develop more suitable
       service systems.

    d) The number of children with special needs who were illiterate.

III. Survey model

The survey model of second census is the 1990 school year's children. The total school population of 1990 school year's children, aged 6 to 15 was 3,561,729.

IV. Survey method

There were two stages of the survey process: pre-test and scrutiny (post-test).

Pre-test:

Firstly, the census administration team produced a handbook and a video about the definition and the characteristics of children with special needs. Then, they sent the pre-test handbooks and videos to every county's education department. Secondly, every county's education department held a meeting to explain how to do the pre-test. Every junior school and every elementary school had a teacher attending the meeting. Thirdly, when each teacher went back to his/her own school, he/she showed the video and the handbook to all the class teachers. Fourthly, every class teacher, according to the children's progress, then referred to the video and handbook, and then presented doubtful children to the responding teacher. Finally, every school presented the information of doubtful

children to the local education department, and then every local education department presented the list of uncertain children to the census administration team. The total of doubtful children was 94, 176, the effective samples were 92, 932.

Post-test:

Every local education department organised a diagnostic team which included doctors and psychologists. Every uncertain child received a medical check or/and psychology assessment through the diagnostic team.

V. Categorisation of children with special needs :

    the recent development of special education in Taiwan.

The earlier development of special education was aimed at four areas:

Visual Impairment, Hearing Impairment, the Physically Handicapped and the Mentally Handicapped. There was a lack of attention to such areas as: learning difficulties, personality abnormality, speech disability, and health problems, because the government were limited by the finances and expertise available. However, the economic situation is getting better and also there is more expertise in special education in Taiwan, so the government has more ability to look into special children's different needs. For example, the children with learning problems are separated from ordinary classes and become one category of special children.

The category of children with learning difficulties is defined as "the child with normal IQ (IQ's above 70) or above normal IQ who may have problems in reading, writing, speaking or numeration" (the census administrative team, 1992, handbook 9, p.2).

It means that children with learning difficulties could have different learning problems, but it differs from the group of children who are mentally handicapped (the census administrative team, 1992).

The government also considers the right to education for those children who are sick and stay in hospital for long periods, so they also become one category.

Children who have particular speech disabilities or personality abnormalities problems, become two further categories of special children. For children who are autistic, however, the educational method and the characteristics of these children are different from other children. Even though they are less in number than the other kinds of children, they should become one category of special children. There is a special category of children with facial damage, because accidents or fire had hurt these children and scarred them especially on their faces. These scars didn't impair their ability but have an impact on their feelings about themselves, so they also need extra help.

Moreover, there are some children with combinative problems, who do not fit into any single category, so there is a new category for them. Consequently in the second census of children with special needs, the census administration team categorised children with special needs into 11 categories:

a) children who are mentally handicapped (M-H)

b) children who are visually impaired (V-I)

c) those with hearing impairment (H-I)

d) those with speech disabilities (S- D)

e) children with physical handicaps (P-H)

f) children with health problems (H-P)

g) those with personality abnormalities (P-A)

h) children with learning difficulties (L-D)

i) children with facial damage (F-D)

j) autistic children (A)

k) those with multiple handicaps (Mul)

VI. The findings of the census

The findings were as follows: There were 75,562 children with special needs.

    (a) children with mental handicaps   = 31,440

    (b) children with visual impairment   = 1,931

    (c) those with hearing impairment   = 2,876

    (d) those with speech disabilities   = 2,916

    (e) children with physical handicaps   = 3,456

    (f) children with health problems   = 2,111

    (g) those with personality abnormalities   = 7,089

    (h) children with learning difficulties   = 15,512

    (i) children with facial damage   = 318

    (j) autistic children   = 598

    (k) those with multiple handicaps   = 7,315

(see table 1)

The proportion of children with special needs in the 1990 survey is

2.121% of the school population, if this includes the 464 children who had a

handicapped card, then the proportion of children with special needs is 2.135%.

Even though the proportion of children with special needs was doubted (I will

explain more below) as it is less than the numbers estimated, the findings are

still useful for continued counselling or for the education projects (the census

administration team, 1992).

The biggest category is children who are mentally handicapped, the number of

children was 31,440 (41.615 %).

The second category is children with learning difficulties, the number of children was 15,512 (20.53 %).

These two categories of children represented 62.14 per cent of the total in the 11 categories. (See table 1)

Table 1. The number of Children with Special Needs in Taiwan (year 1990)

	Total	M-H	V-I	H-I	S-D	P-H	H-P	P-A	L-D	F-D	A	Mul
T	75,562	31,440	1,931	2,876	2,916	3,456	2,111	7,089	15,512	318	598	7,315
%	100.0	41.61	2.56	3.81	3.86	4.57	2.79	9.38	20.05	0.42	0.79	9.68
*	2.121	0.883	0.054	0.081	0.082	0.097	0.059	0.199	0.436	0.009	0.017	0.205

The number of 1990 school year's children, aged 6-15, is 3,561,729

(the population) .

* Note 1 = It means "the percentage of the total population"

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Table 2 : The number of Children with Special Needs who receive Education

	Total	%	1*	2*	3*	4*	5*	6*	7*
Total	75,562		71,261	793	272	595	676	1,946	19
%		100.00	94.31	1.05	0.36	0.79	0.89	2.58	0.03
M -H	31,440	41.61	29,504	441	146	251	350	740	8 0.03
n / %			94.75	1.40	0.46	0.80	1.11	2.35	
V-I	1,931	2.56	1,901	3 0.16	0	2	1	24	0
n / %			98.45		0	0.10	0.05	1.24	0
H-I	2,876	3.81	2,806	5	0	4	24	37	0
n / %			97.57	0.17	0	0.14	0.83	1.29	0
S-D	2,916	3.86	2,851	3	2	6	9	42	3
n / %			97.77	0.10	0.07	0.21	0.31	1.44	0.10
P-H	3,456	4.57	3,206	18	10	57	19	145	1
n / %			92.77	0.52	0.29	1.65	0.55	4.20	0.03
H-P	2,111	2.79	2,012	0	1	4	1	93	0
n / %			95.31	0	0.05	0.19	0.05	4.41	0
P-A	7,089	9.38	6,860	1	0	3	0	223	2
n / %			96.77	0.01	0	0.04	0	3.15	0.03
L-D	15,512	20.53	15,477	3	2	0	3	27	0
n / %			99.77	0.02	0.01	0	0.02	0.17	0
F-D	318	0.42	314	0	0	0	0	4	0
n / %			98.74	0	0	0	0	1.26	0
A	598	0.79	453	55	16	14	26	33	1
n / %			75.75	9.20	2.68	2.34	4.35	5.52	0.17
Mul	7,315	9.68	5,877	264	95	254	243	578	4
n / %			80.34	3.61	1.30	3.47	3.32	7.90	0.05

Note 1= children in ordinary or special school

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Note 2= registered but in foundation's special class

Note 3= registered but in foundation for training

Note 4= registered but apply at home for self- educated

Note 5= no registered but in foundation for training

Note 6= illiteracy

Note 7= didn't answer

The majority of children with special needs (94.31 per cent) were placed in the ordinary or special schools, the proportion of children in foundation's special class is 1.05 per cent. Some children with special needs (2.58 per cent) were illiterate. The parents of some children with special needs can apply for self-education at home (0.79 per cent) (see table 2).

Table 3 : The number of Children with Special Needs who were educated in different type of class

	Total	%	1*	2*	3*	4*	5*	6*
Total	71,261		60,170	739	8,226	2,002	13	111
%		100.00	84.44	1.04	11.54	2.86	0.02	0.16
M -H	29,504	41.40	23,084	141	5,771	462	5	41
n / %			78.24	0.84	19.56	1.57	0.02	0.14
V-I	1,901	2.67	1,700	9	15	175	0	2
n / %			89.43	0.47	0.79	9.21	0	0.11
H-I	2,806	3.94	1,120	222	620	838	1	5
n / %			39.91	7.91	22.10	29.86	0.04	0.18
S-D	2,851	4.00	2,756	27	62	1	0	5
n / %			96.67	0.95	2.17	0.04	0	0.18
P-H	3,206	4.50	3,081	11	56	50	0	8
n / %			96.10	0.34	1.75	1.56	0	0.25
H-P	2,012	2.82	1,977	3	26	0	3	3
n / %			98.26	0.15	1.29	0	0.15	0.15
P-A	6,860	9.63	6,772	31	44	0	0	13
n / %			98.72	0.45	0.64	0	0	0.19
L-D	15,477	21.72	14,936	257	259	2	1	22
n / %			96.50	1.66	1.67	0.01	0.01	0.14
F-D	314	0.44	311	0	2	0	0	1
n / %			99.04	0	0.64	0	0	0.32
A	453	0.64	202	4	214	33	0	0
n / %			44.59	0.88	47.24	7.28	0	0
Mul	5,877	8.25	4,231	34	1,157	441	3	11
n / %			71.99	0.58	19.69	7.50	0.05	0.19

Note 1= in the ordinary classes

Note 2= in the resource classes

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Note 3= in the special classes

Note 4= in the special school

Note 5= infant school

Note 6= didn't answer

The number of children with special needs who received education is 71,261 of which 60,170 children (84.44 per cent) were placed in ordinary classes . This means that there were 84.44 per cent of children with special needs who were educated in ordinary classes that without any extra help. A minority 10,867 (15.44 per cent) who were educated in the resource classes, special classes or in the special school were the lucky ones.

Contrasting the two larger groups, it is easy to see that children with some learning difficulties got less help (3.34%) than others e.g. the mentally handicapped children (21.65 %) (see table 3).

VIII. The failings of the census

The incidence of children with special needs was less than expected in this survey, it especially omitted a lot of children with mild learning problems.

The reasons which affected the incidence of children with special needs who were identified could be as follows:

a) the basic assessment did not work well

    (i) in the school : there were some ill-matched schools, in which the incidence of children with special needs were "zero", these results were doubtful .

    (ii) in the foundation : some foundations didn't present the exact number of children .

b) parents : some parents did not really understand the purpose of the census or they were afraid of the labelling, so rejected the census.

c) the stage of pre-test was during the end of term , so the time for preparation was not enough.

[Census Administration Team (1992) "Report of the second census of children with special needs in Taiwan].

D : RESOURCE ROOMS in TAIWAN

Apart from special schools and special classes in ordinary schools, there are some resource rooms established for children in ordinary elementary schools who have learning difficulties, hearing impairment or are gifted children. These have been in existence since 1980 in Taiwan.

I. The resource room

The support style of the resource room is that every resource room will have two teachers for supporting the whole school in terms for pupils with specific learning difficulties, e.g. in literature skills, mathematics skill, slow achievement, slow learner or hearing impairment , gifted children and so on. In general, the resource room will be set in a middle sized or big school.

There are three types of resource room : the resource room for children with hearing impairment, the resource room for gifted children and the resource room for children with learning difficulties.

The aim of the resource room is that the two teachers will be support staff for one ordinary school's teachers and pupils. The ordinary teachers can refer the pupils who seem to have some learning problems in their classrooms. Then, the resource teachers will assess these pupils. Some children who have specific high abilities will receive some extra support as well. According to the assessment,

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the resource teachers will find out what kind of help should be offered to these pupils. Furthermore, these pupils will be given small group subject teaching, individual teaching programmes or specific learning materials and so on. There are evaluations of these pupils' progress during the interval of resource room support. According to their adaptation teachers will decide whether these pupils should continue to accept the resource room's help or not.

II. The advantages of the resource room

Firstly, every ordinary school will have two extra or support staff to help classroom teachers. Secondly, these two resource teachers give full time support in the ordinary school, so the ordinary teachers will have more chance to communicate immediately with resource teachers about the teaching problems and pupils' progress. Thirdly, resource teachers can work in a clarified area - a specific school culture with the whole school staff. Resource teachers may build better relationships with school colleagues. They will also get support from the ordinary teachers. Finally, resource teachers work full time in the school, so apart from those pupils working in the resource room, resource teachers also can easily observe those pupils' performance in different sessions . This can help resource teachers to understand the individual pupil better, and then give the pupil suitable support.

III. The disadvantages of the resource room

Firstly, even though resource teachers have had specialised training , this does not mean that resource teachers can solve all the questions which are presented by ordinary teachers, because there could be more than five kinds of different needs from pupils. So, compared with the needs, resource teachers' abilities might be limited. Secondly, whether the resource room's support is available or

not, may depend on the school. If two resource teachers' support a middle size school, it can work well, however, two resource teachers' support for a big school might not be enough. Thirdly, the estimate of pupils with learning difficulties from ordinary teachers will relate to their needs for support . Once there is a support service set up in the school, this will perhaps motivate ordinary teachers' needs. As Hegarty et al.(1981) said: " There was a tendency though out for ordinary teachers to leave full responsibility for the educational development of pupils with special needs in the end to the specialist staff "(p.150) . As a resolution , it is difficult to say whether resource teachers can content ordinary teachers' needs or not.

IV. The effectiveness of the resource room programme in Taiwan

Jan-Der Wang (1987) researched 66 schools which implement a resource room programme. He researched class teachers, resource teachers, school management teams and pupils who were receiving support , from the different roles' point of view to evaluate the effectiveness of the resource room programme .

The findings are as follows :

1) The model of these resource room programmes are similar to special classes, the function of the resource room is still limited .

2) The factors of effecting the resource room programme :

  (i) resource teacher's professional training , the number of resource teachers
     and the enthusiasm of the teachers .

  (ii) the legal regulations , budget , plan and support from the head of the
     school and class teachers .

  (iii) curriculum , case meetings and individual educational programmes .

3) The effectiveness of the resource room programmes relate to different types of resource room : the resource room programme for children with hearing

impairment is more effective than those for gifted children and children with learning difficulties. The resource room programme for children with learning difficulties is the most ineffective one .

4) The liaison between class teacher and resource teacher is not enough .

5) The factors which effect resource teachers to implement their work

    (i) the professional training is not enough for resource teachers.

    (ii) class teachers don't have good understanding about the resource room programmes.

    (iii) time is not enough.

6) The relationship between peer groups also needs to be considered.

7) The resource room programme will be more effective, if those factors which effect the implementation of resource room programme could be improved.

Conclusion

There is a big group of pupils with learning difficulties always have been there , but are now being recognised . From the second census of children with special needs it was found that the second big group of children with special needs is children with learning difficulties. However, children with learning difficulties do not get enough help at all, especially those who study in an ordinary school. In addition, even when there is a resource room set up in a school for children with learning difficulties, the effectiveness is still limited (Jan-Der Wang, 1987). Nevertheless, there is a " Five years of development and improvement of Special Education " programme in Taiwan . It will establish and make more available support for those children with learning difficulties .

Children with learning difficulties do need some form of support and the resource room could be one style of support . However, it is also helpful to look at different kinds of support for children with learning difficulties , during this period of developing time for the further support .

This outline of current developments in special education in Taiwan explains the context within which the writer became interested to study collaboration between learning support and classroom teachers. As has been indicated, there is little collaborative teaching in Taiwan and the study is not intended to be a comparative study. It is concerned to study collaborative teaching between these teachers in the U.K. However, the implications of the study for future developments in Taiwan will be discussed in chapter 4. (General Discussion and Comment).

2.2 CLASS TEACHERS' ATTITUDES and CHILDREN with SPECIAL EDUCATIONAL NEEDS (SEN)

Introduction

This section will talk about class teachers' attitudes and children with SEN from several concepts :

A. Existence in the ordinary classes.

B. Who has learning difficulties ?

C. Teachers' attitudes towards children with SEN.

D. The factors effecting teachers' attitudes.

A. Existence in the ordinary classes

Before the 1978 Warnock Report was published , handicapped children were categorised into ten statutory categories of handicap; blind pupils , partially sighted pupils , deaf pupils , partially hearing pupils , educationally subnormal pupils , epileptic pupils , maladjusted pupils , physically handicapped pupils , pupils suffering from a speech defect and delicate pupils (DES, 1978, p.380). At that time , 1.8 per cent of the school population was educated in special schools and units . Clearly , there was less attention for those children who were having difficulties at school , but had not any chance to be considered for the extra help i.e. catered for a special school or unit .

However , once the Warnock Report was published , it brought a wider view of special education and it also tried to extend the scope of special education . The Report related to all schools and all children , rather than just focusing on a limited number of children and schools . This Report recommends that statutory categorisation of handicapped pupils should be abolished (DES,1978, p.43) .

There are several reasons : Firstly , many children suffer from more than one disability , to pin a single label on each handicapped child and each special school is not feasible . Moreover , there are always likely to be some children in need of special educational provision who will be excluded because they do not fit into any of the categories. A second reason offered in the Report is that children can be stigmatised because the labels tend to stick. Lastly, the categorisation promotes confusion between a child's disability and the form of special education he needs (DES, 1978, P.42- 43).

The Report suggested the provision of special educational needs should be proportional to the educational population which requires it . This was not so previously when children with special needs who did not fit into the old categories of handicapped were left with little provision .

The idea of special educational needs should be noted as a continuum which means from pupils already in special schools to retain a reasonable number of children in ordinary schools who have learning difficulties with some provision of special help. Basically , the estimate of children with special needs principally made from the Isle of Wight survey (Rutter, Tizard and Whitmore, 1970) and the National Child Development Study (NCDS) (Pringle et al, 1966; Davie et al, 1972; Fogelman, 1976).

And then the Warnock Report made a conclusion :

> The planning of services for children and young people
> should be based on the assumption that about one in six children at any
> time and up to one in five children at some time during their school
> career will require some form of special educational provision
> (DES,1978, p.41).

Moreover, the " broad concept " of special educational needs in the Warnock Report had considerable implications for all schools and all teachers, especially for teachers in ordinary schools :

> This [the broad concept of special educational needs] means that a teacher of a mixed ability class of thirty children even in an ordinary school should be aware that possibly as many as six of them may require some form of special educational provision at some time during their school life and about four or five of them may require special educational provision at any given time (DES,1978, p.41).

So, it is clear that ordinary class teachers are facing children of mixed ability at any one time. The problem is whether the children with special needs in the ordinary classes and the ordinary class teachers will be able to adapt to each other. It could be related to several conditions. First of all, the relative definition of children with special needs could effect assessment. Different assessment methods could present different labels and a number of special children. Class teachers may be faced with children of different needs. Secondly, a general curriculum is not suitable for all children.

Moreover, a curriculum which is too difficult may produce some children with learning problems. Furthermore, a teachers' teaching skill directly impacts upon children's learning and progress, it also influences a teacher's own perception of class management. Once a child presents some problem , the teacher may assume that it's the child own problem and may not think the problems are teacher related.

Finally, the provision made for children with special needs also affects the teaching of children with special needs in ordinary classes. Financial conditions will also influence the provision of service scope and service aim.

So, the situation in the ordinary class room is quite difficult . The provision of children with SEN and financial conditions are two problems which do not really relate to class teachers . Other conditions like assessment for children with SEN, curriculum development, teaching skills and classroom management do all relate to class teachers. Therefore, we may assume that from the class teachers' position, it is difficult to fit in every child's needs if the teacher just relies on themselves. So, it is necessary to provide some kind of support for class teachers either the material resources or human resources.

B. Who has learning difficulties?

Children with learning difficulties make up the second largest group in Taiwan (from the second census), and the largest group in the old statutory category - "educationally subnormal" in Britain. The concept of the old statutory category- "educationally subnormal" was taken by the Warnock Committee in that the term" children with learning difficulties " should be used in future to describe both those children who are currently categorised as educationally sub- normal and those with educational difficulties who are often ,at present ,the concern of remedial services (DES, 1987, P.43). Moreover, learning difficulties might be described as "mild", "moderate" or "severe". Children with particular difficulties, such as specific reading difficulties might be described as having "specific learning difficulties" (DES, 1978, P.43, 3.26).

Furthermore, the Report made a distinction between "mild" and "moderate" learning difficulties. " Children with mild learning difficulties, as we have described them, are those for whom remedial services and remedial teachers in ordinary schools usually have responsibility at present....

Children with moderate learning difficulties is the term which we propose should be used to describe those children currently described as ESN " (M)(DES,1978, P.219, 11.49, 11.51).

On the other hand, an educational psychologist, Wedell (1981), defined special needs in functional rather than sociological terms: special educational needs refers to the gap between a child's level of behaviour or achievement and what is required of him. Presented as an instructional consideration, the gap can be reduced by the provision of exterior different teaching (Gipps et al, 1987, p.11). So, from Gipps et al point of view, a child should benefit from available support such as individual tuition . However, the danger is that this may widen the definition to include any child who is brought to the support system and then the definition is circular: a child has special needs because she/he would benefit from special help (Gipps et al, 1987, p.11). Therefore, whilst we on the one hand want to extend the scale of special education, on the other hand, we may also want to be careful to provide a proper definition of it as well.

C. Teachers' attitudes toward children with SEN

Bennett and Case (1989) concluded that when a teacher refers a child to the support service, it somehow means that " I can not cope with him and he can not cope with us . So someone else is needed to do something about it ." This could explain teachers' first perception when they are facing a child with special needs. There were findings about the factor that ordinary school teachers' perceptions of special children and special schools were hazy and frequently wrong . Children who had attended special school tended to be seen as a difficult case by ordinary school teachers. They pointed out that the attitude of teachers in the ordinary system is very much the attitude of anybody who is faced with a situation with which he is not familiar, and that's initial apprehension. Most of them have no knowledge of it, no experience of it, they've no training in it and therefore they have a certain fear of it.

It seems that the lack of information of special education backgrounds leads ordinary school teachers to feel that it is difficult to deal with children with special needs in their classroom. If the curriculum is also not suitable for most of the children or the support service is unavailable, then the problem would be increased. Actually, teachers' perceptions on responding to having pupils with special needs relates to initial experience rather than to pupils with special needs in general. However, it could be changed by changing situations and circumstances. For instance, teachers' attitudes on these pupils reported by some American studies and English studies got different pictures, because the situations and conditions were changed.

Several American studies discussed by Hegarty et al (1981), such as Alexander and Strain (1978), Horne (1979) and Baker and Gottlieb (1980), Panda and Bartel (1972), Moore and Fine (1978), all had a negative picture of teachers' attitudes toward pupils with special needs.

On the other hand, under different conditions teachers could have different perceptions. In Hegarty et al (1981) the survey found that 90 per cent of all the samples and 97 per cent of those who answered the question felt that the placement of handicapped pupils at their school was appropriate.

Moreover, the difference between these two pictures was that : Firstly, pupils with special needs were placed in ordinary classes from special classes, it was mainstreaming in American, but in the Hegarty et al (1981) study, some of the pupils still spent much of their time in special classes. Secondly, the integration programme in the Hegarty study contained some schools which had been chosen because the school head teachers and members of staff had positive attitudes toward pupils with special needs. So, this comparison showed that teachers' attitudes could be different, if there is support available and an initial positive attitude before teachers having contact with pupils with special needs.

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Information about children with special needs could be very important in effecting teachers' attitudes. Haring, et al (1985) pointed out there was a direct connection between understanding of handicap and teachers' attitudes . Gulliford (1971) said that " the attitudes of teachers were poor because of their lack of experience and understanding of handicaps. " He also talked about the way in which teachers' attitudes were related to the experience and understanding of handicaps. Moreover, Baker and Gottlieb (1978) found that teachers' attitudes in integrating special children into their classroom could be effected by these factors :

(a) their knowledge of handicap.

(b) their feelings of their own competence to teach them.

(c) their expectations of support.

(d) their beliefs concerning the advantages and disadvantages of different forms
    of integration.

(e) their general attitudes towards education.

We can find that there are several factors which influence teachers' attitudes : the knowledge of handicap , the competence , the support service and the beliefs of the way to help children . Furthermore , Hegarty et al gave consideration to a wider range of factors affecting teachers' perception of children with special needs :

(a) operation of stereotypes .

(b) prevailing attitudes towards the disabled and minorities in general .

(c) self- perceptions of non -disabled groups within society.

D. The factors effecting teachers' attitudes

This part will emphasise some factors which will effect ordinary teachers' attitudes toward children with special needs : ordinary teachers' competence , the knowledge of handicap , the class size , the proportion of children with special needs in the ordinary classroom setting, different categories of children with special needs , in- service training and support services.

I. The competence of ordinary teachers

Two American surveys mentioned by Hegarty et al (1981) researched teachers' perceptions of their competence. Gickling and Theobald(1975) researched 183 teachers with regard to the following statement : " The regular classroom teacher feels he/she has the skills to help special educational students. " Only 15 per cent of the samples did not agree to this statement . 32 per cent of those teachers agreed that " the knowledge and skills of elementary teachers would suffice if supportive services were provided. "(Hegarty et al, 1981, p.149).

Gottlieb and Many (1979) researched 54 ordinary teachers about whether they felt they had the necessary skills to teach educable mentally retarded children , however 63 per cent of them replied that they did not.

Moreover , Hegarty et al (1981) themselves researched 247 teachers with regard to the following question: " Do you feel you know enough about handicap to deal with the pupils you come across? " 58 per cent of those teachers felt that they had sufficient knowledge , but the condition was that this only existed in the circumstances in which they found themselves working .

However, the impression from Hegarty et al (1981) survey team was that the scale of knowledge of ordinary teachers was generally skimpy, and that it could suffice, if specialist teachers existed. Ordinary teachers tended to leave full

responsibility to the specialist staff for developing pupils with special needs. So, this could be the reason why nearly half of the samples felt quite competent with special children, If the support services were provided.

III. Knowledge of handicap

Knowledge of handicap seems to be one of the important factors influencing ordinary teachers' attitude towards children with special needs. Ordinary teachers could gain knowledge from either in- service training or advice staff, or their own experience. However, this depends on whether ordinary teachers feel that the knowledge of handicap is important or not. If the ordinary class teachers have a positive attitude toward pupils with special needs then, they may like to understand more about those students.

Hegarty et al (1981) survey showed that the majority of their samples felt that to have specialised knowledge of handicap was very important when dealing with pupils with special needs. Nevertheless, some of those who felt it was not important were saying that their teaching involvement did not need it : " Not for the ones I teach ", or that there was already specialist support at the school, " Specialist help is readily and closely available " (Hegarty et al , 1981 , p. 151).
So, actually most of the ordinary teachers need either specialised knowledge of handicap or specialist help from the available support. There will be specific teaching problems : preparing suitable learning materials, adjusting to the pupils with special needs, understanding the pupil's needs, these problems could be related to the lack of knowledge and support.
On the other hand, Hegarty et al (1981) used studies by Haring et al (1958) to conclude that while an in- service training resulted in a significant improvement in teachers' knowledge and understanding of handicapped pupils, it did not directly lead to an increased acceptance of children with learning difficulties in

ordinary classes. Only teachers from schools which included pupils with special needs showed significant increases in their acceptance of children with special needs in ordinary classes. So, the information about exceptional children may be more likely to promote positive attitude change in teachers having concurrent involvement with handicapped children than in teachers without such involvement.

Later on, Harasymiw and Horne (1976) also had a similar suggestion. Although an in -service training could make teachers less anxious about facing pupils with special needs in their classrooms, they suggested that a more prolonged procedure of familiar isation with various disability groups may be needed to modify underlying social biases. Hegarty et al (1981) report also showed that teachers increased their knowledge of children with special needs by two main sources : direct experience of pupils with special needs, mainly teaching them; and interaction (largely on an informal basis) with persons who have more knowledge about special children (e.g. special educators and educational psychologists).

III. Class size

Class size is always a focus both for ordinary education and for special education. The consideration of class size is associated with the function of teaching. The ordinary classroom normally has only one teacher to respond to the teaching process and the special classroom with fewer children may have one or two teachers to respond to the teaching process, both of them need to work in a suitable class size for developing maximum the teaching function.

Moreover, when a classroom is a mix of normal pupils and special pupils, this could lead to difficulties teaching. Whether the class size is suitable for ordinary teachers to manage or not could then effect ordinary teachers' attitudes towards special pupils in their classrooms.

Gipps et al (1987) found that class size in the schools they visited ranged from 10 to 36, and the most common class size was 29. From teachers responded, they found that class sizes ranging from 25 to 36 were the highest figures in their survey, and also teachers were dissatisfied about their big class size. Teachers found difficulties in coping with children with special needs in big classes, so they asked for smaller classes. However, even though most of the class teachers would like smaller classes, the findings from two case study LEAs in Gipps et al (1987) showed that class size is not a main idea influence on special needs provision. If support for helping pupils with special needs is available, sufficient and the general atmosphere around the school is positive, then teachers may be effective regardless of the class size.

IV. The proportion of children with special needs in the ordinary classroom

The proportion of children with special needs in the classroom and the teacher's satisfaction level was expected to be somehow associated, Gipps et al (1987) survey showed that this relationship was not the main concern for teachers.

Teachers' satisfaction towards having children with special needs in their classrooms could be related to the kind of help they receive. It is not related to the proportion of children with special needs in their classrooms.

There was a lot of evidence in Gipps survey, one satisfied teacher who was visited by Gipps survey team considered that 30 per cent or more of her students had special needs.

Moreover, some dissatisfied teachers did not have a greater proportion of children with special needs in their classes. Gipps et al (1987) gave this comment : " Again dissatisfaction could not be related directly to the proportion of children with special needs but there is some variation according to school." (p.79).

However, even though some cases found that the proportion of children with special needs did not effect ordinary teachers' attitudes directly, there is still some influence in teachers' perception. When the proportion of children with special needs is large, the classroom management ; the teaching structure ; the curriculum and so on will be different from the case when the proportions of pupils with special needs inside the classroom is small.

If ordinary teachers did not expect to have such numbers of children with special needs into their classrooms, they did not modify their perceptions . This will influence to some extent of their attitudes.

V. Different categories of children with special needs

Several researches found that the acceptance of ordinary teachers towards different categories of children with special needs seemed quite different . For example, ordinary teachers may get used to having physically handicapped children in their classrooms, because except for their physical problem , these children can cope with most of the classroom work very well, delicate pupils; epileptic pupils and pupils suffering from speech defects also can easily cope well with classroom work. On the other hand, pupils with sensory impairments, e. g. visual impairment; hearing impaired, learning difficulties; either moderate or severe, and maladjusted pupils were perceived as quite difficult to cope with by ordinary teachers in ordinary classrooms. This could be due to the fact that these pupils need more specialised guidance and support.

For instance, Hegarty et al (1981) talked about the extent which teachers' knowledge of physical handicaps and learning difficulties differs. " Teachers involved with the physically handicapped tended to assess the extent of their knowledge about physical handicap as fair or better than fair. By contrast, proportionately more of the teachers dealing with pupils who exhibited learning

difficulties than with any other category except perhaps hearing impairment rated the extent of their knowledge as low. "(p.147). In general, teachers may understand more about physical handicaps than learning difficulties.

Moreover, they mentioned : " the physically handicapped were more favourably perceived than those with learning difficulties , either moderate or severe. Pupils with mild learning difficulties were generally favourably perceived, being regarded as comparable to the school's existing slow learners.

Those with severe learning difficulties were widely regarded as entirely different; particularly if they had associated behaviour problems.........The least well accepted pupils were those with a secondary handicapping condition, e.g. physically handicapped or communication disordered pupils of low ability, or where serious behavioural disturbance accompanied the primary handicapping condition. Indeed, it seemed that behaviour was a particularly crucial factor as regards teachers' acceptance " .

An American survey, Shotel et al (1972) found that a great majority of their samples felt that most of the emotionally disturbed pupils and educable mentally retarded pupils should not be placed in ordinary classes. At the same time, an English survey, Tobin (1972) researched the attitude of both experienced and trainee teachers toward children with special needs. He found that these two groups of teachers did not like to have hearing impaired and maladjusted pupils in their classes.

Furthermore, a survey looked into the correlation between effective teaching and the different categories of children with special needs in ordinary classroom setting. Ardin, G. et al (1983) found that teachers felt that they could meet the educational needs of the categories of children effectively in the following order:

1) Delicate pupils ,   2) Pupils suffering from speech defects ,

3) Epileptic pupils ,   4) Physically handicapped pupils ,

5) Partially hearing pupils ,   6) Partially sighted pupils ,

7) Maladjusted pupils ,   8) Educational sub-normal pupils ,

9) Deaf pupils ,   10) Blind pupils .

Over 50 per cent of the responders showed that the groups which are marked from 1) to 3) , delicate pupils , pupils suffering from speech defects and epileptic pupils , whose educational needs could be met effectively in the ordinary primary setting. Nevertheless, 64 per cent of the samples did not agree that 7) maladjusted pupils' educational needs could be met effectively in ordinary primary classes.

Moreover, 65 per cent of the responders did not agree that 8) educationally sub-normal pupils' educational needs could be met effectively in the ordinary primary classroom. Most of the sample did not feel that 9) deaf pupils and 10) blind pupils' educational needs could be met effectively in the ordinary primary school. So, it seems quite clear that ordinary teachers' attitudes towards different categories of children with special needs will vary.

VI. In-service training

In- service training could seem to be effective for improving ordinary teachers' knowledge and understanding of pupils with special needs in one sense because in-service training can be organised to emphasise a particular field of special education . Teachers can get direct information from the training and this could be a faster way for ordinary teachers to understand their special pupils and also to extend their knowledge of handicap. Teachers can then collate theory and practice when they are dealing with special pupils. From this modification, ordinary teachers may find that their ability to deal with special pupils becomes

greater. However, some researches such as Haring et al (1958), Harasymiw and Horne (1976) and Hegarty et al (1981) found that in- service training was not regarded as so effective by ordinary teachers.

For instance, Hegarty et al (1981) found that over 50 per cent of the samples who responded to the question about formal training did not feel that they needed any formal training. However, many of them had little or no contact with special pupils in their schools, or there was already specialist help in their schools. On the other hand, those who felt more training should be supplied concentrated on two fields : giving more information on handicapping conditions and a better understanding of the educational implications of these conditions. The other study Gipps et al (1987) also found that advice / in-service training was not seen as a good way for helping children with special needs by class teachers.

The Gipps et al (1987) research study explained this could be that class teachers prefer some practical form of help , for example reducing their own workload by having extra staffing or by having some tangible form of help such as materials, or help with putting together the individual programmes.

Perhaps this is why teachers regard the other kinds of help, e.g. withdrawal, individual teaching programmes/ materials, assistance and smaller classes as more helpful than advice/ in- service training. Moreover, class teachers felt there was lack of practical suggestions from in- service training and poor liaison with advisory staff and so on. This also effected class teachers' view of advice and in-service training.

As shown in Gipps et al (1987) study, in-service training is not seen by most of the teachers to be the most effective way for helping children with special needs.

However, it seems that this does not mean in-service courses are useless. Although many teachers felt that in- service training was not the best way to improve their abilities in coping with children with special needs, this could also be dependent on the sort of in-service training. Of course, the effectiveness of one day in-service training is bound to be less than one week or one month in-service training.

Moreover, if the topics of in-service training are related to class teachers' needs, the in-service training will be more effective. The training needs to give class teachers practical help , not just in terms of theoretic lecture, otherwise teachers will regard in-service training as useless.

Actually, if class teachers could see in- service training courses as helpful , then in- service courses could generate a comprehensive influence for class teachers in coping with children with special needs in their classrooms directly. Also after in- service training, ordinary teachers' confidence will increase when they are faced with pupils with special needs and they will become more relaxed in relating to special pupils generally.

VIII. Support services

There were many patterns of support for ordinary teachers dealing with pupils with special needs. It seems difficult to find out one pattern which can fit in every teachers' needs, because different considerations may affect the LEA's provision, so the style of support services will be different.

The Gipps et al (1987) study researched six different LEAs with regard to their different models of provision for children with special needs. Their study found that two LEAs had an agreement with teachers about the best way to help

children with special needs, and it was related to a higher level of satisfaction from the teachers about the support services which were provided by these two LEAs.

It is quite a good example showing that the LEA could find out firstly what the ordinary teachers are thinking or need when they face pupils with special needs, because ordinary teachers deal directly with special pupils, so they knew what kind of help is suitable for them and their pupils.

These two LEAs and their teachers had the same idea about the way to help special pupils before the support service was provided, so teachers would be more satisfied with the support service.

Moreover, the process of how information about the provision for helping children with special needs reaches the ordinary teachers is also important. Correct and clear information can also influence ordinary teachers' attitudes toward the support services. Unclear information about provision of support can bring about misunderstanding and contribute to negative attitudes from ordinary teachers.

Furthermore, the relationship between ordinary teachers and support staff can also effect ordinary teachers' attitudes toward support services. Several cases found that ordinary teachers felt there was not enough information about pupils' special needs from support staff. There were few opportunities to discuss matters or share special educational knowledge between ordinary teachers and specialist staff.

For instance, Gipps et al survey (1987) showed that, even though the LEA offered a withdrawal help which teachers thought was very helpful for their students. However, teachers were still dissatisfied with the help which they were receiving.

Related to the liaison between class teachers and support teachers was the fact that the latter had a heavy workload, so may not have enough time to talk to class teachers. If the support teachers can use other methods to pass on information about what their students have done then, even though they didn't have direct discussions with class teachers, they will be more satisfied.

In addition, there is also another consideration about the quality of advice from support teachers which could be doubtful, if there was no suitable training for support teachers. It seems there is no perfect pattern for providing class teachers with a good support system. However, what we can do is keep in touch with class teachers to try to understand their needs regarding support style or provision for children with special needs.

The special centre's function could also be extended--- the specialist staff not only supporting the children with special needs who come from special schools or classes, but also contributing help to pupils and teachers in the mainstream; providing a special curriculum ; joining mainstream teaching and so on. In this way the support service can be integrated into the mainstream.

Conclusion

The initial reaction of teachers facing children with special needs was always negative. This may relate to either teachers who were not sure which way is better to give help or worry whether children's needs are being met or not. However, this initial negative attitude could be gradually changed to a more positive attitude. Some cases found that teachers' negative attitudes could be replaced by more positive ones by experiencing children with special needs in their schools or their classrooms.

Ardin, et al (1983) also found that a large percentage (85 %) of the group agreed that " Children with special needs are different from other children, but should be treated, as far as possible, like other children. " (p.41).

On the other hand, 62 per cent of the samples still agreed that "Children with special needs should receive more attention than other children. " So, it seems that from the teacher's point of view, they would like to treat special children in the same way as normal children.

However, special children actually need more help than normal children, so teachers, in wanting to give the same treatment to special needs children may discriminate positively, paying them more attention. 75 per cent of the samples agreed that " children with special needs do receive more attention than other children. " and most of them felt that this is worthwhile. Therefore, the acceptance of ordinary teachers towards pupils with special needs could be seen as more positive than before.

It could be argued that the attitude of ordinary teachers towards pupils with special needs is a factor but it is not so important because there are a variety of other factors which impact the support system more than that of ordinary teachers' attitudes. However, this variety of factors will be mixed together and then enter into teachers' perceptions, then appear in teachers' attitudes toward children with special needs, then effect the teaching process. The effect of those factors will directly play a role in the integration of these children and this relates to teachers' attitudes, so how to build teachers' attitudes, in some senses is of equal importance.

2.3 THE LEARNING SUPPORT SERVICE

In this part I will talk about the changing aims of learning support services and the successful factors of a learning support service.

A. The changing aims of learning support service

Watts (1990) noted some changes in special education over the last ten years and pointed out some positive suggestions for the future of support services. He mentioned that, before this decade, many support services focused on the needs of individual children, who were often being placed in a withdrawn setting, either within schools or at separate centres or clinics.

A large number of children with special educational needs were later considered by the Warnock Report. Initial support methods were not necessarily the most effective, so many professionals sought to find the other support models. Many of them turned toward an "advisory" role, directing their support to those adults who had the maximum contact with the children, normally parents and class teachers.

As Buck (1989) mentioned, that support must not take away the mainstream teacher's responsibility to teach; neither must it take away the opportunities for subject teachers to increase their knowledge and understanding of students' needs. Ainscow & Muncey (1989) also looked at pre-Warnock and post-Warnock thinking to analyse the changes of the special educational service.

In pre-Warnock thinking, they found the following assumptions:
(1) A group of children can be identified who are different from the majority.
(2) Only this relatively small group needs special help.

(3) The problems of these children are as a result of their disabilities or personal limitations.

(4) Special help can best be provided when separate groups of children with common problems are taught together.

(5) Once such a group has been provided for, the rest of the school population can be regarded as "normal".

Children were placed in categories in order to provide support and they tended to be placed in segregated settings. Normally, the placement was in a special school or unit, or some other extra help was given by withdrawal from lessons for specialist support.

However, in the post-Warnock era, the concept of special education was changing because of the Warnock Report. Many children experiencing difficulties now are being studied. Moreover, there has been a tendency towards educating young pupils with severe learning difficulties in the mainstream. There are several assumptions behind the new thinking.

(1) Any child may experience difficulties in school at some stage.

(2) Help and support must be available to all pupils as necessary.

(3) Educational difficulties result from an interaction between what the child brings to the situation and what the school has to offer.

(4) Teachers should take responsibility for the progress of all the children in their classes.

(5) Support must be available to staff as they attempt to meet their responsibilities.

As the philosophy of special education was changed, the clients of special education also changed. Before the Warnock Report, support was given to the pupil who were identified as having special educational needs in a separate place

such as a special school or unit. However, after the Warnock Report, the support service emphasised the involvement of both class teachers and pupils.

The aim of the support service was moving from helping a small group of clients to working with a broad group of clients. For instance, after the Warnock Report (D.E.S., 1978) many units changed their aim to provide more opportunities for integration, so many of them were combined with ordinary schools to facilitate integration into mainstream education for pupils with disabilities (Wade & Moore, 1992).

Another example talked about support service in New Zealand. Wade & Moore (1992) gave a series of case studies concerning recent changes towards integration in Britain, Australia and New Zealand. They described different patterns of school policy for integrating children with special educational needs into mainstream education. They also talked about some important general issues, for instance, resourcing for special needs; the value of interaction; how best to support children and staff, etc.

They described a case study concerning two schools in New Zealand, each with a policy towards pupils with special educational needs. The schools are at different stages of integrating pupils into the mainstream, one school having just begun in the process of adapting the integration model, the other school having already developed its own support provision appropriate to its own needs.

However, both these schools have a clear aim for practical support "that through support given to staff and pupils, students with special educational needs are perceived as equal members of the school and are given equal access to the curriculum and to the varied opportunities of a community of learners and teachers" (Wade & Moore, 1992 , p.113).

The school in New Zealand which had already developed its own support provision emphasised the realisation of the goal for the pupils with special educational needs is to move towards independence. From four improvement areas, the school hopes the pupils with special educational needs become as independent as far as possible.

These four areas are:

(1) Communication

(2) Problem Solving

(3) Physical Fitness

(4) Transition

A second pattern described by Wade & Moore (1992) is in Australia. A secondary school integrates pupils with severe and profound physical disabilities from a unit within the school. The central policy makes clear that the school's ultimate aim for integration is : full-time mainstreaming of each student and that self-esteem and social acceptance are pre-requisites.

The five components for achieving the aim are emphasised by Wade and Moore (1992) as :

(1) Recognition

(2) Acceptance

(3) Relationships

(4) Experience

(5) Independence

In these two case studies, we can see support which emphasises responding to pupils' individual needs. The support is aimed at helping pupils to fit into this society and to gain independence as much as they can.

We may also consider the aims of a support service from the support teacher's point of view. Hockley (1985) said that as a support teacher for children with emotional and behavioural difficulties, her short-term aims have emphasised the individual pupils and helping the staff to find the most advantageous methods of managing the children, whilst her long-term aim, where appropriate, has been to extend the skills and expertise of class teachers.

Moreover, Kelly (1991) emphasised that the aim of the support service is to enable the class teacher to provide for the educational needs of all pupils. She argued that if the pupils benefit from this support then some changes should be undertaken. Changes could be promoted in three areas : change in curriculum, change in skills and change in attitudes.

It is quite clear that the change of philosophy in special education not only broadens the clients of support service, but also has an impact on the curriculum structure, the teaching and support skills, and class teacher / support teacher's attitudes.

Furthermore, Ainscow (1991) mentioned that even though the support services varied considerably from one LEA to another, most aim to support ordinary schools in working with (and retaining) children with special needs in the ordinary school and classroom, and in helping schools to ensure a curriculum and individual lessons which are accessible for all. His consideration is also aimed at supporting children, teachers and the curriculum.

Buck (1987) had already suggested that support should be directed towards the students, teachers and the curriculum. He argued that support is more than "in-class support", it constitutes the complex network of responses that a school makes in its attempts to meet all students' needs. In 1989, Buck drew a figure to show the aims of the network of the support service within the school.

The figure is as below:

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Figure1. Purposes of support

Intervention	Interaction
direct involvement	involvement with staff
with students ↘	↙

<div align="center">

SUPPORT

Aim: students' needs should determine

decisions

</div>

↗	↖
Prevention of failure	Intention
helping to make the curriculum	influencing schools' decisions
accessible to all	and policy in the light of the
	base philosophy
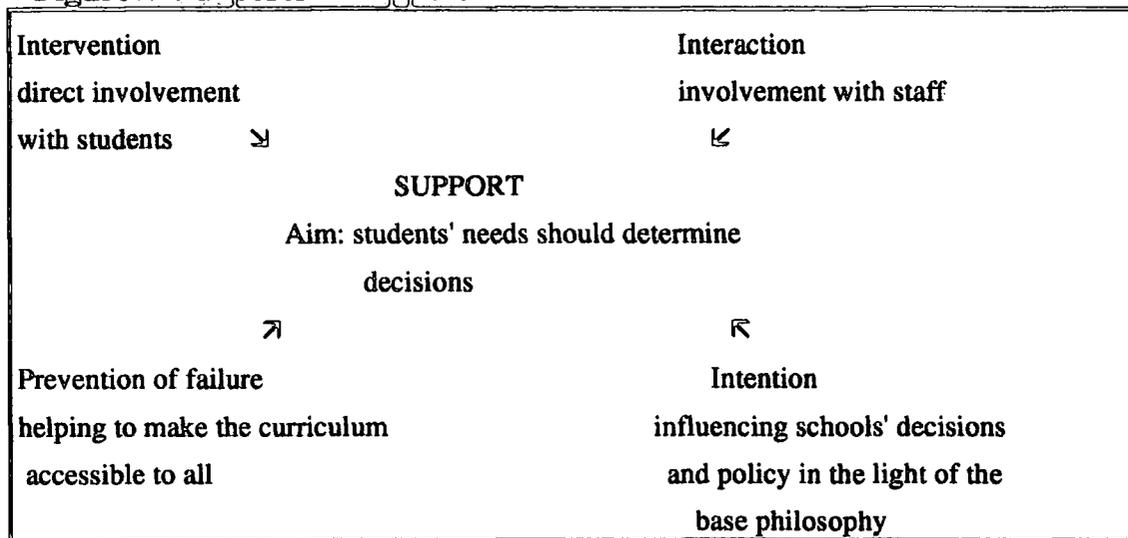
He extended the aim of support service from helping pupils, teachers, and curriculum to the whole school policy. In theory, the integrated support system considers all the different concepts that comprise people, material and policy. It is different from the past , when the support service was always aimed at people, whether children or teachers.

B. Successful factors of learning support service

Wade & Moore (1992) claimed that the provision of resources, either in material or human terms, is a necessity if integration is to achieve maximum effect.
They said that the advantages of mainstreaming can be limited if support services and conditions are inadequate, because adequate resources affect not only pupils' school and education, but also the quality of pupils' life.

The provision of resources is required not only by the pupils, but also by the teachers, because even though the teachers of pupils with special educational needs can improve their professional skills via literature, conferences and visits, without available equipment and class support their responses towards pupils with special educational needs are still limited.

Bailey and Bailey (1993) described the Australian model of the special needs co-ordinator, the "resource consultant". They showed that the special educators must offer their services to the whole school broad concept, rather than just provide their services for those children who are categorised with special educational needs, such as pupils with learning, intellectual or sensory disabilities. They also claimed that if a mainstreaming programme is to be successful, all of the people who are involved must be educated so that they will be positive and supportive. The support programme should be well planned and carefully introduced, so the pupils with special educational needs can adapt to the mainstream easily, a careful plan between class teachers and support service is very important. Unless a similar method of helping pupils with special educational needs is planned, the progress of support will be affected.

For instance, the lack of planning may offer different expectations to the class teachers and support staff, on the one hand, and the pupil on the other hand, who needs help, but does not receive proper help. In addition, if the support staff don't know what the plan or lesson is about in advance, they may waste several minutes finding out for themselves what to do. Moreover, even when lessons are planned, if class teachers change plans suddenly, this really does disturb the supported progress of pupils with special educational needs.

Fleming et al. (1990) described how their mathematics department adopts the school provision of a "whole school approach" from the subject teachers' point of view. The support system works to provide support teaching , suitable material resources and in-class support for pupils (but the system did allow for some withdrawal work). They found it quite clear that all teachers can become successful teachers of children with special educational needs, and that children can be successfully supported in the mainstream classroom, if the support teaching was carefully planned.

In addition, they pointed out the certain features of successful support :

a. clear specification of roles and responsibilities;

b. provision of differentiated resources which enable children to work at their individual level;

c. the meticulous organisation of material resources;

d. a deliberate policy of protection of the support teacher when cover is needed;

e. the status even to support teaching by the head of department and second in department adopting the role;

f. regular meetings to plan and evaluate the provision: regular and honest interaction can prevent a minor irritation from becoming major crisis;

g. a comprehensive record keeping system;

h. staff who are willing to adapt to each other's needs and the needs of the system;

i. classrooms which are close together.

Moreover, they also showed the further development of this support system in some in-service training or advisory support and some budgets, in developing practical activities.

At some stages, a clear role definition also is needed for the support teacher or the members of the support team, because a clear role definition can clearly define the rights and responsibilities of the support teacher and also the class teacher.

The importance of role definition mentioned by Bailey and Bailey (1993) from Friend and McNutt (1987) is that role definition is a vital aspect of the successful use of the resource consultant, and one which can create confusion and problems.

There were several conditions presented by Best (1991) for creating a satisfactory working relationship between class teachers and support staff to promote successful work :

a) considerable experience of one another's ways of working;

b) mutual trust, respect and confidence in each other;

c) a recognition of equality of status and importance of the two roles;

d) discussion and agreement between class teachers and support teachers about roles, functions and objectives;

e) briefing of the support teacher by the class teacher with regard to content and process in preparation for each lesson;

f) briefing of the class teacher by the support teacher with regard to individual needs in preparation for the tasks of each lesson;

g) sharing the design and setting of learning tasks which will accommodate individual support from the floater;

h) discussion and evaluation of each lesson and of the developing programme of learning experiences;

Watts (1990) mentioned that the DES also found that the support services which were regarded most favourably were those which negotiated their work with schools; had a clear set of aims and objectives; made explicit to schools what support was available; worked across age ranges in a coherent and cohesive way; and had good links with other services.

He summarised this as below to show the factors of successful support

Figure 2. Factors required for successful support

Needs of target child		Needs of child's family
↘		↙
	Successful Support	
↗	↑	↖
Needs of teachers	Needs of the school	Needs of other pupils in class
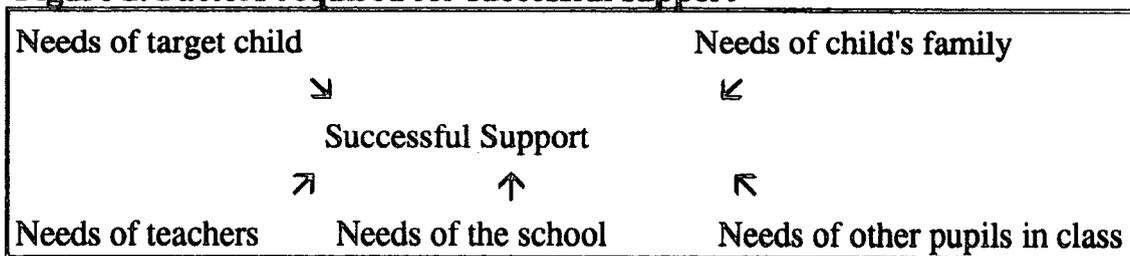
He emphasised that successful support for pupils with special educational needs will depend on all of these factors and the interaction between them.

So, basically, successful support may build on a careful plan, but still relies on many different stages. If a support system can control all the factors in advance, then successful progress will follow more quickly.

In addition, Watts (1990) emphasised that the support service can have a positive future by having:

1. A clear identity and a high quality product to offer.

2. A marketing strategy, not just to "sell" their wares but to find out exactly what the clients' needs and wants are and to be able to respond to them.

3. An evaluation system that is an integral part of the service delivery and one which effects real change within the service when this is required.

4. A full involvement with schools, not simply on a narrow special needs front but on all the connected aspects and one which offers a service at all levels of work.

5. A full involvement with planning, monitoring and evaluation at the LEA level.

On the other hand, once the support service starts to run , the school or the class teachers may hope that this support service will accept as many pupils as possible. However, this is unrealistic, because the available support should have a limitation, it is better to provide concentrated and effective services to a smaller group of pupils than to serve a great number of pupils ineffectively. (Bailey & Bailey, 1993).

The best way to avoid this mistake is regular evaluation.

If a support service wants to benefit the whole school, the areas of consideration may need to be made from the point of view of the whole school, not just from that of the support system.

Wade & Moore (1992) described the Ainscow & Muncey (1988) report, on their project of Special Needs Action Programme (SNAP) and its evaluation in Coventry, they offered six features which characterise schools successful in helping pupils with special needs :

1. Effective leadership from a head teacher who is committed to meeting the needs of all pupils.

2. Confidence amongst staff that they can deal with children's individual needs.

3. A sense of optimism that all pupils can succeed.

4. Arrangements for supporting individual members of staff.

5. A commitment to provide a broad and balanced range of curriculum opportunities for all children.

6. Systematic procedures for monitoring and reviewing progress.

Conclusion

I have summarised a number of studies concerning the aims and successful factors of a support service. The aims of a support service must be clearly defined to enable maximum achievement. Moreover, the important factors which determine success will depend on the support-organisation, the curriculum, adequate resources and the attitude of the head of department (or school).

The integral support-organisation will have potential in a new development, so the support should be carefully planned into the developmental stages, to adapt the available resource, budget and policy.

Furthermore, there should be a clear definition of the role and responsibility of the staff and an evaluation system.

The curriculum which relates to the special pupils should be meticulously, meanwhile, we should also consider the provision of a broad and balanced range of curricula opportunities for them as well.

According to pupils and teachers' needs then, it is necessary to provide adequate resources for them. The attitude of the head of department (or school) is as important as the attitude of the class teachers and support teachers, because the head's attitude will have a leader function which affects the whole organisation. If the head's attitude is positive and supportive then, it can lead the whole organisation towards active development, it not only influences people but also has an impact on policy decisions as well.

It is a hard job to develop a successful support service, however the important factor is people. If the people who are involved have the similar ideals and enough confidence then, establishing a successful support service may be hard work but not an impossible task.

2.4 THE PATTERNS of LEARNING SUPPORT SERVICE

This section will discuss two aspects of Learning Support Services. Firstly, the different patterns of the learning support service. Secondly, the advantages and disadvantages of these different patterns of learning support service.

A. Different patterns of Learning Support Service

After the Warnock Report (D.E.S. 1978) the methods of educating pupils with special educational needs were changed towards maximum integration. So many special schools and special units changed their educational aims. Moreover, the support services which catered for integrating pupils with special educational needs into the mainstream , were developed into many different styles. (Wade & Moore, 1992).

There are a variety of patterns of learning support service. After a pupil has been identified as needing some form of help, then the school needs to consider what form of help is necessary and what form of help is available. According to the pupils' needs and the resources available, the school will need to provide some forms of support for pupils with special educational needs, either within or outside the school.

We can see that pupils' needs are always the same, however, the support philosophy is changed by the educators as time goes by. Bibby (1990) mentioned three studies about the aspect of support. Dyer (1988) subdivided support teaching into three parts: support of the teacher, support of the pupil and support of curriculum delivery. Garnett (1988) saw support to be in-class support, curriculum development support and tutorial support. Hart (1986a) considered whether support should be concentrated on individual pupils to

ensure a match between child and task, or should be a whole curriculum approach for planning and teaching the whole class. Moses et al. (1988) carried out research into the range of support services available in ordinary schools. They talked about the support within this two distinct concepts: whether the support offered directly to the pupil and whether the support comprises expert help or not.

Firstly, the support could be offered directly to the pupil with special educational needs or the support given to the class teacher, then the pupil will benefit from the support as well. Secondly, the support could be offered by expert teachers or by assistants with less specialized skills for helping pupils with special educational needs.

I. Support given directly to the pupil

1) The pupil can receive individual teaching , or other assistance , in or out of the classroom , provided by an additional teacher or non-teaching assistant . For example inside the classroom: in-class support, peripatetic support, team teaching, classroom assistant ; outside the classroom : withdrawal, peripatetic support, classroom assistant.

2) Provision may be made in a special unit or class in the ordinary school with a small group of other pupils, for instance a special class or unit .

3) Provision may involve a combination of 1) and 2) with pupils spending part of their time in the unit and part in the ordinary classroom, normally supported by a teacher or ancillary, e.g. withdrawal.

4) The pupils may spend most of their time in the classroom, but receive regular extra help either in the classroom or through withdrawal for individual or small group attention, e.g. peripatetic support, withdrawal.

III. Indirect support where the help is given to the class teacher rather than the pupil

1) The advice may be provided by the educational psychologist or one of the other support services for catering for the special educational needs of a particular pupil, e.g. the school psychological service, team teaching.

2) The support may be directed to the solving of particular types of problems and adopting particular strategies for coping instead of the advice being given to the particular pupil, e.g. in-service training .

In fact, the style of support service can be a combination of several styles. For example, Buck (1989) introduced the support service organisation of one school. Tile Hill Wood School's support guidelines represent various models of support for staff. According to the needs of the students, available supporting staff and the curriculum, teachers are encouraged to choose the support style which seems most adequate for their circumstances and context of work.

The support can involve:

- working with individual students

- working with a group

- facilitating collaborative or team teaching

- resourcing the curriculum

- offering small-scale INSET to the department

- tracking a student

By this support method teachers are able to consider the best way to help pupils , and to sort out their own problems as well. As the perspective towards children with educational difficulties changes. Ainscow (1989) claimed that the traditional approach towards children with special educational needs always focuses on child-centred causes of educational difficulty, rather than considering the range of factors that make up the forms of teaching provided by teachers.

This changing perspective towards special education has led to the aim of support to change, from supporting pupils directly, towards supporting teachers in practice. This reflects the last that what teachers do, the decisions they make, their attitudes, the relationships they develop and their forms of classroom organisation, are all factors that can help children to achieve success at school.

Because of this changing philosophy, many local education authorities and schools have been reviewing their policies and practices. So, the aim of support is moved towards "a whole school approach".

"A whole school approach" means that all teachers within a school should have responsibility for the developing and progressing of all their pupils. So the pattern of support changes from working with special pupils to extend to working with the teachers, and giving help to all of the pupils in the classroom.

Watts (1990) also claimed that apart from supporting the children and teachers, a support service can help the whole education system at different levels, by having an organisation which facilitates such an arrangement (Figure 3) .

Figure 3. Levels of work

Level 1.	Level 2.
Working directly with children ---assessment, teaching , counselling etc .	Working in partnership with teachers, parents and other professionals to help children .
Level 3. In-service work and looking at organisation / curriculum in meeting children's needs .	Level 4. Advice to the LEA on policy, practice and provision, based on project work ; research ; marketing and evaluation .

From figure 3. we can see that the support approach already works with consideration for whole school and extends to the LEA as well. This shows a tendency that support can apply to the whole school , to benefit whoever is involved, in this approach.

Ainscow and Florek (1989) gave a definition that a whole school approach is where attempts are being made to utilise all the resources of a school to foster the development of all its children.(p13). Moreover, Wade and Moore (1992) also pointed out a whole school policy is advantageous for all pupils in a school. Consultation, collaboration and co-operation between all staff encourages sharing of attitudes, problems andstrategies (p.161).

Consequently, the changing pattern of support services can be shown, as in the figure below:

Figure 4 :   The changing pattern of support service

Client	Needs	Placement	Support Pattern
work with special pupils ↓ ↓ ↓ work with teachers and all pupils	individual needs | | | | ↓ the needs of all teachers and pupils	fully separate ↓ partially separate ↓ fully integrated	special school ↓ special unit attached special class attached withdraw peripatetic ↓ IEP ancillary in-class support team teaching ↓ a whole school approach

According to the changing clients and their needs, the placement and the support patterns also change.

B. The patterns of support service: the advantages and the disadvantages

Different kinds of support service exist for supporting pupils with special educational needs or/and the class teachers or the parents. In this section I will talk about some of the forms support which are related to integration, their advantages and disadvantages.

The patterns of support service in this part will include:

I. unit (special class)

II. peripatetic support service

III. withdrawal service

IV. classroom assistant

V. individual educational programme (IEP)

VI. in-class support

VII. a whole school approach

There are advantages and disadvantages for each pattern in the literature review. This material came mainly from Elliott and Carter (1992), Payne (1991), Best (1991), Croll and Moses (1985), Hegarty (1987), Wade and Moore (1992), and Gipps et al (1987).

I. Unit (Special class)

Elliott and Carter (1992) mentioned that there was a lack of special schools or units for primary-aged children who had special educational needs in East Devon during 1988. These children were placed in out-of-county residential schools, either as boarders or day pupils, or they had statements of special educational needs with an attached classroom assistant, or teacher support.

However, placement at an independent residential school was expensive, so the officers of the education department were looking at new methods for helping pupils, and saving money.

They described the development of the East Devon Behaviour Support Team . The initial proposal was to institute a team for supporting children with difficulties in primary schools. The expected aim for such a team was that it could provide early intervention to reduce problem behaviour, decrease the number of formal assessments and help children who might otherwise later require placement at an independent school. After the advantages and disadvantages of unit and peripatetic support had been considered, they proposed a peripatetic team model.

I-1. The advantages of a unit (special class)

1. It provides a better teacher-pupil ratio than mainstream placement.

2. The rest of the mainstream class are not disrupted.

3. Mainstream teachers are helped by having the disrupting child removed.

   (1-3 from Elliott, K. and Carter, M. 1992).

4. It can be very advantageous for some children with learning problems and

   accompanied behavioural difficulties. (Croll, P. and Moses, D. 1985).

I-2. The disadvantages of a unit (special class)

1. There are no good peer role models.

2. The child is isolated from his natural peers.

3. Placement labels the child as a failure and does not take into account

   curriculum issues and the teaching strategies of the teachers.

4. Placement does not help to improve the skills of the class teacher and often

   particular teachers or schools will continually refer children to units.

5. Reintegration is difficult (1-5 Elliott, K. and Carter, K. 1992).

However, according to the changing aim towards maximum integration, units developed a variety of provision for pupils who are assessed as having disabilities and/or difficulties in learning. For instance, depending on the needs and abilities of individual pupils, the units may offer integration for pupils from a social level, for the less academic subjects, to full integration, with the unit operating as a support system where necessary (Wade & Moore, 1992).

They found that in this style of support, with pupils partially in the unit, partially in the mainstream setting, the pupils could still have some problems. When pupils with special needs were placed back in the mainstream, the relationship

between peer groups, the adjustment between different work set, the attitude of class teachers towards pupils from the unit, all needed to be noticed.

On the other hand, they researched the views of the pupils who attended the unit and found that the pupils all agreed that they benefited from the unit. The pupils felt that everything is more relaxed in the unit which enables them to begin learning under less stress and hold their own in terms of academic progress (Wade & Moore, 1992).

So, even though the unit is changing its support style to let the pupils have a chance to integrate with their peer group, however, it is still necessary to consider the classroom organisation, which enables pupils and teachers to readjust the support style, and allow them to benefit from it.

II. Peripatetic support service

Ellis (1985) found that the peripatetic support services could give effective support to teachers and children, in dealing with significant handling problems.

However, Hegarty (1987) also noticed some problems between peripatetic teacher and class teacher.

II-1. The advantages of a peripatetic support service

1. It gives support to the individual child in class.
2. Even if the child is withdrawn it is only for a limited time as the child still remains within the school building.
3. It supports the teacher who can be given advice and has someone to talk to about any problems.

4. It enables the teacher to build up a relationship with the child.

5. It leaves the class teacher in charge of the situation.

6. The child has good role models to follow.

7. The child remains within friendship groupings.

8. It can give opportunities for whole school approaches and provide opportunities for in-service training (1-8 Elliott, and Carter, 1992).

9. The school and pupils can easily get the necessary expertise (Hegarty, 1987).

III-2. The disadvantages of a peripatetic support service

1. It requires co-operation on the part of the child's class teacher and the school.

2. It requires a great deal of expertise from the support teacher who cannot always deal with contributory factors such as poor classroom management or inappropriate work.

3. The class teacher can still attempt to pass the problem over to the support teacher.

4. It can start off at a disadvantage as class teachers often want someone to take the problem off their hands.

5. It can be threatening to some teachers to have another person in the classroom , and this can contribute to a teacher having a sense of failure because she/he has not been able to cope (1-5 from Elliott, and Carter, 1992).

6. The liaison between school teachers and peripatetic staff is also a problem, the class teachers complaining that there is no time to discuss with the peripatetic staff , or to exchange information about the pupil who receives support (Hegarty, 1987).

III. Withdrawal service

III-1. The advantages of a withdrawal support service

There are some advantages of withdraw given by Gipps, Gross and Goldstein (1987), Hegarty (1987), Best (1991) and Payne (1991).

1. Facilitating effective learning for the majority of pupils by removing from the classroom individuals whose behaviour was disturbing (Best, 1991).

2. The children were under less pressure.

3. The children received more attention from the teacher.

4. In general pupil-teacher relationships were better.

5. The children were more forthcoming with the special needs teacher, more willing to ask for help and to discuss difficulties.

6. The children appeared to concentrate harder and for longer periods of time.

7. The children appeared to work harder.

8. The children achieved more.

9. They appeared more involved in their work.

10. They covered more ground.

11. In general the work set for them was more appropriately differentiated than in the mainstream classroom (2-11 from Gipps et al, 1987).

12. The child in a private place can relax. , this can encourage the child to try.

13. There is expertise for helping children more effectively (12-13 from Payne, 1991).

14. When there is a number of pupils who have similar special educational needs, then to withdraw them together will be more effective and feasible (Hegarty, 1987).

On the other hand, Wade & Moore (1992) pointed out that withdrawing pupils for extra activities will create two problems, one is that it will reduce opportunities for interaction in the classroom, the other is that it also emphasises differences between pupils rather than their similarities. From their point of view, full social and educational interaction will bring effective integration.

The main sources of information here are given by Croll and Moses (1985), Wade and Moore (1992), and Payne (1991). [Payne (1991) summarized the main disadvantages of the practice in the literature, especially Golby and Gulliver (1985), Sewell (1982) and Spalding and Florek (1987).]

III-2 The disadvantages of a withdrawal service

1. The withdrawn children are separated from their friends.
2. There is a social stigma for children who are withdrawn from their classrooms.
3. Children will generate self-doubt, and this will affect their self-awareness and self-confidence.
4. School teachers may lower their expectations of these children's achievement .
5. The curriculum could be presented narrowly in the withdrawal setting.
6. The children could miss some lesson subjects because they are withdrawn from the class when these subjects are taught . (1-6 from Payne, 1991)
7. The disruption can diminish the child's learning, and effect the whole classroom (Croll, and Moses, 1985)
8. It takes responsibility of providing for the special educational needs of the children away from their schools and teachers, and passes this responsibility to the support teacher.
9. It is against total integration, not only by physical segregation but also by social segregation.

10. It is not realistic to have appropriate role models in withdrawal settings for pupils with S.E.N. (8-10 from Wade & Moore, 1992)

Nevertheless, Payne (1991) argued that there is a tendency of in-class support for children with learning difficulties instead of withdrawal setting. However it did not seem really right to him because from the literature review, both of these two support models had their own advantages and disadvantages. He researched the pupils' point of view to understand how they feel, in terms of these two kinds of support.

The findings were that the pupils who received support believed they were making good progress in most of the subjects, especially in those lessons where support was available. Indeed, most of the pupils did not feel stigmatised by their needs for support.

In addition, most children preferred remedial education, this means that most of them prefer the support service to take place outside their mainstream classroom.

So, the question emerges as to whether the support style gives a stigma to the children or whether people's point of view makes such a stigma. The labelling problem exists in most of the research findings, but did not appear to be really serious in the Payne (1991) study.

Maybe the problem of stigma comes from people's point of view because the labelling problem exists in many different models of support. If teachers can have positive and supportive attitudes first then, they can become a positive role model for the rest of the class (Wade & Moore, 1992). From this kind of positive interaction to change people's attitude, building pupils' self-confidence may be quicker than if we just change the form of support to deal with the problem of stigma.

IV. Classroom assistant

Hegarty (1987) mentioned that ancillary staff are one of the most important --
and often least regarded -- forms of support to ordinary schools in meeting
special educational needs. He described some functions of the classroom
assistant and Clayton (1992) also summarised two advantages from Duthie
(1970). Kennedy and Duthie (1975), Hilleard (1988) and Clayton (1991).

IV-1. The advantages of the classroom assistant

1. assistants can provide physical care.
2. acting as para-professional to help speech therapists or physiotherapists.
3. contributing to pupils' education, both indirectly - by marking work set,
   preparing teaching materials and so on, and directly by engaging in teaching
   activities under the class teacher's instruction.
4. when assistants carry out work with special pupils then, the class teacher will
   be free from helping these pupils and have more time teaching.
5. They can relieve teachers of many of their non-professional duties (Duthie
   1970, Kennedy and Duthie 1975).
6. They support teachers by working with individuals and groups in a variety of
   ways, including undertaking duties of an educational nature (Hilleard 1988,
   Clayton 1991).

IV-2. The disadvantage of the classroom assistant

1. generally no professional help or advice is available for teachers or pupils
with special educational needs, however, some help is provided occasionally and
informally.

V. Individual educational programme (IEP)

IEP is specifically organised for the pupils to enhance their academic progress and positive social experience. Wade & Moore (1992) pointed out some advantages and disadvantages of IEP.

V-1. The advantages of IEP

1. it enables greater liaison between staff, external professionals and parents.
2. it encourages a common working purpose for the pupil.
3. regular evaluation meetings ensure that the required support is given to every pupil.
4. discussion and shared responsibility can modify teachers' view of, and expectations for, their pupils.
5. the team meeting emphasises positive achievement - what the pupil can do, so the goals and strategies are therefore planned from success towards success.
6. teachers' perceptions of pupils are changed, teachers have a greater acceptance of the pupils in their class and confidence in meeting their educational needs.
7. IEP is moor flexible to fit pupils' needs in a shorter time than a legal document such as a Statement of Need.

V-2. The disadvantage of IEP

1. The IEP may become so individualised that it will isolate the pupils and their peer group.

Normally, IEP will be used within some other form of support. To implement IEP, it could be a strategy for teachers to plan a suitable programme for a particular pupil.

VI. In-class support (team teaching)

In early 1982, a survey by Ferguson and Adams, investigated the provision of "team-teaching" support. From interviewing both teachers and pupils, they found that the class teachers and pupils were not impressed with the extra support teacher inside the classroom, many of the class teacher and support teachers preferred withdrawal support. Ferguson and Adams used this outcome to suggest that the quality of teaching will need to be improved.

Bibby (1990) also argued that there seems to be little evidence of the effectiveness of in-class support. He carried out a study to evaluate the effectiveness of in-class support in an 11 to 16 suburban comprehensive school of 500 pupils and 35 staff during 1988. However, the results have given in-class support a high profile.

Some summaries of the advantages and disadvantages of in-class support (team teaching) are listed from Wade and Moore (1992), Best (1991), Glynn and Gold (1990), Payne (1991 - summarised from Butt 1987, Davies and Davies 1988, Garnet 1988, and Mittler 1987), Croll and Moses (1985) and Hargreaves (1980).

VI-1. The advantages of in-class support (team teaching)

1. with two teachers, all pupils will have opportunities for more individual attention.
2. all children with special educational needs will benefit from the expertise of the support teacher and not just those who come from the unit or who have statements.
3. increasing pupil integration.
4. increasing staff contact.

5. the support teacher will share the teaching responsibility with the classroom teacher, so all school teachers also gain more help.

6. the support teacher is giving specialist help to pupils with special educational needs and, at the same time, is also offering natural in-service education to mainstream colleagues.

7. reduces the stigma of needing help.

8. raised teachers' expectations for pupils with special educational needs as they work with regular students.

9. provide appropriate role models for pupils with special educational needs.

10. it can improve teachers' classroom practices.

11. it can keep the support teacher in touch with "normal" teaching.

12. it can reduce the pupil-teacher ratio to approximately half, each pupil will get more attention than usual.

13. there are direct benefits in terms of curriculum development whereby the support teachers encourage proper differentiation, presentation and pacing for children with learning difficulties within the mainstream curriculum.

14. pupils will feel more easily able to seek help when a support teacher is available.

15. learning problems can be dealt with as they arise.

16. the pupils can stay with their peers.

17. it can provide the whole range of special needs for pupils experiencing not only learning difficulties.

18. there are a variety of support staff in the support team, so pupils' special educational needs can be met properly.

VI-2. The disadvantages of in-class support (team teaching)

1. the feeling of isolation between support teachers and the class in which they work .

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2. there is always a mismatch between an individual child's greatest need for support and the availability of a support teacher to provide it.

3. according to pupils' different needs in different lessons and ages, the support teaching could be very fragmentary, because it is still a limited resource when a support teacher faces the needs of the whole school's pupils.

4. there could be a danger of pupils becoming over-reliant on the support teacher, always seeking the support teacher's help instead of thinking the problems through for themselves first .

5. some pupils may need the support service throughout their whole school career.

6. the lack of privacy for pupils also has an impact on their asking for help, this may lead to them being likely to receive less support than in a withdrawal setting.

7. inhibitions of having a colleague in the room and the threat of being observed; may cramp a teacher's style .

8. personality clashes; need to be flexible.

9. non-specialist teacher may be unable to cope with specialist subjects.

VIII. A whole school approach

A whole school approach emphasises responding to pupils' special educational needs through the school's overall policies. Consequently the approach has implications for all teachers within a school and all aspects of the life of the school. (Ainscow & Florek, 1989, p.3). Some advantages of a whole school approach given by Giles and Dunlop (1989) and Willey(1989) are as follows :

VIII-1. The advantages of a whole school approach

1. developing positive staff attitudes towards pupils with S-E-N.

2. that individual special needs can be met within normal subject classrooms.

3. a direct result of support teachers working in classrooms has been the development of collaborative teaching skills.

4. curriculum development work has been possible

5. all of this benefits the total school population, not only pupils with special needs.

6. the feelings of "ownership" which joint decision making and planning of school policy induce in teachers enable the approach to be the most effective way for knowledge to be translated into action and to ensure continuity of policy and practices.

7. once the approach has been implemented and its aims made clear it has united staff rather than dividing them. It has brought them together to share their experience of working towards the same ideal.

8. the flexibility of the approach enables the complex matrix of different and changing learning styles among children, rates of learning, individual interests and strengths to be accommodated.

9. the whole school approach helps to develop a good self-image in children and to encourage all pupils to appreciate one another's contributions.

Moreover, Bibby (1990) maintained that in-class support is seen as part of and within the context of a whole school approach to special needs.

Wade and Moore (1992) also found that team work may broaden into a whole school approach:

1) the team work inspired confidence in teachers.

2) foster teachers' teaching abilities.

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3) focus on the whole student , not just a narrow focus on the learning disability.

4) it will bring close liaison between professionals and teachers.

5) the whole school moves forward in the same direction , promoting and consolidating pupils' learning.

Furthermore, a successful example from Bowring Comprehensive School, Knowsley was described by Fleming et al. (1990). They found that their support system, which adapted to a "whole school approach" has been successful. They outlined several advantages of this support system :

1) Staffing resources can be used in a more flexible way, the support teacher helps a greater range of pupils than by traditional withdrawal method.

2) The system does not produce "labelled" children. It helps pupils to learn more independently and helps them build self-esteem as well.

3) The pupils follow a mainstream curriculum which is broader and more balanced than they used to receive under the withdrawal system.

4) The system ensures that children with learning difficulties are taught by specialist mathematics and/or special needs teachers.

5) Each child's attainment could be seen in relation to the whole class and year group.

6) The children have coped remarkably well during the formal class lessons and with support have been able to stay in the classroom doing the same work as the rest of the class.

7) The system helps discipline in that the two support teachers can reinforce the sanctioning of the class teacher.

However, the staff of mathematics department still have some concerns and reservations because no-one in the mathematics department has any special needs training and they feel this is a disadvantage.

Conclusion

There are varied learning support patterns. Different support pattern have a different function of support. There are different advantages and disadvantages existing with each different support patterns .Before choosing a particular pattern of support, it is better to take all the advantages and disadvantages of different support models into account.

2. 5 DIFFERENT ROLES and THE PATTERN of SUPPORT

I have discussed the advantages and disadvantages of different patterns of support service, which I summarised from a number of studies, in the previous section. In this section I will consider how the patterns of support services affect different roles :

A. special pupil

B. normal pupil(the rest of class)

C. class teacher

D.support teacher

E.curriculum

F. the interaction between support and class teacher

G. organisation of school

A. the pattern of support from the special pupil's view

Several forms of support can increase the teacher-pupil ratio, for example, unit, withdrawal, in-class support and team-teaching. (Gipps et al. 1987, payne 1991,

Best 1991, Wade & Moore 1992, Elliott & Carter, 1992). Pupils with special needs in the unit or withdrawal setting may receive more attention from the support teacher, however, these pupils will be separated from their natural peer group, lose the good peer role model and this will cause obvious labelling.

On the other hand, in-class support or team-teaching has the same advantage in increasing the teacher-pupil ratio, but doesn't have the same disadvantages as the unit or withdrawal setting. Pupils with special needs aren't separated from their natural peer group, and it is an opportunity to encourage pupils to understand each other, to help each other, it can reduce exclusion by peer groups and also encourage total mainstreaming (Croll & Moses 1985, Best 1987b, Giles & Dunlop 1989, Fleming et al 1990, Payne 1991, Elliott & Carter, 1992, Wade & Moore, 1992).

Moreover, in-class support or team teaching not only supports pupils with special needs, but also helps the rest of class, so all pupils get more attention which benefits all pupils. (Croll & Moses 1985, Giles & Dunlop, 1989, Wade & Moore, 1992).

However, if we consider the learning progress of pupils with special needs, then we can find that pupils with special needs in the unit or withdrawal of this kind of private setting will be under less pressure and this enables them to learn to concentrate harder, work harder and achieve more (Gipps et al, 1987, Payne, 1991, Wade & Moore 1992).

So the support setting, considered from the special pupil's view : in-class support is good for pupils' social integration, however, there is not obvious evidence of pupils' progress. In contrast, withdrawal setting may not be good for the social integration, but it is good for pupils with special needs, whose learning progress is better .

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B. the pattern of support from the rest of the class's view

If the support setting is considered from the rest of the class's view then, different kinds of support all have different advantages for them. For instance, if special pupils are withdrawn , then the rest of the class won't be disrupted, if the special pupils receive support from a support teacher in the class, then not only special pupils gained help, the rest of the class also received more attention, because the teacher-pupil ratio is improved at once for the whole class.

C. the pattern of support from the class teacher's view

From the class teacher's view to consider different forms of support :
unit, withdrawal and in-class support can all increase teacher-pupil ratio, and allow the class teachers to have someone to share the responsibility of educating pupils with special needs. However, the form of support that can help class teachers more directly are "classroom assistant" and "in-class support" (Hegarty 1987, Best 1991, Clayton 1992, Wade & Moore 1992).
Moreover, if we want to change the class teacher's attitudes towards pupils with special needs to a more positive approach, then in-class support or a whole school approach may be more effective than a withdrawal setting. (Giles & Dunlop 1989, Payne 1991, Wade & Moore 1992).
 The change in the class teacher's expectations of the pupil with special needs is especially important . In two studies (Payne 1991 and Wade & Moore 1992), it was found that the class teacher will have better expectations of the special pupil from the in-class support setting than the withdrawal setting.

Furthermore, if the special pupil is in the withdrawal setting, then the class teacher still can pass the problems to the support teacher, but if the special pupil receives in-class support , then the class teacher will also have the responsibility

for the special pupil. Of course, this also promotes the opportunity for the class teacher to learn something about the special pupil when the support teacher is offering support to the special pupil in the classroom.

On the other hand, it is quite difficult for the class teachers to get this opportunity when their special pupils receive support from the unit or withdrawal setting. This could be the reason why class teachers do not really improve their understanding and skills about educating special pupils.

D. the pattern of support from the support teacher's view

From Hegarty (1987), Glynn & Gold (1990), Fleming et al (1990), Payne (1991) and Wade & Moore (1992), five studies found that a support teacher can offer expert support to the pupils in the withdrawal setting , peripatetic, in-class and a whole school approach settings. However, one thing is different about the expert support offered in different support settings. The specialist support may apply just to the target pupil in the withdrawal setting, but in the in-class support, the specialist support not only helps the target pupil but also benefits the rest of the class.

As problems arise from the classroom, the support teacher can help to deal with them quickly and the support teacher can help to deal with different problems not just learning problems. However, if we want an effective in-class support system , then we may need to push the class teacher and support teacher to discuss the co-operative work between them.

Moreover, if we extend in-class support to the whole school approach, then the support is more flexible, which enables it to accommodate pupils' problems.

A classroom assistant could be used to help the support teacher to complete the special training for some target pupils. Furthermore, in-service training for the

class teacher and support teacher is still necessary, because it brings the opportunity for them to review their work and develop the support work effectively.

E. the pattern of support with respect to the curriculum

In the literature review (Gipps et al 1987, Giles & Dunlop 1989, Fleming et al 1990 and Payne 1991) found that the set work prepared for the special pupil was suitable in withdrawal, in-class support or the whole school approach setting. It was especially found that the curriculum development became broader and more balanced in the in-class support and the whole school approach settings.

On the other hand, even though the work provided for special pupils was suitable in the withdrawal setting, the curriculum provided for these special pupils was narrow and unbalanced. In addition, if the special pupil was partially in the unit, partially in the mainstream, then teachers should be careful to arrange the curriculum, because special pupils may have difficulties in the adjustment between the different work set.

F. the pattern of support considered in the interaction between the support teacher and the class teacher

It is obvious that there is not really interaction between the class teacher and the support teacher in the withdrawal setting. Most of the interaction between class and support teacher existed in the peripatetic, in-class support, IEP and the whole school approach settings (Giles & Dunlop 1989, Payne 1991, Best 1991, Elliott & Carter 1992 and Wade & Moore 1992). Good interaction between class and support teacher is that two teachers can share ideas, resources and

expertise. They can help each other and increase the contact between staff, professional and parents. However, basically we should make sure that class and support teacher have enough time for discussion and to build good relationship, then the interaction between class teacher and support teacher can be toward a positive development.

G. the pattern of support considered in the organisation
of the mainstream school

Some forms of support service are independent from the organisation of the mainstream school, e.g. unit or withdrawal setting. The forms of support service which relate to the organisation of the mainstream school are peripatetic support, in-class support and the whole school approach.

From the data which was mentioned earlier (Elliott & Carter 1992 and Wade & Moore 1992), it was found that peripatetic support and in-class support can develop into a whole school approach. Schools developing a whole school approach means that the resources can be used more flexibly amongst all the pupils. The data (Payne 1991 and Elliott & Carter 1992) also showed that peripatetic support and in-class support are the most cost-effective support services. However, in-class support may create a mismatch between pupils' needs and the available support. This can also happen if the support - pupil ratio is not enough, then the support which is provided to the pupil may vary according to the available support rather than the pupil's needs.

The withdrawal setting is easy to control and gives help to a small group of pupils who have the same difficulties (Hegarty, 1987), but there is nothing to do for both pupils who have different difficulties and the rest of the class.

IEP and a whole school approach can work out a common working purpose for the pupil, bringing the staff together to discuss the case and share their experience (Willey 1989 and Wade & Moore 1992). Especially from the IEP, there is a regular evaluation meeting inside the programme and it is very helpful to examine whether the support is suitable for the pupil or not.

It is also necessary for the other support services to have regular evaluation meetings between all the staff, professionals and parents who are involved in the case support and to put this evaluation into the support timetable as well. Regular evaluation can examine whether the support given to the pupil was effective or not and avoid any unsuitable arrangement in advance.

In addition, once the school organisation has developed into a whole school approach, then the resources can be used more flexibly inside the school.

Conclusion

Mittler (1992) discussed the current situation of development in the field of special educational needs. He emphasised that " the aim for the future must be effective schools for all pupils, schools which are prepared to re-examine and review not only their curriculum but each and every aspect of their policy and organisation . " (p.151).

Even though the available support may always be limited, however, the LEA, schools and the learning support service still can try to offer the most effective support for pupils with L-D and the class teachers, by being concerned with and re-examining every aspect of the policy and organisation. It will be easier to decide the pattern of support, after all the factors of the effect of support and the needs of pupils, teachers and the school have been considered.

Chapter 3 : THE PRESENT STUDY

From the previous literature review, I have identified several issues for particular study such as : the factors affecting teachers' perceptions towards pupils with SEN, the advantages and disadvantages between different learning support patterns, factors for successful support, the factors affecting the interaction between the class teacher and the support teacher, and the changing aims of support.

So, in the present study, I have set out to investigate the perceptions and attitudes of class teachers and support teachers toward the provision for pupils with L-D in primary schools, the interaction between class teachers and support teachers, teachers' attitude towards their changing role in the support system and the best ways of support for class teachers and pupils with L-D from the teachers' points of view.

This chapter contains two sections :

3.1: The Methodology of this study

3.2: Data Analysis and conclusions

3. 1 The Methodology of this study

A. Questionnaire Design

I wanted to obtain the perceptions of a sample of teachers towards those issues outlined. A questionnaire was completed by a sample of class teachers and support teachers.

B. Sample

Furthermore, I wanted to get the perceptions of both class teachers and support teachers who responded to their collaboration in the same setting. So, I looked for the response of pairs of class teachers with support teachers to the questionnaire. This procedure offered the advantages of getting the perceptions of the paired teachers towards their collaboration and the attitudes of different groups of teachers towards the same setting. Possible limitations of this pairing were identified : it could miss some points which come from unpaired groups and there may not be much difference in perception between the class teacher and the support teacher since they are collaboration in the same setting.

The questionnaires were sent to two local authorities.

C. Procedure for collecting data

Before I started doing this research, I talked to the heads of learning support centre A and B in two local authorities in England. I tried to understand the organisation of both learning support services. Finally, I decided to use the questionnaire to get the data from both areas. On 24th January, 1994, I met the head of learning support centre A, to negotiate the way of delivering my questionnaires to 30 support teachers and 30 class teachers in primary schools in local authority A . On 28th of January, 1994, I met the head of learning support centre B. He considered that the questionnaire was suitable for their support

area, so I gave out 60 pairs of questionnaires to the support teachers and class teachers in local authority B.

I found that in learning support centre A, a staff meeting was held every two weeks. All of the support teachers attend the centre. The co-directors of the service provided an opportunity for me to meet those support teachers in the centre to invite them to help me to complete the questionnaires themselves and to gain access to their partners in schools.

The majority of support teachers work with several different schools. Therefore, all the support teachers were asked to choose a collaborative partner from the schools in which they work before they answered the questionnaire, and give their answers in relation to that specific teacher's classroom. Every support teacher was given two questionnaires. The support teachers were asked to give the one copy of questionnaire to the class teacher. So, a support teacher and a class teacher became a pair.

Some support teachers had recently changed their collaborative partners and they felt they had not worked together for a long time. They were advised to choose the collaborative partner from the previous term to answer the questionnaire. Furthermore, several different letters were prepared to attach to the questionnaire, to outline the procedure and to seek support from class teachers , support teachers and head teachers in the schools (copies in appendix 1-6). Procedure in local authority B was slightly different .

D. The questionnaire

The same questionnaire was used in sample A and sample B. The letters to the support teachers were slightly different to take account of slight differences in the procedure for gaining access to the samples and the organisational differences between the services.

The items to be contained in the questionnaire were derived from issues raised by the initial literature reviews and some points of my own interest.

A pilot questionnaire was prepared and distributed to 10 teachers in an M.A. course group. Their comments and criticisms were invited. On the strength of these comments, alterations were made to the wording of some items.

90 pairs of questionnaires were distributed to support teachers and class teachers in two local education authorities through two learning support centres.

66 questionnaires have been returned (38 support teachers and 28 class teachers). The response rate to the questionnaire was 36.67 % . While this response rate was not as high as the researcher would have wished, it was recognised that learning support and classroom teachers were extremely busy and this may have affected their willingness to complete a detailed questionnaire. Nevertheless the % was taken as sufficient to permit analysis and discussion.

The questionnaire (see appendix 7) has five parts :

I. Personal details : 6 items .

II. Perceptions of the existing support service : numbered 1- 15.

III. The interaction between class teachers and support teachers :

     numbered 16- 26.

IV. Attitudes towards changing roles in the support system : numbered 27-31.

V. The best ways of support for class teachers and pupils with L-D :

     numbered 32-34.

Apart from the first section (personal details), the questions differed in form . Three different methods were adopted : tick suitable answers (nominal scales) , circle a suitable scale from 1 to 6 (from strongly disagree to strongly agree / ordinal scales) and open questions (qualitative data).

The data was analysed in three ways :

1) Frequencies scores to describe and comment on the responses of the sample .

2) NONPAR CORR to examine the correlation between responses to certain questions .

3) Non-parametric test to examine possible differences between the responses of the group of class teachers and the group of support teachers .

3. 2 Data Analysis and Conclusions

I . Personal details

I-I . The data analysis of the frequencies scores

The following tables of frequencies, drawn from nominal scales, describe the main biographical features of the sample.

P1. Teaching post held / Group

Table 1 : P1. Teaching post held / Group

Value Label	Frequency	Valid Percent
support teacher	38	57.6 %
class teacher	28	42.4 %

The total of the sample is 66.

P2. Sex

Table2: P2. Sex

Value Label	Frequency	Valid Percent
Male	2	3.0 %
Female	64	97.0 %

Apart from two males in the sample (3.0%), the rest of the sample are female (97.0%).

P3. Age
Table3 : P3. Age

Value Label	Frequency	Valid Percent
21-30	3	4.5 %
31-40	14	21.2 %
41-50	39	59.1 %
over 50	10	15.2 %

Over half of the sample (59.1%) is aged between 41-50. The percentage of the sample aged over 50 is 15.2%. Only 4.5 % of the sample is aged below 30 . There is no significant difference between the class teachers and support teachers on age .

P4. Length of teaching service
Table 4 : P4. Length of teaching service

Value Label	Frequency	Valid Percent
0-5 years	5	7.6 %
6-10 years	6	9.1 %
11-15 years	9	13.6 %
16-20 years	26	39.4 %
21-25 years	5	7.6 %
over 25 years	15	22.7 %

There are 69.7% of the sample who have taught for more than 16 years--most of the sample are experienced teachers (39.4 %--16-20 years, 7.6 %--21-25 years and 22.7 %--over 25 years) . 13.6 % of the sample have taught for between 11-15 years , 9.1 % of the sample have taught for between 6-10 years and 7.6 % of the sample have taught for between 0-5 years .

P5. Length of service as a support teacher

Table 5 : P5. Length of service as a support teacher (support teacher only)

Value Label	Frequency	Valid Percent
0-5 years	18	47.4 %
6-10 years	13	34.2 %
11-15 years	4	10.5 %
16-20 years	3	7.9 %
21-25 years	0	0 %
over 25 years	0	0 %

From the support teacher's group , 47.4% of the ST's sample have served for between 0-5 years and 34.2% of them have served for between 6-10 years. 10.5 % of the ST's group have served for between 11-15 years . 7.9 % of the ST's group have served for between 16-20 years .There is no support teacher who has served for more than 20 years .

P6. Class size

Table 6 : P6. Class size (which you usually work in)

Value Label	Frequency	Valid Percent
0-14	2	3.0 %
15-20	3	4.5 %
21-25	8	12.1 %
26-30	49	74.2 %
31-35	4	6.1 %
35-40	0	0 %
over 40	0	0 %

74.2 % of the sample class size is between 26-30. Some of the sample are more or less than 26-30 ; 12.1 % is between 21-25 , 6.1 % is between 31-35, but there is no class size over 35.

4.5 % of the sample's class size is between 15-20 and 3.0 % of the sample's class size is between 0-14.

This result is drawn from the whole group. However, the paired class teacher and the support teacher will have the same answer, so some numbers were

calculated twice. Therefore, the result may be slightly different from calculations from one group of teachers.

P7. Year Group
Table 7 : P7. Year group

Value Label	Frequency	Valid Percent
year 1	1	1.8 %
year 2	25	45.5 %
year 3	12	21.8 %
year 4	8	14.5 %
year 5	6	10.9 %
year 6	1	1.8 %
year 7	2	3.6 %

The majority of the sample are working with year 2 (45.5 %), year 3 (21.8 %), and year 4 (14.5 %). 10.9 % of the sample are working with year 5 . Just 1.8 % of the sample are working with year 1 .

The questionnaire was sent to the support teacher first then , the support teacher passed the questionnaire to the class teacher . So , the year group which they are working in can be taken as the support year group .

The tentative explanations why the support is given centrally to year 2 , year 3 and year 4 and is not given to year 1 are as follows :

1) When pupils are in year 1, the class teacher and the pupils are adjusting to each other , the class teacher is still exploring and trying to understand the whole class .

2) Pupils with special educational needs need to be observed for a period of time then , the class teacher can find out which pupil needs help , and seek for support .

I-III. The analysis of Correlational data

In the previous chapters show that the length of service as a support teacher , and the length of teaching service , may affect teachers' perceptions and attitudes towards support services . Moreover , class size is seen as a factor which influences teachers' perceptions and attitudes towards the existing support service as well .

The following tables show the sample's perceptions towards those issues above

1.the length of service as a support teacher and

    preference of supporting style

Cor.Table 1.

P5	the length of service as a support teacher	rho (65) = .26 , p = .019
Q30 (sty1)	which style of support do you prefer : withdraw pupils with L-D	

The correlation between P5. and Q30 (sty1) is significant and positive. The sample who prefer to withdraw pupils with L-D tend to have served as a support teacher for longer. However, there is no significant difference between the length of teaching service and preference of support style.

2. the class size and the problems in teachers' collaboration (CT and ST)

Cor.Table 2.

P6	the class size (which you usually work in)	rho (65) = .20 , p = .053
Q14 (N8)	the problems which teachers also faced in their collaboration : The class is too large for effective support work to be carried out .	

The correlation between P6. and Q14(N8) is significant and positive . The sample who saw the class as too large for effective support work to be carried out , also tend to have a bigger class . However , further study will be needed to define how many pupils in one class is a big class .

3. the class size and the ways in which teachers think the existing support can be best improved

Cor.Table 3.

P6	the class size (which you usually work in)	rho (65) = .35 , p = .002
Q15 (O7)	the ways which teachers think the existing support can be best improved : smaller classes	

The correlation between P6. and Q15(O7) is significant and positive . The sample who thought that smaller classes can improve the existing support also tend to have bigger classes .

This correlational data simply noted a significant difference between the length of supporting , the class size and the support service . Perhaps , a further study can be carried out for further information .

I-III. Conclusions & Discussion

While not all the data has been analysed exhaustively, it is possible to formulate some conclusions.

1) The correlational data shows that the length of service as a support teacher will affect the preference of support style. The sample who prefer to withdraw pupils with L-D tend to have served as a support teacher for longer. However, the data doesn't show the reasons. A further study may help to find out the reasons.

2) Class size has been discussed by many researchers as a factor which affects the effectiveness of support service. In this study, class size also is one of the factors which teachers concerned most. A further study will be needed to define how many pupils in one class with how many percentages of pupils with L-D is suitable for a class teacher with some extra help from the support teacher.

II . The perceptions of teachers towards the existing support service

The questionnaire included three types of questions (see Appendix 7)

1) tick suitable answers

2) circle a suitable scale from 1to 6 (from strongly disagree to strongly agree)

3) open question

These responses were analysed by frequencies scores, correlation and Nonparametric Test for differences between the groups of CTs and STs.

Moreover, the questions which teachers answered by circling a suitable scale from 1 to 6, was reduced to 2 categories (scale 1-3 disagree, scale 4-6 agree) because there are low frequencies in several cells.

II-I .The data analysis of the frequencies scores

The following tables of frequencies drawn from nominal scales describe the main perceptions of the sample towards the existing support service .

Q1 (A1-5), the working style (most frequently)

Table 8: Q1 (A1-5) the working style (most frequently)

number	working style	Frequency	valid %
A1	the ST withdraws pupils with L-D and the CT works with the rest of the class	28	42.4 %
A2	the ST takes care of a small group of pupils with L-D in the mainstream classroom	41	62.1 %
A3	the ST works alongside the CT to share the responsibility of teaching the whole class in some lessons	13	19.7 %
A4	the ST only provides the material or the advice to the CT for dealing with pupils with L-D	0	0 %
A5	other	5	7.6 %

The most frequent working style being used is that the ST takes care of a small group of pupils with L-D in the mainstream classroom (62.1%).

42.4% of the sample still withdraw pupils with L-D. Just a small percentage of the sample (19.7%) state that the ST works alongside the class teacher to share the responsibility of teaching the whole class in some lessons.

However, there is no case in which the ST only provides material or advice to the class teacher for dealing with pupils with L-D.

Obviously, for the majority of the sample--STs and CTs still work on different groups of pupil either out of classroom or in the same classroom. Even when the STs work in the same classroom as CTs, the STs don't often share the responsibility of teaching the whole class or the rest of the class.

However, once a ST works in the same classroom with the CT, the ST may be also helping the rest of the class informally . Some STs may think that they are taking care of a small group of pupils with L-D and also sharing more of the responsibility of teaching the whole class than the CTs thought.

Table 9:Q2 (B1) I like the work style between both of us at the moment.

| Agree | 66 | 100 % |
| Disagree | 0 | 0 % |

All of the sample (100%) face their working style very positively.

Table10: Q3 (C1) The available support is enough for the CT who needs help to cope with pupils with L-D

| Agree | 17 | 25.8 % |
| Disagree | 49 | 74.2 % |

The majority of the sample (74.2 %) don't think the support is enough for the CT.

Table 11 :Q4 (D1)The available support can satisfy most pupils' needs who have L-D within the school

Agree	14	21.2 %
Disagree	52	78.8 %

The reaction of the sample towards this statement is the same as Q3(C1). 78.8% of the sample disagree that the available support can satisfy most pupils' needs who have L-D.

Table 12:Q5 (E1) Most of the pupils who have L-D make progress on the national curriculum subjects after they receive support

Agree	48	72.7 %
Disagree	18	27.3 %

The perception of the sample towards this statement is more positive (72.7%) than negative (27.3%). Nearly 3/4 of the sample (72.7%) agree that most of the pupils who have L-D make progress on the national curriculum subjects after they have received support.

Table13:Q6 (F1) Most of the pupils who have L-D improve their confidence after they receive support.

Agree	63	95.5 %
Disagree	3	4.5 %

95.5% of the sample agree that most of the pupils who have L-D have improved their confidence after they have received support.

Table14 :Q7 (G1), Most of the pupils who have L-D improve their learning strategies after they receive support.

Agree	59	89.4 %
Disagree	7	10.6 %

89.4% of the sample agree that most of the pupils who have L-D improve their learning strategies after they receive support .

Table15 :Q8 (H1),Most of the pupils who have L-D improve their relationship with the rest of the class after they receive support .

| Agree | 38 | 57.6 % |
| Disagree | 28 | 42.4 % |

The response of 57.6% of the sample towards this statement is more positive than the rest of the sample (42.4%).

Table16 :Q9(I1), Most of the pupils who have L-D improve their behaviour within the school after they receive support .

| Agree | 30 | 45.5 % |
| Disagree | 36 | 54.5 % |

54.5% of the sample believe that most of the pupils who have L-D do not improve their behaviour within the school after they receive support . This negative perception is slightly higher than the proportion of the positive perception from the other 45.5% of the sample. This is an interesting result as the teachers are not deliberately trying to influence behaviour as a behavioural support service teachers might .

The data seems to show that the perception of the sample towards pupils with L-D concerning their friendship and behaviour is not as positive as their perception of pupils with L-D concerning their confidence and learning strategies , after pupils have received support.

The tentative explanations are as follows :

1) pupils with L-D friendships and behaviour within the school is already good before they receive support .

2) Pupils who have L-D don't necessarily also have behaviour problems . So , even though pupils with L-D improved their confidence and learning strategies

after they receive support , this does not mean that they will have noticed changes in friendship and behaviour within the school .

Table17:Q10 (J1) The support teacher provided additional material for pupils with L-D

Agree	62	93.9 %
Disagree	4	6.1 %

93.9 % of the sample agree that the support teacher provided additional material for pupils with L-D.

Table18:Q11(K1) It is more effective to use modified material for pupils with L-D in a mainstream classroom

Agree	57	86.4 %
Disagree	9	13.6 %

86.4% of the sample state that it is more effective to use modified material for pupils with L-D in a mainstream classroom.

Table19:Q12(L1-L25) Does the support teacher provide modified or easier materials for class teachers to use for pupils with L-D in the mainstream classroom

L1	No, the same materials for mainstream pupils and for pupils with L-D	4	6.1 %
L2	yes, (can choose more than one)	61	92.4 %
L21	in reading	58	87.9 %
L22	in maths	27	40.9 %
L23	in science	13	19.7 %
L24	in writing	58	87.9 %
L25	other	11	16.7 %

92.4% of the sample agree that the ST provide modified or easier material for the CT to use for pupils with L-D in the mainstream classroom.

Most of the material is provided in reading (87.9%), writing (87.9%), and maths (40.9%).

> Q13(M1-6), Please tick the statement which best represents the influence of the support teacher on the rest of the class .

Table 20:Q13(M1-6) the statement of the influence of the ST on the rest of the class

M1	Does not have any influence on the rest of the class	8	12.1 %
M2	The rest of the class won't be disturbed by the ST working with pupils with L-D outside the classroom .	8	12.1 %
M3	The rest of the class gain more attention from both class and support teachers .	30	45.5 %
M4	The rest of the class gain some help from the ST as the ST work alongside the CT.	26	39.4 %
M5	The rest of the class are confused by having two teachers in the classroom	0	0 %
M6	other	3	4.5 %

45.5% of the sample think that the rest of the class gain more attention from both teachers and 39.4% of the sample think that the rest of the class gain some help from the ST as the ST work alongside the CT. The interaction between the support teacher and the rest of the class is existing in the in-class support setting.

12.1 % of the sample think the rest of the class won't be disturbed by the ST working with pupils with L-D outside the classroom . In the other words, there is no interaction between the support teacher and the rest of the class in the withdrawal setting.

From the previous literature review (Wade& Moore, 1992; Best, 1991; etc.) also showed that there will be more interaction between the support teacher and

the rest of the class in the in-class support setting rather than in the withdrawal setting.

12.1% of the sample think there is no influence of the ST on the rest of the class. None of the sample think that the rest of the class are confused by having two teachers in the classroom.

> Q14(N1-10), Here are some problems which have been reported in the literature, please tick three problems which you also faced in your collaboration .

Table21:Q14 (N1-10) Frequency of three main problems in collaboration reported by teachers

* Note 1: most I = most importance   *Note2 : F = Frequency

more I = more importance

Import. = importance

			*most I	more I	Import.	total %
N1	We don't have enough time to liaise (the class and support teachers)	*F	20	19	9	
		%	30.3 %	28.8 %	13.6 %	72 7 %
N2	There is a lack of understanding about the support policy /role responsibility.	F	0	1	2	
		%	0 %	1.5 %	3.0 %	4.5 %
N3	There is no special programme / materials	F	1	1	1	
		%	1.5 %	1.5 %	1.5 %	4.5 %
N4	The cuts in expenditure cause problems .	F	8	15	23	
		%	12.1 %	22.7 %	34.8 %	69.7 %
N5	The human resources are too little to share in the whole school .	F	33	17	5	
		%	50.0 %	25.8 %	7.6 %	83.3 %
N6	It is too late to give the help to the pupils who need extra support .	F	1	1	3	
		%	1.5 %	1.5 %	4.5 %	7.6 %
N7	It is difficult for the ST to advise the CT .	F	0	3	5	
		%	0 %	4.5 %	7.6 %	12.1 %
N8	The class is too large for effective support work to be carried out .	F	0	4	3	
		%	0 %	6.1 %	4.5 %	10.6 %

N9	There was not enough help from professionals	F	0	0	4	
	and volunteers .	%	0 %	0 %	6.1 %	6.1 %
N10	other	F	3	2	2	
		%	4.5 %	3.0 %	3.0 %	10.6 %

Three problems which the sample faced in their collaboration are as follow :

The most common concern reported is that the human resources are too little to share in the whole school (50.0% of the sample rank this as most important, 25.8% of the sample rank this as more important and 7.6% of the sample rank this as important, the total is 83.3 % of the sample).

The second problem reported is that the CT & ST don't have enough time to liaise (30.3% of the sample rank this as most important, 28.8% of the sample rank this as more important and 13.6% of the sample rank this as important, the total is 72.7 % of the sample).

The third problem reported is that the cuts in expenditure cause problems (12.1% of the sample rank this as most important, 22.7% of the sample rank this as more important and 34.8% of the sample rank this as important, the total is 69.7 % of the sample).

Moreover , 12.1 % of the sample think that it is difficult for the ST to advise the CT, and 10.6 % of the sample think that the class is too large for effective support work to be carried out .

The previous chapter also showed that the time for liaison between the CT and the ST, human resources and expenditure caused problems for the support service .

Table22:Q15(O1-10) Frequency of three best ways to improve the existing

support suggested by teachers

* the same as Q14, Note 1. 2.

			*most I	more I	Import.	total %
O1	more appropriate materials for pupils with L-D	*F	6	6	9	
		%	9.1 %	9.1 %	13.6 %	31.8 %
O2	more support teachers	F	27	15	7	
		%	40.9 %	22.7 %	10.6 %	74.2 %
O3	withdraw more pupils with L-D	F	0	2	1	
		%	0 %	3.0 %	1.5 %	4.5 %
O4	withdraw pupils with L-D for more time	F	5	4	3	
		%	7.6 %	6.1 %	4.5 %	18.2 %
O5	the support teacher works alongside the class teacher in more lessons to help pupils with L-D	F	11	18	10	
		%	16.7 %	27.3 %	15.2 %	59.1 %
O6	specific individual programme for pupils with L-D	F	4	7	9	
		%	6.1 %	10.6 %	13.6 %	30.3 %
O7	smaller classes	F	12	11	10	
		%	18.2 %	16.7 %	15.2 %	50.0 %
O8	other professional help, e.g. educational psychologist, speech therapist, etc.	F	2	2	6	
		%	3.0 %	3.0 %	9.1 %	15.2 %
O9	parental help or other volunteers' help	F	0	0	7	
		%	0 %	0 %	10.6 %	10.6 %
O10	other	F	1	0	3	
		%	1.5 %	0 %	4.5 %	6.1 %

Three ways which the sample think the existing support can be best improved :

The first way suggested for improvement is the use of more support teachers to improve the existing support. 40.9% of the sample rank this as most important,

98

22.7% of the sample rank this as more important, and 10.6% of the sample rank this as important ; the total is 74.2 % of the sample.

The second way suggested for improving the existing support is that the ST works alongside the CT in more lessons to help pupils with L-D. 16.7% of the sample rank this as most important, 27.3% of the sample rank this as more important and 15.2% of the sample rank this as important; the total is 59.1 % of the sample.

The third way suggested to improve the existing support is to have smaller classes. 18.2% of the sample rank this as most important, 16.7% of the sample rank this as more important and 15.2% of the sample rank this as important; the total is 50.0 % of the sample.

Moreover, 31.8 % of the sample think that the existing support can be improved by more appropriate materials for pupils with L-D and 30.3 % of the sample suggested improvement in the use of specific individual programmes for pupils with L-D.

18.2 % of the sample suggested withdrawing pupils with L-D for more time and just 4.5 %of the sample suggested withdrawing more pupils with L-D.

The data shows that the withdrawal of more pupils with L-D or to withdraw pupils with L-D for more time is not as frequently used as the ST working alongside the CT in more lessons to help pupils with L-D.

II-II . The analysis of correlational data

1. The perception of the sample towards different support styles

In the previous chapters show that different support styles will affect teachers' perceptions and attitudes towards the support service.

The following table shows the correlation of the responses of the sample on the issue of withdrawal support.

Cor.Table 4. sample's perception and in- class support

Q1 (A2)	the working style which is used most frequently : the ST takes care of a small group of pupils with L-D in the mainstream classroom .	rho(66) = .25 p = .023
Q3 (C1)	the available support is enough for the CT who needs help to cope with pupils with L-D .	

The correlation between Q1(A2) and Q3(C1) is significant and positive . The sample who use in- class support (the ST takes care of a small group...) most frequently also tend to agree that the available support is enough for the CT who needs help to cope with pupils with L-D.

However , there is no significant correlation between Q1(A1: withdraw setting) and Q3(C1: the available support is enough for the CT...).

The data imply that from the teachers' perception, in-class support offers more help for the CT who needs help to cope with pupils with L-D, rather than withdrawal support which just removes pupils with L-D from the class room and does not give any support directly to the CT who needs help to cope with pupils with L-D.

2. Different support styles and the perceptions of the sample towards the learning progress of pupils with L-D after they receive support

In the previous chapters show that different support styles will affect teachers' perceptions towards the learning progress of pupils with L-D after they receive support . In addition , the sample also have different perceptions towards in-class support I (the support teacher takes care of a small group of pupils with L-D in the mainstream class room) and in-class support II (the support teacher works alongside the class teacher to share the responsibility of teaching the whole class in some lessons) .

Cor.Table 5. withdraw support and pupils' progress

Q1 (A1)	the working style which is used most frequently : the ST withdraws pupils with L-D and the CT works with the rest of the class .	rho(66) = .32 , p = .005
Q5 (E1)	most of the pupils who have L-D make progress on the national curriculum subjects after they receive support .	

The correlation between Q1(A1) and Q5(E1) is significant and positive . The sample who use withdraw support most frequently , also tend to agree that pupils with L-D make progress on the national curriculum subjects after they receive support .

Cor.Table 6. In- class support and pupils' progress

Q1 (A2)	the working style which is used most frequently : the ST takes care of a small group of pupils with L-D in the mainstream classroom .	rho(66) = - . 27 , p = .015 .
Q5 (E1)	most of the pupils who have L-D make progress on the national curriculum subjects after they receive support .	

The correlation between Q1(A2) and Q5(E1) is significant and negative .The sample who use in-class support I most frequently , tend to state that pupils with L-D do not make progress on the national curriculum subjects after they receive support .

Cor.Table 7. in- class support and learning strategies

Q1 (A3)	the working style which is used most frequently : the ST works alongside the CT to share the responsibility of teaching the whole class in some lessons .	rho (66) = - .20 , p = .053
Q7 (G1)	most of the pupils who have L-D improve their learning strategies after they receive support .	

The correlation between Q1(A3) and Q7(G1) is significant and negative . The sample who use in-class support II (the ST works alongside the CT...) most frequently tend to state that most of the pupils who have L-D do not improve their learning strategies after they receive support .

In addition , there is no significant correlation between Q1(A3)the ST works alongside the CT...,and Q5(E1)most of the pupils who have L-D make progress on the national curriculum subjects after they receive support .

This correlational data implies that from the teachers' perception , pupils with L-D make different progress on the national curriculum subjects or improve their learning strategies between withdrawal support and in-class support . However , this correlational data simply noted a significant difference between different support styles and the learning progress of pupils with L-D after they receive support . A further study could be carried out for more detailed information .

3. The perception of the sample towards the interaction between the academic progress and social integration for pupils with L-D

In the previous chapters shows that the learning progress of pupils with L-D will affect their learning strategies , confidence , relationship with the rest of the class and their behaviour within the school after they receive support .

Cor.Table 8. pupils' progress and learning strategies

Q5 (E1)	most of the pupils who have L-D make progress on the national curriculum subjects after they receive support .	rho (66) = .23 , p = .031
Q7 (G1)	most of the pupils who have L-D improve their learning strategies after they receive support .	

The correlation between Q5(E1) and Q7(G1) is significant and positive . The sample who agree that most of the pupils who have L-D make progress on the national curriculum subjects after they receive support , also tend to agree that most of the pupils who have L-D improve their learning strategies after they receive support .

Cor.Table 9. pupils' progress and their relationship with the rest of the class

Q5 (E1)	most of the pupils who have L-D make progress on the national curriculum subjects after they receive support .	rho (66) = .30 , p = .007
Q8 (H1)	most of the pupils who have L-D improve their relationship with the rest of the class after they receive support .	

The correlation between Q5(E1) and Q8(H1) is significant and positive . The sample who agree that most of the pupils who have L-D make progress on the national curriculum subjects after they receive support , also tend to agree that most of the pupils who have L-D improve their relationship with the rest of the class after they receive support .

Cor.Table 10. pupils' confidence and their behaviour

Q6 (F1)	most of the pupils who have L-D improve their confidence after they receive support .	rho (66) = .20 , p = .054
Q9 (I1)	most of the pupils who have L-D improve their behaviour within the school after they receive support .	

The correlation between Q6(F1) and Q9(I1) is significant and positive . The sample who agree that most of the pupils who have L-D improve their confidence after they receive support, also tend to agree that most of the pupils who have L-D improve their behaviour within the school after they receive support.

This correlational data implies that from the teachers' perception, pupils with L-D who make progress on the national curriculum subjects also improve their learning strategies and relationship with the rest of the class after they receive support. Moreover, pupils with L-D improve their confidence which also influences their behaviour within the school after they receive support.

There is a need for further use of statistics to identify and explore possible interrelationships.

4. The perception of the sample towards in-class support I and the influence of the support teacher on the rest of the class

Cor.Table 11. In- class support and the influence on the rest of the class

Q1 (A2)	the working style which is used most frequently : the ST takes care of a small group of pupils with L-D in the mainstream classroom .	rho (66) = .21 , p = .045
Q13 (M3)	the statement which best represents the influence of the ST on the rest of the class : the rest of the class gain more attention from both class and support teachers .	

The correlation between Q1(A2) and Q13(M3) is significant and positive. The sample who use in-class support I most frequently also tend to state that the rest of the class gain more attention from both class and support teachers.

This correlational data indicates that teachers seen this as a beneficial effect on the rest of the class.

5. The perception of the sample towards withdrawal support and the suggested improvement of the existing support

The following table shows that the withdrawal support and the improvement suggested for the existing support.

Cor.Table 12. withdraw support and the improvement

Q1 (A1)	the working style which is used most frequently : the ST withdraws pupils with L-D and the CT works with the rest of the class .	rho (66) = .25 , p = .020
Q15 (O4)	the way which the existing support can be best improved : withdraw pupils with L-D for more time .	

The correlation between Q1(A1) and Q15(O4) is significant and positive . The sample who use withdrawal support most frequently also tend to state that to withdraw pupils with L-D for more time would be an improvement .

The data indicate that from teachers' point of view , teachers who withdraw pupils with L-D most frequently also like to withdraw pupils with L-D for more time .

III-III. The data analysis of group comparison in Nonparametric Test

In the previous chapters show that different groups of teachers ; the support teacher and the class teacher ; will have different perceptions of the existing support service . From the Nonparametric Test it was found that there are different perceptions between the group of support teachers and the group of class teachers towards the relationship between pupils with L-D and the rest of the class ; and the improvement of the existing support .

N. Table 1. different groups of teachers towards the relationship between pupils with L-D and the rest of the class

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- - - - - Mann-Whitney U - Wilcoxon Rank Sum W Test

Q8(H1),most of the L-D pupils improve their relationship
by GROUP      group


   Mean Rank    Cases

      37.92       38  GROUP = 1.00  support teacher
      27.50       28  GROUP = 2.00  class teacher
                  --
                  66  Total

                                Corrected for ties
         U             W            Z        2-Tailed P
       364.0         770.0      -2.3111        .0208
```

1. The Mann-Whitney test (see SPSS X) shows a significant difference between group 1 (support teacher) and group 2 (class teacher) [U(66) = 364.0 , p < 0.05]

The data indicate that class teachers and support teachers differ in perceptions towards Q8(H1) most of the pupils who have L-D improve their relationship with the rest of the class after they receive support .

The group of support teachers are most likely to believe that pupils with L-D improve their relationship with the rest of the class after they receive support than the class teachers .

The tentative explanations are as follows :

1) The support teacher does not have much time to observe pupils with L-D after support time, so the support teacher may just assume that pupils with L-D should improve their relationship with the rest of the class after they receive support.

2) The class teacher spends much more time with the whole class than the support teacher, so the class teacher may have different perception towards pupils with L-D their relationship with the rest of the class.

N. Table 2. different groups of teachers towards the improvement of the existing support

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- - - - - Mann-Whitney U - Wilcoxon Rank Sum W Test

  Q15(O1-10),O1,more appropriate materials for L-D pupils
by GROUP       group


   Mean Rank    Cases

      36.86        38  GROUP = 1.00  support teacher
      28.95        28  GROUP = 2.00  class teacher
                   --
                   66  Total

                                Corrected for ties
        U            W           Z        2-Tailed P
      404.5        810.5      -2.0073         .0447
```

2. The Mann-Whitney test shows a significant difference between group 1

(support teacher) and group 2 (class teacher) [U(66) = 404.5 , p < 0.05] .

The support teachers felt more than the class teachers that more appropriate materials for pupils with L-D will be the way for improving the existing support service .

II-IV. Conclusions & Discussion

While not all the data has been analysed exhaustively, it is possible to formulate some conclusions from this section.

1) In this sample, CTs and STs are quite happy about their working relationship with each other at the moment. However, they don't think the available support is enough for the CTs and pupils with L-D with in the school.

2) In general, most of the sample view the improvement of L-D pupils' progress in learning positively. They see pupils with L-D improving their learning strategies, confidence and making progress on the national curriculum subjects after they receive support.

3) The sample is divided equally in their view that most of the pupils who have L-D improve their relationship with the rest of the class and improve their behaviour within the school after they receive support.

4) The majority of the sample agree that the ST provided additional material for pupils with L-D and it is more effective to use modified material for pupils with L-D in a mainstream classroom.
Most of the materials are provided in reading, writing and maths.

5) Basically, teachers see the influence of the ST on the rest of the class is that the whole class gains more attention from both CTs and STs, and some help from the ST as the ST work alongside the CT.

6) Most of the sample think that the greatest problem which they face in their collaboration is that the human resources are too little to share in the whole school, and the best way to improve the existing support is to have more support teachers.

The first improvement of the existing support is to sort out the major problem of teachers' collaboration.

7) The correlational data shows that , from teachers' perceptions , pupils with L-D make progress on the national curriculum subjects in withdrawal support rather than in-class support. By contrast, in-class support offers more help for the class teacher to cope with pupils with L-D than withdrawal support.

So, if we seek to give help to the class teacher and also help pupils with L-D to make progress on learning then , the form of support needs to be used flexibly. According to the needs of pupils with L-D and the class teacher, the support teacher need to give different forms of support (e.g. withdraw, in-class support etc.). The use of only one kind of support will fail to meet all the needs from pupils with L-D and class teachers.

III . The interaction between class teachers and support teachers

III-I .The data analysis of the frequencies scores

The following tables of frequencies drawn from nominal scales describe the main perception of the sample towards the interaction between class teachers and support teachers .

Table 23 :Q16 (P1), It is important that the class teacher and the support teacher discuss pupils who are receiving support .

Agree	65	100 %
Disagree	0	0 %

Apart from one missing case, 100 % of the valid sample strongly agree that it is important for both CT and ST to discuss pupils who are receiving support.

Table 24 :Q17(Q1),At present the class teacher and the support teacher have enough time to talk to each other about the pupil's needs and progress .

Agree	14	21.5 %
Disagree	51	78.5 %

78.5% of the sample disagree with the statement that at present the class teacher and the support teacher have enough time to talk to each other about the pupil's needs and progress.

Just 1/5 of the sample (21.5 %) agree that at present they have enough time for discussion .

Table 25 :Q18(R1), Planning meeting between the class teacher and the support teacher should be timetabled .

Agree	60	93.7 %
Disagree	4	6.3 %

More than 90% of the sample (93.7%) agree that planning meeting between the CT and the ST should be timetabled .

Q19(S1-6), How much time do you spend discussing the pupil's learning , on average per week ? About:

Table 26:Q19(S1-6)how much time teachers spend for discussion per week

S1	less than 10 minutes a week	13	19.7 %
S2	10 to 20 minutes a week	30	45.5 %
S3	half hour a week	10	15.2 %
S4	45 minutes a week	5	7.6 %
S5	one hour a week	4	6.1 %
S6	other	4	6.1 %

The most common time is 10 to 20 minutes a week. 45.5% of the sample spend 10 to 20 minutes a week in discussion.

Some of the sample (19.7%) spend less than 10 minutes a week in discussion.

15.2 % of the sample spend half hour a week in discussion .

The longest time that some cases (6.1%) spend is one hour a week.

The total proportion of the sample who spend under or equal to half an hour a week for discussion are 80.4%. This proportion compare with question 17(Q1) the sample who don't think that at present they have enough time for discussion (78.5%) is nearly the same.

From the teachers' point of view this shows that most of the sample were not satisfied with half an hour or less each week for discussion.

Table 27:Q20(T1-8) when do teachers meet most frequently?

T1	never	0	0 %	T2	formal case meeting	2	3.0 %
T3	during the break time	37	56.1 %	T4	during lunch time	33	50.0 %
T5	before school	24	36.4 %	T6	after school	30	45.5 %
T7	timetabled time	4	6.1 %	T8	other	12	18.2 %

Most of the sample use break time (56.1%), lunch time (50.0%) and after school (45.5%) to discuss pupils' learning.

Just a few meet at formal case meetings (3.0%) and in timetabled time (6.1%).

From question 16(P1), 17(Q1), 18(R1), and 20(T1-8) it appears that at present, the time for discussion is not enough for teachers, however, teachers think it is important to discuss pupils' learning with each other. Most teachers use a very short free time for discussion and this doesn't satisfy their needs . So, the teachers' perceptions show that it is necessary to have a timetabled time (e.g. planning meeting or formal case meeting) for discussion.

Table 28:Q21(U1-8) three things which are most frequently discussed

U1	the pupil's progress	64	97.0 %	U2	the pupil's needs	65	98.5 %
U3	new teaching skills	1	1.5 %	U4	new teaching materials/ideas	48	72.7 %
U5	classroom management	7	10.6 %	U6	class teacher's problems	11	16.7 %
U7	support teacher's problems	2	3.0 %	U8	other	1	1.5 %

Three things which are most frequently discussed by teachers :

1) the pupil's needs (98.5%),

2) the pupil's progress (97.0%). and

3) new teaching materials/ideas (72.7%).

The teachers' responses towards this question show that the subject of discussion is the pupils rather than the teaching skills, classroom management or teachers' problems, so the interaction of the professional skills between the class teacher and the support teacher is rare.

Table 29:Q22(V1-7) other professional assistance provided by the support teacher

V1	new educational information	42	63.6 %	V2	teaching skills	28	42.4 %
V3	classroom management	19	28.8 %	V4	help with the rest of the class	31	47.0 %
V5	advice	42	63.6 %	V6	materials	57	86.4 %
V7	other	1	1.5 %				

Apart from pupil support, most of the help from the ST is in the form of :

1) materials (86.4% of the sample),

2) advice (63.6% of the sample) and

3) new educational information (63.6% of the sample).

47.0% of the sample think the support helps the rest of the class and 42.4% of the sample think the support teacher offers assistance of teaching skills .

Table 30:Q23(W1-6) How does the ST influence the CT most ?

W1	encourages a more positive attitude toward pupils with L-D	29	43.9 %
W2	promotes understanding about pupils with special educational needs	45	68.2 %
W3	suggests additional teaching skills for pupils with L-D	24	36.4 %
W4	suggests classroom management for pupils with L-D	9	13.6 %
W5	suggests curriculum development skills for pupils with L-D	24	36.4 %
W6	other	2	3.0 %

68.2% of the sample think that the ST influence the CT to promote understanding about pupils with SEN. Nearly half of the sample (43.9%) think that the ST influence the CT to have a more positive attitude towards pupils with L-D.

36.4% of the sample think that the ST suggests additional teaching skills and curriculum development skills for pupils with L-D.

Q26 (X1-8),Here are some frequently used methods of collaboration

between the class teacher and the support teacher , please

choose the three ways which you prefer.

Table31:Q26(X1-8) three ways which teachers prefer for collaboration

X1	let the class teacher observe the support teacher's teaching	25	37.9 %
X2	let the class teacher help pupils with L-D in a small group	42	63.6 %
X3	model teaching	5	7.6 %
X4	watch teaching videos together	1	1.5 %
X5	one to one consultation	59	89.4 %
X6	attending conferences together	4	6.1 %
X7	attending courses together	20	30.3 %
X8	other	8	12.1 %

The three methods of collaboration which teachers most prefer are:

1) one to one consultation (89.4% of the sample),

2) let the CT help pupils with L-D in a small group (63.6% of the sample), and

3) let the CT observe the ST's teaching (37.9% of the sample).

30.3% of the sample like to attend courses together.

Nevertheless, even though most teachers like "one to one consultation" , if there is not a specific time allocation (e.g. timetabled time) then, it is difficult for them to have enough time for one to one consultation.

III-II .The analysis of open questions

Q24, How does the class teacher influence the support teacher most?

From these data, it appears that there are two main ways in which the CT affects the ST. The first aspect concerns the ST and pupils. The CT gives an overall

picture of the pupils' background information and the details of the pupils' learning problems. The CTs can help the STs to understand pupils with whom they will work, before the STs start to work.

The other aspect is the school in which STs work. The CTs are trying to help the STs to fit into the current mainstream practice. The CTs are sharing ideas, materials, equipment, resources and "the whole school" policies (information) with STs. Here are two examples from the answers :

Case 10: "The class teacher sees the children for 5 days a week, and can report problems to the support teacher--whom may only see the children for 1 day."

Case 12: "Trying to let the support teacher feel part of the whole class situation-- sharing everything available."

Some responses refer to the interaction of the working style between the CT and ST. The CT and the ST work closely together, so there is a two-way learning system -- they can learn from each other. For example, good teaching skills can be shown and the curriculum/topics can be discussed.

The influence of the class teacher on the support teacher :

1) By giving background information which may have a bearing on child's difficulties and reporting back to the ST on child's progress from one week to the next.

2) The CTs are trying to help the STs fit into the current mainstream practice by sharing ideas, materials, equipment, resources and "the whole school" policies with STs.

Q25, What are the difficulties for you in working with each other?

There are three main difficulties for CTs and STs in working with each other.

First, there is not enough time for teachers to get together for planning, discussion and preparation for L-D pupils' progress and problems ,and the

partnership teaching is not always possible. There is also not enough allotted time per week for children who need support.

Secondly, lack of physical space in the classroom causes problems for teachers. For instance, case 11 "large class sizes and limited space with-in the classroom, often mean having to withdraw a group". Case 60: "two teachers teaching/talking at the same time can be annoying. The room is never quiet."

Thirdly, the unclear role responsibility between the CT and the ST also causes problems. For example, the CT may want to take the register, tell a story etc., when the ST is supporting, or the CT may just rely on the ST to solve the children's problems. There are also conflicts of priorities between the CT and the ST, e.g. when requested to do assessments.

Some other difficulties identified were : ever changing routine in school, lack of money for recommended materials, unknown personal standards of discipline, e.g. work, neatness etc., no opportunity to watch & observe each other at work, or lack of time on the part of the CT to follow up the work which the ST has done during the week before the ST's next visit.

Three main difficulties for CTs and STs in working together were :

1) Lack of time for planning, discussion and preparation between the CT and the ST , and not enough time for supporting children.

2) Lack of physical space in the classroom causes problems for teachers.

3) Unclear role responsibility between the CT and the ST.

III-III. The analysis of Correlational data

1. The time factor between CT and ST

In the previous chapters show that the interaction between the class teacher and the support teacher will be affected by the amount of time available. The

following tables show the correlation of the responses of the sample on the issue of time factor .

Cor.Table 13. the time factor between CT and ST (1)

Q14 (N1)	The problem which teachers faced in their collaboration : we don't have enough time to liaise (the class and support teachers) .	rho (66) = - .21 , p = .047
Q17 (Q1)	At present the CT and the ST have enough time to talk to each other about the pupil's needs and progress .	

The correlation between Q14 (N1) and Q17(Q1) is significant and negative . The sample who saw the problem in their collaboration being that the CT and the ST don't have enough time to liaise also tend to disagree that at present the CT and the ST have enough time to talk to each other about the pupil's needs and progress .

Cor.Table 14. the time factor between CT and ST (2)

Q19 (S1)	How much time do you spend discussing the pupil's learning, on average per week ? About : less than 10 minutes a week .	rho (66) = - .35 , p = .002
Q17 (Q1)	At present the CT and the ST have enough time to talk to each other about the pupil's needs and progress .	

The correlation between Q19(S1) and Q17(Q1) is significant and negative . The sample who spend less than 10 minutes a week for discussion also tend to disagree that at present the CT and the ST have enough time to talk to each other about the pupil's needs and progress .

This correlational data implies that from teachers' perception , the time factor affects the interaction between the CT and the ST . However , a further study would help to define the optimum as well as minimum amount of time per week sufficient for teachers' discussions .

III-IV. Conclusions & Discussion

While not all the data has been analysed exhaustively , it is possible to formulate some conclusions from this section .

1) All of the sample felt that it is important to discuss pupils' learning with each other (the CT and the ST), however at present they don't have enough time for discussion, so it is necessary to have timeabled time for discussion , planning and preparation.

This difficulty of discussion time also appears in Q25 "What are the difficulties for teachers in working with each other?". The main difficulty for teachers in working with each other is "lack of time for planning, discussion and preparation between the CT and the ST."

Furthermore, from the previous chapter, Fleming et al (1990) and Best (1991), both mentioned that regular meetings to plan and evaluate the provision or discussion and evaluation of each lesson and of the developing programme of learning experiences; will be one of the certain features of successful support.

If there is lack of time for discussion and planning between the CT and ST, then it will be difficult for teachers or LEAs to expect maximum successful support .

2) The responses of the sample indicate that support from the support teacher includes two types of support :

a) pupil support : support directly given to pupils with L-D

b) other professional assistance : by giving materials , advice , new educational information, help for the rest of the class and teaching skills to the class teacher.

3)The responses of the sample indicate that the STs influence the CTs in : (in order of importance) :

a) promoting understanding about pupils with SEN,

b) encouraging a more positive attitude towards pupils with L-D, and

c) suggesting additional teaching skills and curriculum development skills for pupils with L-D.

In addition , not only do the STs have influences on the CTs, but the CTs have influences on the STs also. There is a two-way interaction, not just a one way influence. The STs may give some kind of professional help to the CTs and pupils with L-D , meanwhile, the CTs can also offer help by giving (in order of importance) :

a) background information about the special child,

b) trying to help the STs fit into the whole school situation and sharing ideas, materials, working methods.

The working relationship between the CT and the ST in this sample is collaborative rather than one way help .These findings in accord with those of Hegarty et al's (1981) who showed that teachers increased their knowledge of children with special needs, mainly by teaching them; through interaction (largely on an informal basis) with persons who have more knowledge about special needs children; (e.g. special educators and educational psychologists) .This sample also shows that the support teacher influences the class teacher in promoting understanding about pupils with SEN .

4) Responses to both multiple-choice items (Q14) and open question (Q25) show the problems which exist in teachers' collaboration are : (in order of importance)

a). the human resources are too little to share in the whole school .

b). lack of time for planning , discussion and preparation .

c). lack of physical space in the classroom causes problems for teachers

Lack of physical space in the classroom sometimes made the ST to withdraw pupils with L-D instead of giving in-class support. Teachers felt that it is too crowded and noisy in the classroom when two teachers teach together.

d). the cuts in expenditure cause problems .

e). unclear role responsibility between the CT and the ST also causes problems for the teachers.

The data shows that while most of the sample are quite happy about their collaborative working style , there is also the problem of a lack of human resources , however .

Wade & Moore (1992) also claimed that the provision of resources, either in material or human terms, is a necessity if integration is to achieve maximum effect.

In addition, many writers have already pointed out that clear specification of roles and responsibilities will be an important factor of successful support.

For instance, Bailey and Bailey (1993) mentioned the importance allocted to role definition by Friend and McNutt (1987). They pointed out that role definition is a vital aspect of the successful use of the resource consultant, and one which can create confusion and problems.

So there are still some more things that the LEAs, the Learning Support Service and teachers need to work out , such as more human resources, a clear role definition and a timetabled time for discussion .

5) Responses of three preferable methods of collaboration :

Firstly, the sample would like to have one to one consultation, but there is a lack of time for discussion, planning etc. at the moment.

Secondly, the sample would like to let the CT help pupils with L-D in a small group. This expectancy is different from in the past when the ST always worked with special pupils and the CT worked with the rest of the class.

It s a good opportunity for the CT and all of the pupils if the CT is able to help pupils with L-D as a small group.

The tentative explanations are as follows :

a) the CT is helped to cope with pupils with L-D in a practical way by becoming

familiar with different materials and teaching methods.

b) to the rest of the class it won't seem as though some one who is receiving support from the ST is special, this will reduce the labelling and the rest of the class can have different forms of lessons as well.

c) the small groups of pupils with L-D can feel that the CT also pays attention to them; somehow they couldn't gain much attention from the CT at normal lessons.

Thirdly, the sample would like to let the CT observe the ST's teaching. This is also a very good idea to improve the CT's cover ground for pupils with L-D. However, there is also the problem of a lack of time.

6) There were no significant differences in perceptions between the group of class teachers and the group of support teachers in " the interaction between class teachers and support teachers " this part .

Here may have a methodological issue of replication of agreement between the class teacher and the support teacher . The questionnaires were sent out by pairs, so, it is likely that teachers working in the same classroom will have similar perceptions towards their collaboration . However , this could miss some points of different perceptions between the group of class teachers and the group of support teachers as well .

IV. Teachers' attitude toward their changing role in the support system

IV-I . The data analysis of frequencies scores

The following tables of frequencies drawn from the nominal scales describe the main responses of the sample towards their changing role in the support system .

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Table 32 :Q27(Y1), It is helpful that the changing support model moves from supporting pupils to supporting the class teacher .

Agree	33	54.1 %
Disagree	28	45.9 %

54.1% of the sample agree that it is helpful that the changing support model moves from supporting pupils to supporting the class teacher. However, 45.9% of the sample disagree this statement. This shows that teachers have quite different perceptions towards the changing support model. There are also some cases who do not really notice about this changing support model.

There is no statistically significant difference in attitude towards this statement between the group of class teachers and the group of support teachers, nor between the group of local authority A and the group of local authority B. However, a majority of respondents do agree with the statement.

Table 33:Q28(Z1-8) Who benefits from the changing support model ?

Z1	none	5	7.6 %	Z5	class teacher	32	48.5 %
Z2	pupils with L-D	21	31.8 %	Z6	support teacher	10	15.2 %
Z3	the rest of the class	12	18.2 %	Z7	the whole school	13	19.7 %
Z4	the whole class	24	36.4 %	Z8	other	1	1.5 %

48.5 % of the sample think that the class teacher benefits from this changing support model. Over 1/3 of the sample (36.4%) think that the whole class benefits from this changing support model. 31.8 % of the sample think that pupils with L-D benefit from this changing support model . 7.6 % of the sample think that no one benefits from this changing support model.

The data indicates that this changing support model is seen to benefits the class teacher and the whole class most rather than pupils with L-D .

The tentative explanations are :

1) Since the support moves from supporting pupils to supporting the class teacher , in a short period , the support appears to benefit the class teacher first .

2) Once the class teacher is supported directly , this will affect the class teacher's teaching methods and style and so the whole class will benefit .

3) In a short period of observation , pupils with L-D may not benefit most from this changing support model . However , after a long period of support , the class teacher will more familiar with the method to help pupils with L-D and so this changing support model will more effective for pupils with L-D .

Therefore, to discover whether this changing support model is helpful or not, may need a long experimentation period to test the influence on different roles, e.g. pupils with L-D, the rest of the class, the whole class, the class teacher, the support teacher, the whole school etc. . Secondly, it is necessary to set the aim of this changing support model first. If this changing support model is aimed to support class teachers then this is being seen helpful, if it is aimed to support pupils with L-D then, a long experiment period may be needed to assess its effectiveness.

Table 34:Q29(Per1-3)Apart from some students who already have a statement, do any students still need extra help in the ordinary classroom at some stages ?

None	2	3.0 %
Yes	63	96.9 %

96.9% of the valid cases agree that there are still some students who need extra help in the ordinary classroom at some stages. The percentage range of students who need extra help is very wide. The average percentage of students who need extra help from the valid cases is about 22.68%.

However, the highest being 75% of students in one class and the lowest 2% of students in another class, who need extra help. 40.7% of the sample think that

the percentage of the students who need extra help in any one class is between 20%-25%.

Apart from some students who already have a statement, about one in five students are regarded as needing extra help in the ordinary classroom at some stages.

This proportion is higher than Warnock's eighteen percent (Warnock Report, 1978; Gipps, Gross and Goldstein, 1987). The tentative explanations are as follows :

1) The teachers now pay more attention to identification and support of individual pupil's needs.

2) Targets defined by the N.C. may have led teachers to identify more pupils as having special educational needs.

3) The definition of SEN drawn from the Warnock Report (1987) , may have led teachers to have a broad concept of pupils with SEN.

Table 35:Q30(Sty1-3) Which style of support do teachers prefer ?

Sty 1	withdraw pupils with L-D	29	44.6 %
Sty 2	in-class support for pupils with L-D	43	66.2 %
Sty 3	support for class teachers to help them cope with pupils with L-D	9	13.8 %

66.2 % of the sample prefer in-class support for pupils with L-D more than the other methods. In-class support can include two forms, one is the support teacher taking care of a small group of pupils with L-D in the mainstream classroom, the other form is that the support teacher works alongside the class teacher to share the responsibility of teaching the whole class in some lessons.

However, 44.6 % of the sample still prefer to withdraw pupils with L-D.

Just 13.8 % of the sample prefer support for class teachers to help them cope with pupils with L-D.

Q30, The reasons for teachers choosing "withdraw" support.

There are five main reasons:

1) There are less distractions in one to one or small groups, pupils with L-D

   make progress in a quiet area (quiet time).

2) Pupils benefit from concentrated help.

3) Some pupils love to feel special in smaller groups and they are not

   embarrassed by their level of support.

4) Differentiated work.

5) Opportunity for pupils and the ST to get to know each other.

Here is one example: case 47: "children benefit by receiving more direct

individual support in a small group situation--can focus better on problems".

However, some of the sample chose to withdraw pupils with L-D because they

have limited time , or no space in the classroom.

For instance, case 63: "Because of the short time I am actually at the school,

withdrawing pupils in small groups appears to have most success--if I was there

more often I would prefer to both withdraw pupils and give in-class support."

Q30, The reasons for teachers choosing "in-class" support

There are five main reasons:

1) children get the support required without being singled out as being different.

   They aren't isolated and still feel part of the class.

2) Two teachers working together can deal more effectively with learning and

behavioural difficulties, teachers can share ideas and responsibilities with one another.

3) More support for CTs.

4) Every pupil gets more attention (including the rest of the class).

5) Pupils gain maximum access to N.C.

Here are some examples:

Case 56: "pupils benefit in many ways by having two teachers working with them:-more pupils get individual attention, all pupils are helped to cope with subject demands and the presentation of lesson content and materials may be enhanced."

Case 57: "The children don't feel excluded and are able to cope with the same type of work as the rest of the class but at their own level. However, I do feel that withdrawal is necessary at times to introduce and teach new concepts. "

Even though most of the sample like in-class support , some of them still like to withdraw one or two pupils at some times. These teachers emphasised that support will depend on what is most important for the pupils' needs or the class teacher's needs, so they may have mixed support.

Case 49: "It will depend on the situation but if possible this appears to be most effective with our pupils giving them confidence and reassurance."

Q30, The reason for teachers preferring "support for CTs to help them cope with pupils with L-D"

1) this enable them to offer continuing support, while the Learning Support Service stops.

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The main strengths of the changing support model reported are:

1) Children do not feel the stigma of being cut off from the rest of the class .

2) It allows greater liaison between CTs and STs to share ideas, strategies, experience and materials.

3) Class teachers become more aware of strategies etc. to use for children with L-D, so they become more confident in handling all the children's needs.

4) It benefits to all pupils, not just the targets.

5) Pupils have better access to the N.C.

6) More teaching techniques and ideas should be put into use throughout the school and continued from year to year.

The main weaknesses of the changing support model reported are:

1) teachers do not have enough time for planning, discussion and preparation

2) pupils with L-D will lose individual support ; there are areas that need a one to one or small group approach with no distractions (therefore, L-D pupils make less progress)

3) it is more difficult for pupils with L-D to build their confidence in the large class than in the small group.

4) large classes prevent very much time being given to the pupils with L-D.

5) support teachers could loose their sense of reality in the classroom situation if they are just going in to give advice.

6) class teachers are already over-burdened, so this will add to the CTs' work load and put more pressure on CTs.

7) personality clashes between the CT and the ST.

I assumed there might be differences between the responses of class teachers and the support teachers, and two different services (the group of local authority A and the group of local authority B) will have different preferences for support styles.

The following table examines differences between the perceptions of the group of class teachers and the group of support teachers on the issue of withdraw (Q30).

N. Table 3. different groups of teachers towards withdraw support

```
- - - - - Mann-Whitney U - Wilcoxon Rank Sum W Test

  Q30(sty1),    Sty 1,Withdraw pupils with L-D
  by GROUP      group


     Mean Rank    Cases

        36.46       38   GROUP = 1.00   support teacher
        28.13       27   GROUP = 2.00   class teacher
                    --
                    65   Total

                                    Corrected for ties
          U            W           Z        2-Tailed P
        381.5        759.5     -2.0329         .0421
```

1. The Mann-Whitney test shows a significant difference between group 1 (support teachers) and group 2 (class teachers) [U (65) = 381.5 , p < 0.05]

The data indicates that the two groups of teachers differ in perceptions and attitudes towards the support of withdrawn pupils with L-D. Support teachers prefer to withdraw pupils with L-D more than class teachers. Moreover, the previous correlational data shows that the support teachers who prefer to withdraw pupils with L-D tend to have served as a support teacher for longer.

However, there is no significant difference of preferable support style between the group of local authority A and the group of local authority B.

IV-IV. Conclusions & Discussion

While not all the data has been analysed exhaustively, it is possible to formulate some conclusions from this section.

1) In the literature review many writers discussed the changing support model, which is directing support towards those adults who have maximum contact with the children, normally parents and class teachers, e.g. Ainscow & Muncey (1989), Watts (1990), Buck (1989) and Wade & Moore (1992).

Moreover, Ainscow (1989) also claimed that the traditional approach to children with special educational needs always focuses on child-centred causes of educational difficulty, rather than considering the range of factors that form the teaching provided by teachers. The changing policies in special education have moved the aim of support from direct pupil support to teachers support .

The evidence from this study suggests that this move is happening in practice but that there is still a strong belief in the value of withdrawal support.

There are some cases who are undecided about this changing support model.

The reasons seen to be :

1. Some of the cases still mainly use a withdrawal setting for pupils with L-D, so they don't really notice this change or can not evaluate it from their own experience.

2. This changing perception of special education is still being developed , so different kinds of support may bring confusion as well.

The data also show that most of the sample agree that the class teacher and the whole class will benefit from this changing support model. This result matches the aim of this changing support model--to enable the class teacher to provide for the educational needs of all pupils (Kelly 1991).

2) The data shows that most of the sample agree that apart from some students who already have a statement, there are still some students who need extra help in the ordinary classroom at some stages.

The average proportion of the students who need extra help from the sample is about 22.68%. Apart from some students who already have a statement, about one in five further students need extra help in the ordinary classroom at some stages. This estimate is similar to the Warnock Report figure (1978), although it is slightly higher than Warnock's eighteen percent (Gipps, Gross and Goldstein 1987). However, it is quite similar and shows that the teachers are now more aware of individual pupil's needs.

3) The responses of the sample indicate that the reasons for the sample choosing withdrawal support are focused on the benefits to pupils with L-D only.

On the other hand, the reasons for the sample choosing in-class support are aimed at a wide range of people's needs, e.g. pupils with L-D, the rest of the class, the class teacher.

Moreover, the reasons for the sample choosing support for class teachers to help them to cope with pupils with L-D, is that in the case of the learning support service stopping, then the class teacher still can offer continuing support for pupils with L-D. This reason is not that positive however, when there is no other reason given.

Although most of the sample prefer in-class support, there are still nearly half of the sample who prefer withdrawal support.

In addition, the group comparison shows that support teachers prefer to withdraw pupils with L-D more than class teachers.

There is one perception which we should notice: about 1/3 of the sample explain that the working style depends on the pupils' needs (and sometimes the class teacher's needs), so they use both in-class support and withdrawal support.

4) While the main strengths of the changing support model are reported, several problems have been recognised as well, such as the problem of the class size (large classes prevent time being given to the pupils with L-D), the problem of class teachers' work load (class teachers are already over-burdened , so this will add to their work load and put more pressure on them), the problem of progress for pupils with L-D - pupils with L-D will lose individual support and therefore they may make less progress.

The data implies that from the teachers' point of view, it is necessary to have extra support staff to give support to the class teachers and pupils with L-D, rather than only giving support to the class teacher. Unless the problems of the class size, class teachers' work load, and the progress of pupils with L-D can be sorted out, an extra support teacher will be necessary to give support both to the class teacher and pupils with L-D.

V. The best ways of support for class teachers and pupils with L-D

V-I . The data analysis of frequencies scores

The following tables of frequencies drawn from nominal scales describe the main perceptions of the sample towards the best ways of support for class teachers and pupils with L-D.

Q32(Pup 1-7), Please choose three ways which you think are the best ways to help pupils with L-D in the mainstream setting

Table36:Q32(Pup1-7) Frequency of three best ways to help pupils with L-D reported by teachers .

*Note1: most I = most importance   *Note2: F = Frequency

more I = more importance

Import.= importance

			*most I	more I	Import.	total %
Pup 1	smaller classes so the class teacher can cope better with individuals' L-D	*F	19	19	16	
		%	28.8 %	28.8 %	24.2 %	81.8 %
Pup 2	the support teacher withdraws pupils with L-D from regular sessions	F	3	14	9	
		%	4.5 %	21.1 %	13.6 %	39.4 %
Pup 3	provide individual educational programmes/materials	F	5	13	14	
		%	7.6 %	19.7 %	21.2 %	48.5 %
Pup 4	provide an unqualified assistant in the classroom to help with special pupils	F	0	2	5	
		%	0 %	3.0 %	7.6 %	10.6 %
Pup 5	provide a support teacher to work alongside the class teacher in the classroom	F	36	15	9	
		%	54.5 %	22.7 %	13.6 %	90.9 %
Pup 6	provide in-service training for the class teacher	F	2	3	11	
		%	3.0 %	4.5 %	16.7 %	24.2 %
Pup 7	other	F	1	0	2	
		%	1.5 %	0 %	3.0 %	4.5 %

Three ways for best helping pupils with L-D in the mainstream setting from the sample are:

1) provide a ST to work alongside the CT in the classroom (90.9% of the sample),

2) smaller classes so the CT can cope better with individuals' L-D (81.8% of the sample)

3) provide individual educational programmes/materials (48.5% of the sample).

Table37:Q33(Tea1-7) Frequency of three best ways to help CTs to cope with pupils with L-D reported by teachers

*Note1: most I = most importance   *Note2: F = Frequency

more I = more importance

Import.= importance

			*most I	more I	Import.	total %
Tea 1	smaller classes so the class teacher can cope better with individuals' L-D	*F	27	17	12	
		%	40.9 %	25.8 %	18.2 %	84.8 %
Tea 2	the support teacher withdraws pupils with L-D from regular sessions	F	2	12	7	
		%	3.0 %	18.2 %	10.6 %	31.8 %
Tea 3	provide individual educational programmes/materials	F	6	11	16	
		%	9.1 %	16.7 %	24.2 %	50.0 %
Tea 4	provide an unqualified assistant in the classroom to help with special pupils	F	0	2	6	
		%	0 %	3.0 %	9.1 %	12.1 %
Tea 5	provide a support teacher to work alongside the class teacher in the classroom	F	26	22	11	
		%	39.4 %	33.3 %	16.7 %	89.4 %
Tea 6	provide in-service training for the class teacher	F	4	2	12	
		%	6.1 %	3.0 %	18.2 %	27.3 %
Tea 7	other	F	1	0	1	
		%	1.5 %	0 %	1.5 %	3.0 %

Three ways for best supporting CTs to cope with pupils with L-D are:

1) to provide a ST to work alongside the CT in the classroom (89.4% of the sample),

2) smaller classes so the CT can cope better with individuals' L-D (84.8% of the sample), and

3) to provide individual educational programmes/materials (50.0% of the sample).

Questions 32(pup1-7) and 33(tea 1-7) show that the traditional way to withdraw pupils with L-D is not as popular as in-class support .

The tentative explanations are as follows :

1) If the ST withdraws pupils with L-D from the mainstream classroom , then the support will mostly benefit pupils with L-D alone , but not the CT or the whole class.

2) In some instances , pupils' learning problems don't cause themselves but can be caused by class teachers teaching methods , so in-class support provides an opportunity for the class teacher to share ideas for teaching pupils with L-D with the support teacher .

3) No obverse stigma for pupils with L-D in in-class support .

Moreover , to provide an unqualified assistant or in-service training for the CT isn't seen as the best way to help CTs or pupils with L-D.

V-II. The analysis of Correlational data

1. The preference for support styles and the needs of individual educational programmes / materials

The following tables show the correlation between the responses of the sample on the issue of support style and individual educational programmes / materials .

Cor.Table 15.

Q30 (sty1)	Which style of support do you prefer : prefer to withdraw pupils with L-D	rho (65) = - . 23 , p = .030
Q32 (pup3)	The best ways for helping pupils with L-D in the mainstream : provide individual educational programmes / materials	

The correlation between Q30(sty1) and Q32(pup3) is significant and negative .

The sample who prefer to withdraw pupils with L-D also tend not to state that to

provide individual educational programmes / materials to be a good way for helping pupils with L-D in the mainstream .

Cor.Table 16.

Q30 (sty2)	Which style of support do you prefer : prefer in-class support for pupils with L-D	rho (65) = .30 , p = .007
Q32 (pup3)	The best ways for helping pupils with L-D in the mainstream : provide individual educational programmes / materials	

The correlation between Q30(sty2) and Q32(pup3) is significant and positive . The sample who prefer in-class support also tend to state that to provide individual educational programmes / materials is a good way for helping pupils with L-D in the mainstream .

This correlational data implies that from the teachers' point of view , the method of providing individual educational programmes / materials is regarded more as in-class support rather than a part of the withdrawal support .

2. The preference for support styles and the needs of in-service training

The following table shows the correlation between the responses of the sample on the issue of support style and needs of in-service training .

Cor.Table 17.

Q30 (sty1)	Which style of support do you prefer : prefer to withdraw pupils with L-D	rho (65) = - . 24 , p = .028
Q32 (pup6)	The best ways for helping pupils with L-D in the mainstream : provide in-service training for the class teacher	

The correlation between pup6(32)and sty1(30) is significant and negative . The sample who prefer to withdraw pupils with L-D also tend not to state that to provide in-service training for the class teacher is a good way to help pupils with L-D in the mainstream . However , there is no significant correlation between in-class support and in-service training .

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This correlational data simply noted a significant correlation between withdrawal support and the needs of in-service training . A further study could be carried out to define the needs of in-service training in different support patterns .

V-III . The analysis of open questions

Q34, Please indicate below any additional aspect of the learning support service which are most important to you.

The main additional aspects of the L-S-S from the sample are:

1) In-service training for STs

2) Resources which can be borrowed--a resource bank open to all of the schools and teachers.

3) Courses on specific topic about L-D

4) Advice and help from outside agencies and professionals--a service network between schools, L-S-S and them.

5) Opportunity for STs to meet as a group for exchanging and discussing experiences--L-S staff meeting.

6) Access to a wide range of materials.

V-IV. Conclusions & Discussion

Since this part of the data has been analysed , it is possible to formulate some conclusions .

1) The following table shows the best ways for helping class teachers and pupils with L-D :

C. Table 1.

	1	2	3
The best ways for helping CTs	provide a ST to work alongside the CT in the classroom	smaller classes so the CT can cope better with individual's L-D	provide individual educational programmes/material
The best ways for helping pupils with L-D	provide a ST to work alongside the CT in the classroom	smaller classes so the CT can cope better with individual's L-D	provide individual educational programmes/material

The data shows that the sample's perceptions of the best ways for helping the class teacher and pupils with L-D are the same.

Moreover, Ainscow (1991) mentioned that even though the support services vary from one LEA to another , most aim to support children, teachers and the curriculum . From this data it also appears that the sample considers that the best support method should include support for children, teachers and curriculum(see C.Table1 above). This kind of support can help the ordinary schools in working with and retaining children with special needs in the ordinary school and classroom and in helping schools to ensure a curriculum and individual lessons accessible for all.

2) The sample don't see in-service training for CTs as very necessary, however, they consider in-service training for STs is necessary.

Secondly, when the sample face a range of pupils of different ability , they really need a wide range of materials and resources--a resource bank is necessary.

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Moreover, the sample would like to have some courses offered by L-S-S on specific topic about L-D.

Furthermore, the sample would like to have a service network between schools, L-S-S, outside agencies (professionals' help) and themselves.

Lastly, the sample would like to have a L-S-S staff meeting for exchanging experiences.

Collaboration between the class teacher and the support teacher has been reported in this study and elsewhere as a two way interaction rather than a one way influence. The view of teachers sampled indicate that collaboration between the class teacher and the support teacher might improve if a timetable is arranged for the class teacher and the support teacher to discuss pupils' needs and to plan a suitable support content. This would enhance effective collaboration .

Moreover , they prefer a form of collaboration which is flexible, suiting different working styles between the class teacher and the support teacher . The support style should reflect pupils and the class teachers' needs for achieving maximum effectiveness; either withdraw pupils with L-D, or provide in-class support . Both have different affects upon pupils with L-D. The general view of the sample was that the use of mainly in-class support, with some withdrawal support will benefit both pupils and class teachers most . Nevertheless, it is evident that a significant proportion of teachers sampled still valued withdrawal for many purposes and many pupils.

Furthermore, a clear definition of role and responsibilities promotes effective collaboration and reduces unnecessary personality clashes between the class teacher and the support teacher .

The methodology of this study mainly used questionnaires to obtain data. However, this data in some sense is rather general and can not really look into some questions deeply. Had time allowed, I would have used both questionnaires and interviews or observation in the classrooms in order to be more effective in looking into questions deeply. However, I chose to use questionnaires on paired teachers to obtain their perceptions of their collaboration in the same setting. This approach has stressed shared experiences. It has revealed much interesting data about mutual perceptions of common

collaborative experiences. However, there is the possibility that this methodology has failed to identify some differences which might have been revealed through sampling unpaired groups.

This study has reported some aspects of the interaction between class teachers and support teachers, the changing support model and the best way to help pupils with L-D and class teachers. Some findings drawn from the study invite further explanation, such as why the support teachers more than the class teachers prefer to withdraw pupils (especially those who have served as a support teacher for longer); what proportion of pupils with SEN in one class is suitable for the class teacher to cope well, with some support; the relationship between different support styles (e.g. withdrawal and in-class support) and the effect upon the progress of pupils with L-D.

As was pointed out at the beginning of this study, this research was not a formal comparative study. Nevertheless, it seems appropriate to include a brief comment on the implications of the research for further developments in provision for pupils with L-D in elementary schools in Taiwan.

Human resource is one of the important factors for a successful support service. In Taiwan, even though there are some resource rooms for pupils with L-D in ordinary schools, they are still limited to a few ordinary schools only.
Moreover, the average class size is around 40. The class teachers' work load is already over-burdened , so there is a necessity to consider the adequacy of human resources for the new development of support services in Taiwan .

Nowadays, there is growing a tendency to give support to both pupils with L-D, and to the class teachers, instead of just giving support to pupils with L-D alone in many countries. Thus, there is more interaction between the class teacher and

the support teacher, which affects the effectiveness of support services. In Taiwan, support offered is mainly directed at pupils, rather than at the class teachers. However, it is desirable to offer support both to pupils and the class teachers whilst a new support style is developing. Therefore, the issue of collaboration between the class teacher and the support teacher should be considered as an important factor towards making support more effective.

Moreover, there is a trend to integrate pupils with SEN into mainstream in many countries. However, this tendency of integration is still being discussed, and it is difficult to implement in Taiwan, because the lack of available support. At this stage it will be better to consider the collaboration between the class teacher and the support teacher to offer more help for pupils with L-D, instead of providing any form of support to pupils with L-D outside the ordinary classroom.

A wide range of curricula can satisfy pupils with different needs. In some sense it can reduce some learning problems as well. This differentiation is also one means by which to help pupils with L-D: by developing a wide range of activities to fit pupils' different needs, instead of using the same curriculum for all pupils with different abilities. The limited numbers of support teachers in Taiwan may make the development of differentiated materials another more effective way of improving provision for pupils with L-D.

Since those pupils with L-D were recognised by the second census of children with special needs in Taiwan, the class teachers may start to feel uncomfortable about having pupils with L-D in their classroom. In order to keep pupils with L-D in the mainstream and change teachers' attitudes towards pupils with SEN, it is necessary to give the class teachers some in-service training and directly encourage them to build their acceptance of pupils with L-D and to build their confidence of coping with such pupils .

While the special education is developing in Taiwan, there are several areas are worthy to be examined, such as methods of developing collaborative teaching between learning support and classroom teachers, the attitudes of learning support and classroom teachers towards collaborative teaching, the difficulties of collaborative teaching between learning support and classroom teachers and the effectiveness of collaborative teaching in Taiwan.

7th February , 1994.

Dear Teachers,

I am a research student from Taiwan . With the help of my supervisor , Mr.Gilliland , I am examining aspects of the Learning Support Services in England which may be useful to me and my colleagues in Taiwan . I have reached a point in my studies when it would be helpful to know what a group of learning support service teachers and class teachers think about collaboration in providing for pupils with learning difficulties (L-D) . I am interested in the work done with all pupils who have learning difficulties not only those who have been formally statemented .

This questionnaire is designed to record your perceptions of the existing support service , in particular , the collaboration between colleagues in classrooms . Please answer the questions independently from your personal point of view .Your answers will be confidential and used only for research purposes . It should take about 30 minutes to complete .The content of the questionnaire have been discussed with a senior member of the management team .

I should be very grateful if you would complete the questionnaire for me and return it in the envelope provided as soon as possible .

Thank you very much for your time and effort .

Su-Ling Hung

Appendix 2

7th February , 1994.

Dear Head Teacher,

I am a research student from Taiwan . With the help of my supervisor , Mr.Gilliland , I am examining aspects of the Learning Support Services in England which may be useful to me and my colleagues in Taiwan . I have reached a point in my studies when it would be helpful to know what a group of learning support service teachers and class teachers think about collaboration in providing for pupils with learning difficulties (L-D) .

This questionnaire is designed to record support teachers and class teachers' perceptions of the existing support service , in particular , the collaboration between colleagues in classrooms . It should take about 30 minutes to complete .

I should be very grateful if you would allow the class teacher to complete the questionnaire for me and return it in the envelope provided .

Thank you very much for your help .

<div align="right">Su-Ling Hung</div>

Appendix 3

7th February, 1994

Dear Support Teacher ,

Could you please put down the information about the primary school which will

receives the questionnaire . Let me can send a Thanks card to the class teacher.

Name of the school :_____

Name of the Head teacher :_____

Name of the class teacher :_____

Year of the class :_____

Address of the school :_____

_____

Thank You Very Much .

Su-Ling Hung

Appendix 4

7th February, 1994

Dear support teachers ,

You may work with several different schools . So , could you please choose a collaborative partner from the schools which you work with before you answer this questionnaire and give your answers in relation to that classroom .

Moreover , could you please put down the information about the school which will receive the questionnaire in the last sheet . Let me can send a Thanks card to the class teacher .This is not a part of the research .

Furthermore , could you please give the other copy of questionnaire to the class teacher , and encourage them to complete it .

Thank you for your consideration and help .

<div align="right">Su-Ling Hung</div>

Appendix 5

7th February 1994

Dear Area Co-ordinators,

First of all , thank you very much for you help. I hope that completing these questionnaires will not be too much trouble for you .

Here are several things about these questionnaires :

1. There are   pairs of questionnaires .

   Those with " ST " this mark on the envelope are for support teachers .

   Those with " CT " on the envelope are for class teachers.

   Please give support teachers one pair of questionnaires and remind them to use the " ST " envelope .

2. Please remind the support teachers to read the letter about choosing a partner?

   It is in the support teacher's envelope. Also remind them the last sheet in the

   questionnaire is for me to send a Thanks card to the class teachers.

3. I also put the number on the questionnaire and back of the envelope for every

pair, e.g. for the support teacher number 2, for the class teacher will be number c-2.

4. The questionnaire for the support teacher and the class teacher should be the

   same, just the letters attached on the questionnaire are different .

5. Please help me to encourage all the support teachers to complete the

   questionnaire and send my regards to the class teachers (encourage them to

   complete the questionnaire as well).

Thank you very much for your help.

Su-Ling Hung

Appendix 6

1st of March , 1994

Dear learning support teachers or class teachers,

I am writing you to thank you for all of your help . Those questionnaires which returned last two weeks has been really helpful for my studies and I am trying to analysis the data now. However, I should like to have the fullest possible response for the analysis. I should be very grateful if those colleagues who have not completed these questionnaires would do so and return the forms to me as soon as possible . They will still be useful for the research .

Moreover , I would like to share the results with the contributors . So, if you are interested in the results or you would like to share the ideas of learning support services , then , please let me know . I will try to send a summary of the results of research to you and if time allows, discuss them with you as well .

Thank you very much . It has been most kind of you .

Su-Ling Hung

Personal details : [please circle the number and put the number into ( )]

( ) 1. Sex : male   female
              1   2

( ) 2. Age : 21-30   31-40   41-50   over 50
              1   2   3   4

( ) 3. Teaching post held : support teacher   class teacher
                                    1   2

( ) 4. Length of teaching service :
    0-5 years   6-10 years   11-15 years   16-20 years   21-25 years   over 25 years
        1   2   3   4   5   6

( ) 5. Length of service as support teacher (support teacher only) :
    0-5 years   6-10 years   11-15 years   16-20 years   21-25 years   over 25 years
        1   2   3   4   5   6

( ) 6. Class size (which you usually work in) :
    0-14   15-20   21-25   26-30   31-35   35-40   over 40
      1   2   3   4   5   6   7

I. The perception of teachers toward the existing support service

1. Please tick (✓) the working style which is used most frequently between the class teacher and the support teacher at the moment .
    ☐ the support teacher withdraws pupils with L-D and the class teacher works with the rest of the class .
    ☐ the support teacher takes care of a small group of pupils with L-D in the mainstream classroom .
    ☐ the support teacher works alongside the class teacher to share the responsibility of teaching the whole class in some lessons .
    ☐ the support teacher only provides the material or the advice to the class teacher for dealing with pupils with L-D .
    ☐ other (please specif)_____

_____.

Please circle the number which indicate your perception from
1(strongly disagree) to 6 (strongly agree)

	SD					SA
2. I like the work style between both of us at the moment ?	1	2	3	4	5	6
3. The available support is enough for the class teacher who needs help to cope with pupils with L-D .	1	2	3	4	5	6
4. The available support can satisfy most pupils' needs who have L-D within the school.	1	2	3	4	5	6
5. Most of the pupils who have L-D make progress on the national curriculum subjects after they receive support .	1	2	3	4	5	6
6. Most of the pupils who have L-D improve their confidence after they receive support .	1	2	3	4	5	6
7. Most of the pupils who have L-D improve their learning strategies after they receive support.	1	2	3	4	5	6
8. Most of the pupils who have L-D improve their relationship with the rest of the class after they receive support .	1	2	3	4	5	6
9. Most of the pupils who have L-D improve their behaviour within the school after they receive support .	1	2	3	4	5	6
10. The support teacher provided additional material for pupils with L-D .	1	2	3	4	5	6
11. It is more effective to use modified material for pupils with L-D in a mainstream classroom .	1	2	3	4	5	6

12. Does the support teacher provide modified or easier material for class teachers to use for pupils with L-D in the mainstream classroom ?

☐ No , the same materials for mainstream pupils and for
 pupils with L-D .

☐Yes , (can choose more than one)

 ☐ in reading
 ☐ in maths
 ☐ in science
 ☐ in writing
 ☐other____

13. Please tick the statement which best represents the influence of the support teacher on the rest of the class .

☐ Does not have any influence on the rest of the class .

☐ The rest of the class won't be disturbed by the support teacherworking
 with pupils with L-D outside the classroom.

☐ The rest of the class gain more attention from both class and support
 teachers .

☐ The rest of the class gain some help from the support teacher as the
 support teacher work alongside the class teacher .

☐ The rest of the class are confused by having two teachers in the classroom

☐other_____.

14. Here are some problems which have been reported in the literature, please tick three problems which you also faced in your collaboration and rank them in order of importance (1-2-3) .

☐We don't have enough time to liaise (the class and support teachers).

☐There is a lack of understanding about the support policy /role
 responsibility.

☐ There is no special programme /materials

☐ The cuts in expenditure cause problems.

☐The human resources are too little to share in the whole school.

☐ It is too late to give help to the pupils who need extra support.

☐ It is difficult for the support teacher to advise the class teacher.

☐ The class is too large for effective support work to be carried out.

☐ There was not enough help from professionals and volunteers.

☐other_____.

15. Please choose three ways which you think the existing support can be best improved and rank them in order of importance (1-2-3) .

☐ more appropriate materials for pupils with L-D.
☐ more support teachers .
☐ withdraw more pupils with L-D .
☐ withdraw pupils with L-D for more time .
☐ the support teacher works alongside the class teacher in more lessons to help pupils with L-D .
☐ specific individual programme for pupils with L-D .
☐ smaller classes
☐ other professional help, e.g. educational psychologist, speech therapist etc.
☐ parental help or other volunteers' help .
☐ other_____.

III. The interaction between class teachers and support teachers

16. It is important that the class teacher and the support teacher discuss pupils who are receiving support .

	SD					SA
	1	2	3	4	5	6

17. At present the class teacher and the support teacher have enough time to talk to each other about the pupil's needs and progress .

1	2	3	4	5	6

18.Planning meeting between the class teacher and the support teacher should be timetabled .

1	2	3	4	5	6

19. How much time do you spend discussing the pupil's learning , on average per week ? About:
☐ less than 10 minutes a week ☐ 10 to 20 minutes a week ☐ half hour a week
☐ 45 minutes a week ☐ one hour a week ☐ other_____

20. When do the class teacher and the support teacher meet most frequently to discuss the pupils' learning .

☐ Never, because_____ ☐ formal case meeting
☐ during the break time ☐ during lunch time
☐ before school ☐ after school
☐ timetabled time ☐ other_____

21. Please choose three things which are most frequently discussed .
☐ the pupil's progress   ☐ the pupil's needs
☐ new teaching skills   ☐ new teaching materials /ideas
☐ classroom management   ☐ class teacher's problems
☐ support teacher's problems   ☐ other_____ .

22. Apart from pupil support , what other professional assistance does the support teacher provide ?
☐ new educational information   ☐ teaching skills
☐classroom management suggestions   ☐ help with the rest of the class
☐advice   ☐ materials
☐other_____ .

23. How does the support teacher influence the class teacher most ?
☐ encourages a more positive attitude toward pupils with L-D
☐ promotes understanding about pupils with special educational needs
☐ suggests additional teaching skills for pupils with L-D
☐ suggests classroom management for pupils with L-D
☐ suggests curriculum development skills for pupils with L-D
☐ other_____ .

24. How does the class teacher influence the support teacher most ?

_____

_____

_____ .

25. What are the difficulties for you in working with each other ? Please list three factors in order .

    1._____

        _____

    2._____

        _____

    3._____

        _____

26.Here are some frequently used methods of collaboration between the class teacher and the support teacher , please choose the three ways which you prefer.
☐ let the class teacher observe the support teacher's teaching
☐ let the class teacher help pupils with L-D in a small group
☐ model teaching   ☐ watch teaching videos together
☐ one to one consultation   ☐ attending conferences together
☐ attending courses together   ☐ other_____

III. Teachers' attitude toward their changing role in the support system

27. It is helpful that the changing support
model moves from supporting pupils to   SD   SA
supporting the class teacher .   1   2   3   4   5   6

28.Who benefits from the changing support model ?
    ☐ none   ☐pupils with L-D   ☐the rest of the class ☐the whole class
    ☐class teacher ☐support teacher   ☐the whole school   ☐other_____.

29. Apart from some students who already have a statement, do any students still need extra help in the ordinary classroom at some stages ?
    ☐No.
    ☐Yes, about __ % in one class on average.

30. Which style of support do you prefer :
    ☐withdraw pupils with L-D , or
    ☐in-class support for pupils with L-D , or
    ☐support for class teachers to help them cope with pupils with L-D,
      Please give reasons for your answer:

_____

_____

_____

31. What for you are the main strengths and weaknesses of the changing support model ? Please list :
    Strengths: Weakness:
    1. _____   1._____
       _____
    2. _____   2._____
       _____
    3._____   3._____
       _____   _____

IV. The best ways of support for class teachers and pupils with L-D

32. Please choose three ways and rank them in order(1-2-3) which you think are the best ways to help pupils with L-D in the mainstream setting .
    ☐smaller classes so the class teacher can cope better with individuals' L-D
    ☐the support teacher withdraws pupils with L-D from regular sessions
    ☐provide individual educational programmes / materials
    ☐provide an unqualified assistant in the classroom to help with special
      pupils
    ☐provide a support teacher to work alongside the class teacher in the
      classroom
    ☐provide in-service training for the class teacher
    ☐other_____.

33. Please choose three ways and rank them in order(1-2-3) which you think are the best ways of support for class teachers to cope with pupils with L-D.
    ☐smaller classes so the class teacher can cope better with individuals' L-D
    ☐the support teacher withdraws pupils with L-D from regular sessions
    ☐provide individual educational programmes / materials
    ☐provide an unqualified assistant in the classroom to help with special
      pupils
    ☐provide a support teacher to work alongside the class teacher in the
      classroom
    ☐provide in-service training for the class teacher
    ☐other_____.

34. Please indicate below any additional aspect of the Learning Support Service which are most important to you .

_____

_____

_____

_____

_____

Please check again and make sure you answer Each question . Please put the completed questionnaire into attached envelope and post it before 6th of February.

Thank you very much for your co-operation .

PILOT QUESTIONNAIRE

I would be very grateful for any comments which you feel able to make about this questionnaire , particularly those concerning the format, ambiguity of questions, content etc.

1.How is the length of the questionnaire?_____

2.Is it easy to follow ?_____

3. Which questions for you are ambiguous ?_____

4. Any suggestion for the content of the questionnaire ?

_____

_____

_____

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