

**ATTITUDES OF PROFESSIONALS AT SCHOOLS
TOWARDS MAINSTREAMING CHILDREN WITH
SPECIAL NEEDS.**

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**ATTITUDES OF PROFESSIONALS AT SCHOOLS TOWARDS MAINSTREAMING
CHILDREN WITH SPECIAL NEEDS**

A research report submitted to the Faculty of Education,
University of the Witwatersrand, in partial fulfilment of the requirements
for the degree of Master of Education (Educational Psychology).

Johannesburg, 1988.

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DECLARATION

I hereby declare that this thesis is my own unaided work. It is being submitted for the degree of Master of Education (Educational Psychology) at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree or examination at any other university.

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1998-04-02
1998-04-02

ACKNOWLEDGEMENTS

I wish to gratefully acknowledge the following people for their invaluable contributions to this project:

My research supervisor, Professor Mervyn Skuy, Professor of Specialized Education and Head of the Division of Specialized Education, University of the Witwatersrand, who offered guidance and encouragement throughout this project and contributed generously of his expertise.

Peter Fridjhon, senior lecturer, Department of Statistics and Actuarial Science, University of the Witwatersrand, who offered guidance and statistical expertise.

Mark Paiker, who patiently conducted the statistical analysis.

The professional staff members who participated in this study who offered their time and opinions.

My husband, John, who offered his understanding and support.

The financial assistance of the Centre for Science Development (HSRC, South Africa) towards this research is hereby acknowledged. Opinions expressed and conclusions arrived at, are those of the author and are not necessarily to be attributed to the Centre for Science Development.

The financial assistance of the Remedial Teaching Foundation towards this research is also acknowledged. Opinions expressed and conclusions arrived at, are those of the author and are not necessarily to be attributed to the Remedial Teaching Foundation.

ABSTRACT

This study investigated the attitudes of professional staff members at schools in Gauteng towards the implementation of mainstreaming/inclusion of Learners with Special Educational Needs (LSEN). Three hundred and sixty professional staff members from nineteen schools answered the Questionnaire on Special Educational Needs of Pupils, which was designed to assess the perceived competence and the attitudes of teachers the mainstreaming of LSEN. Nineteen urban schools in Johannesburg participated in this study; namely, five dual medium (English and Afrikaans) government remedial education schools, six government schools with an aid class, four private remedial education schools and four private regular education schools.

While 47% of the respondents felt that mainstreaming is desirable in theory, 72% believed that mainstreaming is not very practicable. Only 28% felt that mainstreaming LSEN will better equip these pupils for adult life. 77% of the respondents believed that it is not possible to meet the needs of all the pupils in a mainstreamed class. 91% felt that it will be very difficult for teachers to meet the demands of mainstream teaching. 80% believed that it is preferable to teach learning disabled (LD) pupils in separate, specialised schools. 84% believed that remedial classes are preferable to mainstreaming for LD pupils. 90% felt that pupils with serious learning disabilities could not be mainstreamed. 74% felt that teachers would not support the mainstreaming of LD pupils. 91% expressed the belief that LSEN will only receive the special attention that they need if they are placed in classes of about fifteen pupils or less. 87% felt that current teacher training does not adequately prepare teachers to teach LSEN.

The results of this study provide reasons for concern about the attitudes of professional staff at schools regarding the viability of mainstreaming. The results indicate that unless major changes in teacher attitudes are developed through appropriate interventions the implementation of mainstreaming could encounter extremely serious problems.

DESCRIPTORS: disabled pupils; educational practices; inclusive education; learning disabled pupils; mainstreaming; pupil placement; special educational needs; specialised education; teachers' attitudes; teacher training

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CLARIFICATION OF TERMS

Mainstreaming and inclusion have been used interchangeably in this research report. However, each of these two terms is defined separately below.

Mainstreaming refers to the placement of pupils with special educational needs (including disabled learners) within the regular classroom where possible/desirable.

Inclusion can be conceived of as the best of mainstreaming. It is a philosophy which takes cognisance of a wide range of needs. In an inclusive approach the classroom, goals, approaches, techniques and methodologies are adapted to meet the specific needs of each LSEN.

Special educational needs arise out of children having difficulties, for a range of reasons, in coping with a regular curriculum. This includes the categories mentioned below.

Behaviour disorders refer to behaviour within the educational setting that reveals that the child has difficulty with his relationships with others. His/her academic achievement may be impaired due to an inability to learn, utilising the presented teaching techniques. The child's current behaviour is shown either as an extreme or a persistent failure to adapt and function intellectually, emotionally, or socially at a level corresponding to his or her chronological age.

Communication impairments refer to speech that is difficult to understand or interferes with the message the speaker is attempting to deliver.

Gifted pupils are those pupils, identified by professionally qualified persons, who by virtue of outstanding abilities are capable of high performance in any of the following areas (singly or in combination); general intellectual ability; specific academic aptitude; creative or productive thinking; leadership ability; visual and performing arts; psychomotor ability.

Learning disabilities may be placed on a continuum, according to their causation, including the following major points along the continuum:

- a) Learning disabilities that are believed to be due to central nervous system dysfunction.
This refers to a group of different kinds of disorder which are shown by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are inborn (INTRINSIC) and believed to be due to central nervous system dysfunction, and may occur across the life span.
- b) Learning disabilities that are related to sociocultural/sociopolitical deprivation.
This refers to difficulties in learning which are EXTRINSIC, i.e. They are related to sociocultural deprivation or other environmental conditions which result in general academic difficulties.
- c) Learning disabilities that are interactive.
This refers to difficulties in learning caused by a combination of INTRINSIC and EXTRINSIC factors.

Physical impairments are disorders that interfere with an individual's mobility, motor co-ordination, general muscular ability, ability to maintain posture and balance, or communication skills, to the extent that they inhibit learning or social development.

Hearing impairments are hearing disabilities, whether permanent or changing, which negatively affect a child's educational performance. This term includes deafness.

Visual impairments are visual disabilities which, even with correction, negatively affect the child's educational performance. The term includes both partially seeing and blind children.

1. INTRODUCTION

1.1 Defining mainstreaming and inclusion

"Mainstreaming" (and more recently "inclusion") describes the process of integrating students with disabilities into general education classes in order to address the requirement of "least restrictive environment" ... " (Scruggs & Mastropieri, 1996, p.59)

The Gauteng Department of Education (G.D.E.) in South Africa defines inclusive education as "the provision of effective and adequate education for ALL learners on a continuum of needs, services and support. The development and learning of all students is supported in a differentiated manner according to an age-appropriate curriculum, accommodated in holistic educational programmes geared to meet their needs and which are focused on the evaluation of learning outcomes rather than on recall of content." (G.D.E., 1996, p.14)

The G.D.E. distinguishes between mainstreaming and inclusion as follows: "Mainstreaming involves the placement of Learners with Special Educational Needs (LSEN) in ordinary classrooms with the expectation that they will follow exactly the same curriculum as the ordinary learners. (The learner has to fit into the system.) Inclusion promotes the accommodation of LSEN in ordinary schools in a variety of ways - commensurate with the needs of the learner and accompanied by whatever adaptations of the curriculum may be necessary. (The system adapts to the needs of the learner.)" (G.D.E., 1996, p.1)

In inclusive education the responsibility for LSEN is shared between the classroom teacher and other support professionals, whereas in mainstreaming the resource teacher is primarily responsible for LSEN, (Stainback & Stainback, 1988).

'Mainstreaming' refers to the placement of pupils with special educational needs (including disabled learners) within the regular classroom where possible/desirable. Inclusion is an educational philosophy which takes cognisance of a wide range of needs. Inclusion does not simply introduce LSEN into a rigid classroom situation with the expectation that these learners will adjust to the system. Instead, the classroom, educational goals, teaching techniques and approaches are modified to meet the needs of the LSEN who are introduced into the

classroom. 'Inclusion' is meant to be optimal mainstreaming. Therefore, in this study, 'mainstreaming' and 'inclusion' have been used interchangeably.

1.2 Misgivings about the introduction of mainstreaming

Many professionals have expressed concerns about mainstreaming, because of the conflicting reports about its success, (which is influenced by the goals of mainstreaming and the conditions under which it is implemented) and fears that LSEN will be unserved or inadequately served by support services in the mainstream and that general education teachers might not be willing or able to accommodate the special educational needs (SEN) of these students, (Houck & Rogers, 1994). Some professionals believe that although full-time placement in regular classrooms may be appropriate for many LSEN, the SEN of many learning disabled pupils may not be met within a regular classroom, (Fuchs & Fuchs, 1994) Learning disabled pupils may not be able to function in large mainstreamed classes in spite of modifications by their teachers. Adequate support and assistance for mainstreamed learning disabled pupils may be prohibitive in cost because there are so many pupils who fall into this category, (Carr, 1993)

1.3 Rationale for mainstreaming

The beliefs underlying the move towards inclusive education are that all students, including LSEN, have an equal right to participate in the educational experience (Lewis & Doorlag, 1995), inclusive education is more effective for all students (Pearman, Huang & Mellblom, 1997), mainstreamed pupils will have more opportunities to learn, make greater progress in academic skills, and avoid the stigma associated with a segregated educational environment, (Zigmond & Baker, 1994) and provision for SEN will be more cost efficient because all school resources will be merged into one unified effort (Houck & Rogers, 1994) which will enable special educators to serve approximately twice as many LSEN and to concentrate on their special learning needs, (Lewis & Doorlag, 1995).

Social benefits derived from inclusive education include increased acceptance and appreciation of diversity; improved communication and social skills, increased moral and ethical development, creation of friendships and increased self-esteem. (Stafford & Green, 1996; Hanline & Murray, 1984).

"Integrated or inclusive classrooms are described by Stainback, Stainback & Jackson (1990) as having the following characteristics: a philosophy that all children belong and can learn in the regular school and classroom; classroom rules that reflect fair and equal treatment and respect for all students; curriculum that is adapted for each child; services and supports available within the classroom; building of natural supports within the classroom; classroom accommodation to benefit the entire classroom; empowerment from teacher to students so that students can problem-solve, support, and make their own decisions; promotion of the understanding of individual differences; and flexibility." (Janzen, Wilgosh & McDonald, 1996, p.151)

The increase in inclusion is aimed at ensuring progress toward the attainment of excellence for all students. It is hoped that inclusion will increase equal educational opportunities, reduce labelling and classification, facilitate service delivery based on students' academic and social learning needs, and result in the effective use of limited resources, (Jenkins & Sileo, 1994; G.D.E., 1996).

1.4 Inclusive education - an international trend

In recent years, there has been an international move towards the inclusion of LSEN into regular education classrooms. The 1992 Americans with Disabilities Act established equal rights for people with disabilities in public services and public accommodations. The trend to accommodate LSEN in the mainstream of education was highlighted by the UNESCO Salamanca Statement on Principles, Policy and Practice in Special Needs Education (June, 1994): "Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions." Inclusion of LSEN was advocated to combat discrimination, to achieve "education for all" and to "improve the efficiency" and "cost-effectiveness of the entire education system". (UNESCO, 1994, p.ix)

In 1995, the Organisation for Economic Co-operation and Development (O.E.C.D.) reported on the inclusion policies of 21 of its 25 member nations. "In Australia, Denmark, Greece, Iceland, Norway and Spain less than 1 percent of students attend special schools. In Belgium, Germany, the Netherlands and Switzerland, the figure tops 3 percent." (Schnaiberg, 1995, p.1) Specialist staff members from special schools are being redeployed in regular schools to

support regular teachers in Iceland and Norway. In Sweden, the leader of the inclusion movement, the only special schools are those that cater for profoundly deaf learners. In contrast, the Netherlands caters for specific disabilities primarily through a system of specialised schools. (Schnaiberg, 1995).

UNESCO (1996) published a study of information received from 52 Member States, providing details of the legislation on special needs education in those countries. UNESCO uses the term 'pedagogic integration' to refer to the admission of children with special educational needs into regular schools and 'socio-economic' integration to refer to integration into the broader community including the work and leisure environments. Results of some of their findings are tabulated below:

TABLE 1 References to 'integration' in the special needs education legislation. (UNESCO, 1996)

CLASSIFICATION	NO. OF COUNTRIES	%
Mandatory pedagogic integration	23	44.2%
Partial integration (pedagogic)	4	7.7%
Socio-economic integration as an objective	20	38.5%
Legislation which refers to both concepts of integration	15	28.8%
Legislation as to integration (pedagogic) in draft/process	5	9.6%
No legislation	15	28.8%
Information unavailable	5	9.6%

No total is shown because of overlapping classifications. (UNESCO, 1996, p.31)

In Alberta, Canada, inclusion is encouraged, but not enforced by law, (Butler, Copland & Enns, 1996). Sanche & Dahl, 1991, p.151, found that LSEN with moderate and severe disabilities are "receiving more instruction in regular classrooms" in Canada. In both Australia and New Zealand there has been large-scale mainstreaming of deaf, blind, physically disabled, learning disabled, intellectually disabled and autistic pupils and a large-scale implementation of early intervention programmes, (Newman, 1996). In Queensland, Australia, the principle of the most advantageous environment is endorsed, i.e. it is recognised that some learners require specialised educational programmes within specialised settings. There is partial integration in Bulgaria with special classes in regular pre-schools and primary schools. In Japan, "mildly handicapped" children are provided for in special classes or ordinary classes with special

arrangements. Legislation pertaining to pedagogic integration (i.e. integration of LSEN into mainstream education) is in draft/process in Germany, Greece, Ireland, Uganda and Holland. In Austria there are pilot "integrative classes". In Malaysia, Malta and Nicaragua there is informal partial integration. Denmark has no direct legislation on integration due to their belief that this might impede the process of integration. Integration (either pedagogic or social) is referred to in legislation pertaining to special educational needs in 41 countries (78.8%) In USA, in 1994, 35% of LSEN were served virtually full time in regular education classes and 36% were served part-time in regular education classes, (Polloway, Brusuck, Jayanthi, Epstein & Nelson, 1996).

Factors influencing the move towards inclusion include the increase in the number of children identified as LSEN, the expense of running special education facilities, dissatisfaction with other forms of provision for LSEN and a new awareness of the questionable morality of segregating pupils on the grounds that they are LSEN, (Schulte, Osborne & McKinney, 1990)

1.5 Service delivery for SEN in South Africa.

South Africa has been slow to follow the international move towards inclusive education. Traditionally, in South Africa, LSEN were classified into categories based upon the results of medical and I.Q. tests and admission to separated, specialised educational facilities was based upon the category of 'disability'. This system, therefore, emphasised the weaknesses rather than the individual strengths of pupils. Provision for SEN was available only to a small percentage of the LSEN who needed it, because of the inadequate number of specialised schools available.

In June 1980, the South African government requested the Human Sciences Research Council (H.S.R.C.) to investigate provision in the South African education system for children of all cultural and racial groups. In the resulting report, the De Lange Commission (1981) recommended that LSEN should be accommodated in the mainstream of education as far as is didactically possible. "Provision of special education outside but parallel to the mainstream of education should be created solely for those pupils who cannot possibly be accommodated within the mainstream." (H.S.R.C., 1981, p.175). The De Lange Commission formulated a set of eleven principles for educational provision in South Africa. The first principle, or

recommended educational objective was: "Equal opportunity for education, including equal standards in education of every inhabitant, irrespective of race, colour, creed or sex, shall be the purposeful endeavour of the State". However, until recently, these recommendations were largely ignored and consequently a large group of needy children was neglected in South African educational provision.

In South Africa, many SEN may be attributed to extrinsic factors or a combination of intrinsic and extrinsic factors. An estimated 40% - 50% of South African pupils could fall into the category of LSEN, (Donald, 1993).

TABLE 2

A general guide to the continuum of special educational need as it is found in South Africa:

Intrinsic ←----- Reciprocal Interaction -----> Extrinsic			
CAUSE	INTRINSIC	RECIPROCAL INTERACTION	EXTRINSIC
Nature of disability	Physical or neurological	Overlap of physical or neurological together with socio-educational disadvantage.	Socio-educational disadvantage.
Severity	Severe and chronic	Varies	Varies
Such as	Severe and chronic disabilities, sensory loss, neurological disabilities, moderate and severe mental handicap as well as multiples of these.	Mild mental handicap, learning disability, speech and language difficulties and emotional and behaviour problems (including multiples of these).	Poor early childhood development, poor school achievement (underachievement, "out of age" learners, failure and drop-out rates, etc.), exposure to health risks that increase the incidence of intrinsic disability.
Special educational need.	Highly specialised educational resources and assistance on a relatively permanent basis.	Varies.	Special educational support of a relatively temporary nature (with regard to educational disadvantage only)

(Donald, 1993, cited in G.D.E., February, 1996, page 9)

In 1994, the African National Congress (A.N.C.) Education Department proposed several educational reforms aimed at redressing historical inequalities in education without excluding advantaged communities. They viewed the introduction of LSEN into the mainstream as a progressive, long term goal. They foresaw a qualitative transformation of education and training, and the provision of basic resources and support programmes was regarded as a priority. Where LSEN were accommodated outside of the mainstream, as far as possible this would be in separate classes and not in separate institutions. It was envisaged that strategies would be implemented to facilitate the early identification of LSEN. All educators would receive training in appropriate teaching practices. A multi-tiered personnel structure, incorporating different levels of expertise, would be introduced to respond to the needs of the

pupils and staff, and issues that would be addressed included access, accommodation, transport and appropriate teaching. (The A.N.C. Policy Framework Discussion Document For Education And Training, January 1994).

The Gauteng School Education Act, 1995, (Act No. 6 of 1995) chapter 3, section 11.2 stipulated: "Admission requirements for public schools shall not unfairly discriminate on grounds of race, ethnic, or social origin, colour, gender, sex, disability, sexual orientation, religion, conscience, belief, culture or language." Chapter 9, Section 74, stipulated: "Every public school shall, as far as is reasonably possible, attempt to accommodate the specialised education needs of any learner who attends such schools."

The G.D.E. has proposed four models of inclusion: "(i) Total Inclusion, where all children including LSEN would be educated together with sufficient support, in age appropriate, ordinary education programmes - with differentiated curricular goals and needs for LSEN. (ii) Inclusion, where LSEN would be included in the social milieu of the school and where LSEN would spend some/most of the time receiving instruction in a self-contained class and those parts of the ordinary class programme which their competencies allow. (iii) Inciusion where LSEN would share some lessons with a neighbouring ordinary school. (iv) Inciusion where learners from the ordinary school receive instruction in vocational skills training at schools for LSEN." (G.D.E. 1996, pages 8-9).

It was advocated that assessment should identify educational, emotional and medical/physical needs and ascertain the intensity of the disabling conditions as well as the intensity of services and support needed. An ideal programme should be devised to meet these needs. These programmes should then be subjected to a reality test. (i.e. The availability of material, financial and human resources should be determined.) (G.D.E., 1996, p.1)

The G.D.E. envisages a gradual restructuring and reorientation of the school system, beginning with several demonstration projects throughout Gauteng. e.g. HEADSTART which aims at prevention as well as early identification of LSEN, early intervention, integration of LSEN into mainstream education and maximum deployment of resources to meet their needs. (G.D.E., February, 1996).

In August 1997, the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) stated that the two systems of education currently in existence in South Africa ('special' and 'ordinary') should be integrated to form a system which will respond to the educational needs of all learners and give all pupils the opportunity to learn in an integrated context.

1.6 Teacher 's attitudes towards mainstreaming

"An "attitude" typically shows a psychological state of mind that predisposes a person to action", (D'Alonzo, Giordano & Cross, 1996, p.307). Some of the factors that affect teachers' attitudes are demographics (e.g. age, gender, level of education), environment (e.g. access to support services and class taught), experience (e.g. exposure to SEN.) and training, (Larrivee, 1981).

In the USA., studies investigating teachers' attitudes towards mainstreaming have yielded conflicting results, (McDonald, Birnbrauer & Swerissen, 1987; Semmel, Abernathy, Butera & Lesar, 1991; Whinnery, Fuchs & Fuchs, 1991). Attitudes revealed by research include total support for full inclusion, reluctance to differentiate instruction to meet the needs of all learners, doubt that inclusion will adequately serve LSEN and concern about the impact of inclusion on teachers and students. (Ellett, L., 1993; Marston, 1996; Malarz, 1996; Tomlinson, Callahan, Tomchin, Eiss, Imbeau & Landrum, 1997). The attitudes of teachers towards the implementation of mainstreaming is one of the most important factors impacting on the success of this approach to education, (Wilczenski, 1991, cited by D'Alonzo, Giordano & Cross, 1996; Stainback, Stainback & Jackson, 1990; Bain & Dolbe, 1991; Forlin & Cole, 1993; Roberts & Zubrick, 1992; Garvar-Pinhas & Schmelkin, 1989; Janzen, Wilgoshi & McDonald, 1996).

Those teachers who have positive attitudes toward mainstreaming tend to employ effective mainstreaming strategies more consistently than those teachers whose attitudes toward mainstreaming are negative, (Bender, Vail & Scott, 1995). "While teachers have a responsibility to cater for the needs of all children in their classes their beliefs regarding acceptance of inclusive practices may affect the degree to which they carry out that duty." (Forlin, Douglas & Hattie, 1996, p.119).

An individual's beliefs have been shown to be the best indicator of their decisions and behaviour. (Clark & Peterson, 1986; Nespor, 1987; Rokeach, 1968; Shechtman & Or, 1996). As the successful implementation of mainstreaming will be aided or hindered by the competence and the attitudes of the professional staff of our schools, (Roberts & Zubrick, 1992; Forlin & Cole, 1993; Giangreco, Dennis, Cloninger, Edelman & Schattman, 1993; Scruggs and Mastropieri, 1996) it is important to identify the doubts, concerns and resistance of teachers towards mainstreaming in order to design interventions that will motivate and equip teachers to make adaptations to accommodate individual differences.

1.6.1 Teachers' perceptions of their competence to teach LSEN

Most educators perceive themselves to lack the skills necessary, (Phillips, Aldred, Brulle & Shank, 1990, cited in Pearman, Huang & Mellblom, 1997; Downing, Simpson & Myles, 1990). An analysis of the results of twenty-eight surveys (conducted in USA., Australia and Canada between 1958 and 1995) which investigated the attitudes of general education teachers towards the mainstreaming or inclusion of LSEN revealed that less than 33% of these teachers felt that they had the prerequisite skills and training necessary to teach pupils with moderate to severe disabilities and they reported a need for systematic, intensive training, (Janney, Snell, Beers & Raynes, 1995; Scruggs & Mastropieri, 1996).

"The teacher training institutions would do well to include required courses for undergraduate teacher candidates in developing specialised, effective teaching techniques, modifying the curriculum, and other strategies to meet the needs of students who learn differently." (Taylor, 1994, p.580).

1.6.2 How teachers' attitudes toward mainstreaming are affected by training.

Changes in teachers' negative attitudes towards mainstreaming result most frequently from exposure to and knowledge of people with disabilities. In contrast, lack of knowledge, experience and training in teaching LSEN are a major cause of teachers' negative attitudes. (Salend, 1984).

In a mainstreamed class, the classroom teacher has to have the skills and knowledge of both the remedial teachers and the special class teacher. Many teachers are inadequately trained,

and therefore they lack the prerequisite confidence, knowledge and skills to deal with LSEN, (Schumm, Vaughn, Gordon & Rothlein, 1994). A difficulty associated with the introduction of mainstreaming is that it is unlikely that one teacher will possess the knowledge and special skills required to effectively teach a class that includes students with a variety of disabilities, (Mather & Roberts, 1994)

Both general and special education teachers agree that there is a need for retraining of teachers to facilitate mainstreaming, (Billingsley & Tomchin, 1992; Taylor, Richards, Goldstein & Schilit, 1997). It appears that many teachers become more supportive of mainstreaming and more confident in their ability to cope with LSEN in the mainstream once they have gained some hands-on experience in a mainstreamed classroom, (Hamre-Nietupski, Hendrickson, Nietupski & Sasso, 1993; Giangreco, Dennis, Cloninger, Edelman & Schattman, 1993). Solomon (1996) believes that teachers will be more amenable to change if the inservice training is offered in-house by a familiar and trusted colleague who has been trained for this purpose.

Teachers who have some training or experience in specialised education are generally more accepting of the introduction of mainstreaming than regular teachers, (Minke, Bear, Deemer & Griffin, 1996; Hanrahan & Rapagna, 1987; Eichinger, Rizzo & Sirotnik, 1991; Salend, 1984; Shaver, Curtis, Jesunathadas & Strong, 1987 - cited by D'Alonzo, Giordano & Cross, 1990). Of those teachers who work with special needs children the teachers with the least specialised training also have the lowest job satisfaction. As job satisfaction is often related to effective teaching, it is important that teacher training should adequately prepare teachers for teaching in the mainstream. In-service programmes should be offered to qualified teachers. Without these adaptations to teacher training, quality teachers may resign due to job dissatisfaction, (Lobosko & Newman, 1992).

Gallagher (1985) found that whereas, prior to a course on mainstreaming, 17% of school personnel attending the course reported that they were aware of specific techniques to employ in a mainstreamed class, at the conclusion of the course, this percentage had risen to 98.1%. Geizheiser & Meyers (1996) found that teachers involved in inclusive settings in New York believed that inclusion benefited the teacher and the pupils. They attributed the success of

their 'pull-in' programmes to teachers' qualities and teachers' planning. In contrast, teachers of pull-out programmes felt that inclusion disadvantages teachers. They attributed successful inclusion to pupils' qualities and suggested that inclusive programmes could be improved by changing aspects such as space, schedule and class size. In contrast 'pull-in' teachers felt that inclusive programmes would be improved by planning appropriate instruction.

Training in dealing with LSEN has been found to foster positive attitudes towards LSEN and inclusive education, (Kearney & Durand, 1992; Rock, Rosenberg & Carran, 1994). "Teachers need systematic, intensive training, either as part of their certification programs, as intensive and well-planned inservice, or as an ongoing process with consultants." (Scruggs & Mastropieri, 1996, p.72). "Systems change cannot occur and be successful without an accompanying, thoughtful program of staff development." (Villa, Thousand & Chapple, 1996, p.48)

1.6.3 Teachers' perceptions of the need for a clear definition of inclusion.

Vaughn, Schumm, Jallad, Slusher & Saumell, 1996, interviewed teachers who were not currently participating in inclusion. They found that most teachers requested a concrete definition of inclusion that could be operationalized. Many fears of inclusion resulted from a lack of understanding of what it is.

1.6.4 Teachers' perceptions of the need for adequate support.

The availability of support services contributes to teachers' attitudes to integration and is therefore important to the success of mainstreaming, (Silver, 1991; Rodden-Nord, Shinn & Good III, 1992). In a recent study, in USA., teachers felt that extra resources, particularly extra personnel, are vital to the success of mainstreaming and they stressed the importance of communication between professional team members dealing with the LSEN. (Vaughn et al, 1996). Successful mainstreaming is most likely when support is available not only to students with special needs but also to their teachers, (Villa, Thousand, Meyers & Nevin, 1996; Lewis & Doorlag, 1995; Jenkins, Pious & Jewell, 1990; Miller, 1990; Snell, 1991).

Scruggs & Mastropieri's (1996) analysis of the results of 28 surveys of teachers' attitudes found that teachers consistently reported a need for support to enable them to effectively teach

LSEN within mainstreamed/inclusive classes. Butler et al, (1996) found that most teachers supported integration on condition that it was supported by adequate funding, appropriate legislation and a collaborative team including members of the public, administrators, parents, students, and educational professionals. Levels of support need to be increased according to the increased demands that accompany the presence of more severely disabled learners in the classroom, (Scruggs & Mastropieri, 1996).

Werts, Wolery, Snyder & Caldwell, 1996, p.20 found that three areas of support are vital: "(a) training that is responsive to the individual needs of teachers, (b) consultation from a team of professionals who have varying types of expertise, and (c) additional in-class help for actually carrying out the classroom duties and responsibilities." In addition, teachers need administrative support, smaller classes, materials and extra time for planning and consultation.

"When inclusion fails, the major reasons given are inadequate preparation, training, and support. Three other major complaints are teacher burn-out, a lack of basic life-skills training, and parents ... who are angry because they don't feel their children are getting what they need to maximise their learning potential." (Irmsher, 1995, p.2).

1.6.5 Teachers' concerns about the cost of mainstreaming.

Many teachers agree that "while inclusive education may cost more than segregated education, because good inclusive education means providing the necessary physical and personnel resources, in the long run it will provide people who work effectively with a diverse group of people when they become taxpayers... It will provide opportunities for people with mild to moderate impairments to become contributors to society, to hold down jobs, and pay taxes... It costs money up front, but 1-15 years down the road it will save money." (Heston, 1996, p.2) Decisions relating to planning for the education of LSEN must be child-centred and not budget-driven, (Mather & Roberts, 1994). In a recent study in USA., many teachers identified lack of funding as a potential downfall of inclusion, (Vaughn et al, 1996).

1.6.6 Teachers' attitudes towards the philosophical principles of inclusion

Taylor et al, (1997) surveyed graduate and undergraduate students in specialised and general education at USA. universities and found relatively consistent agreement with the

philosophical principles of full inclusion. Butler et al, (1996) found that most teachers in Alberta supported the philosophy of integration. Scruggs & Mastropieri's (1996) analysis of the results of 28 surveys in the USA, found that more than 50% of the teachers surveyed believed that mainstreaming/inclusion could be beneficial. However, teachers' support for mainstreaming was affected by the severity of the learner's disability.

1.6.7 Teachers' views about the effect of class size on the success of mainstreaming.

Class size is one of the most frequently mentioned obstacles to successful inclusion, (Vaughn et al, 1996; Phillips, Aldinger, Brulle & Shank, 1990, cited by Pearman et al, 1997; Scruggs & Mastropieri, 1996). 92.1% of teachers surveyed by Myles & Simpson, 1992, (cited by Scruggs, Scruggs & Mastropieri, 1996) felt that mainstreamed classes should not have more than 20 pupils.

1.6.8 Teachers' feelings of powerlessness

Vaughn et al, (1996) surveyed the attitudes of teachers in USA, to inclusion and found that the majority of teachers felt that decisions about inclusion were being made by administrators who do not work in classrooms and who are not aware of the consequences of the implementation of the mainstreaming practices that they advocate. Many teachers felt powerless because they believed that school administrators were unlikely to consider the needs or interests of teachers when making policy decisions about inclusion.

Several researchers have found that administrators and college faculty, who have less personal responsibilities for LSEN, are more optimistic about the success of mainstreaming than classroom teachers, who have more personal responsibilities for LSEN, (Horne, 1983; Barngrover, 1971; Garvar-Pinhas & Schmellin, 1989; Harasymiw & Horne, 1976; Houck & Rogers, 1994).

1.6.9 Teachers' concerns about equity for regular education pupils

Pearman et al, (1997) and Butler et al, (1996) found that teachers believed that when LSEN were included in the regular classroom, they demanded so much of the teacher's time that the teacher was prevented from working effectively with the other students. "Inclusive practices per se do not necessarily lead to equality of educational opportunity and may actually

constitute greater educational ir... if educators are not accepting of, and fully supported with, the implementation of this pedagogical change." (Forlin et al, 1996, p.130).

1.6.10 Teachers' attitudes about who should be mainstreamed

Teachers believe that while mainstreaming is socially beneficial to all pupils it may not have cognitive benefits for all LSEN, (Rampaul & Freeze, 1991). Rodden-Nord et al (1992) found that general education teachers were initially either unenthusiastic or neutral about reintegrating students with handicaps into their classrooms for instruction. Other researchers have found that teachers are unwilling to reintegrate students with handicaps into their classrooms, (Boucher, 1981; Gans, 1985; Kauffman, Lloyd & McGee, 1989; Knoff, 1984; Moore & Fine, 1978). Taylor et al, (1997) and Jobe, Rust & Brissie (1996) found that most general educators were opposed to the inclusion of learners with mental handicaps, behavioural or emotional problems. Teachers were more willing to accept a child with a physical disability than a child with a cognitive disability, (Forlin et al, 1996). Teachers have more difficulty accepting and coping with students with emotional and behavioural problems than with other categories of LSEN, (Downing et al, 1990; Scruggs & Mastropieri, 1994).

The acceptance of LSEN depended on the severity of the learner's disability, (Forlin et al, 1996; Diebold & VonEschenback, 1991). Several teachers surveyed by Vaughn et al, (1996) felt that in an inclusive setting LSEN would be singled out because of their disability and/or because of their need for special attention. Many teachers were concerned that regular education teachers would not be able to cater for the needs of LSEN in the mainstream.

1.6.11 Teachers' perceptions on the effect on the classroom environment of the inclusion of LSEN in the regular classroom.

Approximately 30% to 40% of teachers surveyed believed that the inclusion of LSEN in the classroom would be disruptive, (Barton, 1992; Gans, 1985; Baker & Gottlieb, 1980; Hudson, Graham & Warner, 1979). 35% to 48% of teachers surveyed believed that the inclusion of LSEN in the mainstream would create additional work for the teacher and that these pupils would demand a lot more attention than the other pupils in the class, (Gans, 1985; Barton, 1992). Fuchs, Fuchs & Fernstrom, 1992, p.279 state: "case-by-case mainstreaming is "responsible" because it makes explicit that the transition process is tailored to the needs of the

individual child and that periodic evaluations will be conducted to determine short- and long-term effects of the change in educational placement."

58% to 70% of teachers surveyed felt that the implementation of mainstreaming would require significant changes in the classroom, (Horne, 1983; Gans, 1985). There is a need to revise the goals, methods and outcomes of our education system radically in order to develop human resources and equip pupils for a technological and computerised working environment. In addition to mastering skills such as reading, comprehension, numeracy and literacy, all pupils need to develop other critical abilities such as communication, thinking and problem solving, i.e. they need to become autonomous, independent thinkers. (Carnine, 1991; Presseisen, Smey-Richman & Beyer, 1994; Skuy, 1995).

In conjunction with the introduction of mainstreaming into South African schools, the South African education system needs to be transformed to address all SEN and to increase the learning potential of every pupil. An alternative approach to the goals and definitions of education should be considered. Research in the field of cognitive education has emphasised the importance of cognition and cognitive modifiability. Research by Reuven Feuerstein, an eminent cognitive psychologist, has shown that all children (including culturally deprived, retarded and autistic children) have the potential to learn if they are provided with the necessary concepts, skills, strategies, operations and techniques. (Presseisen et al, 1994; Skuy, 1995) "It is ... restructuring according to the cognitive education philosophy and methodology that affords a basis for an integrative approach to dealing with special educational needs as an integral part of general education." (Skuy, 1995, p.2) "This approach makes possible and desirable the integration, not only of children with special educational needs into the mainstream of education, but the integration of the whole concept of "special educational needs" into the mainstream of educational thinking and conceptualisation." (Skuy, 1995, p.17)

A large proportion of SEN in South Africa arise from extrinsic factors or a combination of extrinsic and intrinsic factors and are, consequently, remediable. (Donald, 1993). It is therefore the responsibility of educators to provide LSEN with learning experiences that will meet their SEN, i.e. learning should be personalised and paced according to the unique rate

and style of learning of each LSEN. Assessment should be seen as an opportunity to diagnose areas of weakness as well as an opportunity to teach the child new skills, i.e. Instruction and assessment should be integrated. (Presseisen et al, 1994)

1.6.12 Teachers' perceptions of whether they have adequate time available to meet the needs of LSEN in the mainstreamed classroom.

The majority of teachers seem to believe that although they would need an extra hour or more of preparation time to cope with mainstreaming, this time is not available in reality. (Diebold & VonEschenback, 1991; Gans, 1985; Hudson et al, 1979; Semmel et al, 1991. (Also Myles & Simpson, 1989 and Barton, 1992 - cited by Scruggs & Mastropieri, 1996).

1.7 Background to the Study

The UNESCO Salamanca Statement on Principles, Policy and Practice in Special Needs Education (June, 1994) advocated that all nations should embark upon a policy of 'Education for All'. Although slow to follow the lead of other countries, the Gauteng Department of Education has recently embarked upon a policy of mainstreaming, in which LSEN will be included in regular classes as far as possible. The intention of this policy is to offer all pupils equal access to learning. A second important aim of the implementation of inclusive education is the social integration of LSEN.

International research on teachers' attitudes towards mainstreaming has revealed that most teachers offer qualified support for mainstreaming. While most teachers support the concept of mainstreaming of LSEN, the level of this support and their feeling of competence varies according to the intensity of the learner's disability; whether the teachers have received training in specialised education; the availability of resources and support services; provision of extra time for lesson preparation and a low pupil:teacher ratio. More special education teachers than regular education teachers feel that mainstreaming is beneficial to the LSEN. However, most teachers feel that mainstreaming would provide some benefit to most LSEN. Most teachers do not feel that mainstreaming is the best placement for LSEN. Most teachers feel that mainstreaming is more desirable than practicable.

As teachers' attitudes towards mainstreaming are largely responsible for its success or failure, this research project was embarked upon with the aim of assessing the perceived competence of Gauteng teachers and their willingness to teach in inclusive settings as well as their attitudes towards the implementation of inclusive education policies in South African schools. It is important for policy makers to take cognisance of the conditions that need to be met in order to elicit teachers' support for inclusive education.

2. THE STUDY

2.1 Rationale

International studies of teachers' attitudes towards mainstreaming reveal that, while some educators argue that mainstreaming learners with special educational needs (LSEN) provides them with more learning opportunities, greater potential for academic progress and less likelihood of being stigmatised, others argue that placement in regular classrooms will not meet the needs of all learning disabled pupils, (Zigmond & Baker, 1994; Fuchs & Fuchs, 1994).

Several countries have already instituted mainstreaming and South African education authorities are currently planning to move in the same direction. South Africa's President has appointed two bodies, The National Commission on Special Needs in Education and Training (NCSNET) and The National Committee for Education Support Services (NCESS) to investigate special needs in education and to make recommendations for appropriate changes that will ensure that the needs of all learners are met, (NCSNET & NCESS Discussion Document, 1997).

The competence and the attitudes of the professional staff of our schools will either aid or hinder the successful implementation of mainstreaming in South African schools. It is important to identify doubts, concerns and resistance towards mainstreaming in order to design interventions that will motivate and empower professionals to work towards the success of mainstreaming in the South African educational system.

The purpose of this study is to assess the perceived competence, as well as the attitudes towards the proposed changes, of a representative sample of professional staff, at both regular and remedial schools in Gauteng. A further aim is to discover what specific changes to the current education system professional staff members believe should be implemented in order for mainstreaming to succeed.

If LSEN are to be included in a broader framework of education, there needs to be a re-thinking of the goals of education, and a modification of the curriculum of the mainstream. In South Africa there is a move towards an outcomes-based approach to education in which

pupils are not compared against each other. Consequently, LSEN who are integrated into the mainstream will be less likely to feel inferior than they would with the current curriculum. The above-mentioned, envisioned changes to the South African education system also require appropriate attitudes on the part of teachers. One aim of this research is to investigate the extent to which teachers' views of the goals of education are compatible with a cognitive approach to education, which in essence underlies the proposed model of outcomes based education (O.B.E.).

It is anticipated that, whilst some educators will welcome mainstreaming, others will question the wisdom of including the learning disabled child and children with other special educational needs in the mainstreamed class. The information gleaned from the questionnaires will be used to formulate well-grounded proposals regarding the implementation of mainstreaming in Gauteng schools.

2.2 Issues explored in this study

Various issues emerged from the literature as controversial, i.e. in various studies the opinions of teachers differed according to their particular situation. These issues were explored in this study to determine the attitudes of professional staff members at schools in Gauteng, as their attitudes and perceptions could significantly affect the success or failure of mainstreaming in South African schools. The issues were as follows:

- i) Will general education teachers react favourably to the increased mainstreaming of students with mild disabilities?
- ii) Will teachers feel apprehensive about
 - a) the quality of work that LSEN will produce;
 - b) their own lack of skills to cope with mainstream teaching and
 - c) the demands that LSEN will place on their time?
- iii) Will teachers regard most adaptations in the classroom as more desirable than feasible?
- iv) Will teachers be willing to participate in an in-service training programme to improve their ability to work with mainstreamed students?
- v) Do teachers believe that:
 - a) LSEN will receive the special attention that they need only if they are placed in classes of about fifteen pupils or less;

- b) it is not possible to train every teacher to cope well with pupils with LSEN in a mainstreamed class;
- c) mainstreaming is not very practicable;
- d) mainstreaming LSEN will better equip those children for adult life?

2.3 Method

2.3.1 Sample

Nineteen schools participated in this study; namely, five dual medium (English and Afrikaans) government remedial education schools, six government schools with an aid class, four private remedial education schools and four private regular education schools.

The schools were selected so that they represented three levels of socio-economic status (i.e. high, medium and low). Four categories of schools were included - government remedial education, government schools with an aid class, private remedial education, and private regular education schools. Details of their size, the composition of their staff, the average socio-economic status of their pupils, the language of instruction, the average number of pupils per class, the phases in the school and the source of their funding are tabulated in Appendix A.

A total of 360 professional staff members answered the questionnaire. Table 3 below contains biographical information on the subjects, i.e. gender, age, home language, academic qualifications, position held at the school, and length of employment at the school.

Table 3 **Frequencies and percentages for biographical details of subjects**

INDEPENDENT VARIABLE	SCHOOL TYPE							
	TYPE 1 GOVERNMENT REMEDIAL EDUCATION SCHOOLS		TYPE 2 GOVERNMENT SCHOOLS WITH AN AID CLASS		TYPE 3 PRIVATE REMEDIAL EDUCATION SCHOOLS		TYPE 4 PRIVATE REMEDIAL EDUCATION SCHOOLS	
	FREQ CNT	%	FREQ CNT	%	FREQ CNT	%	FREQ CNT	%
GENDER								
Male	16	10.2	15	15.2	2	4.8	4	7.1
Female	141	89.8	84	84.8	40	95.2	52	92.9
AGE								

INDEPENDENT VARIABLE	SCHOOL TYPE							
	TYPE 1 GOVERNMENT REMEDIAL EDUCATION SCHOOLS		TYPE 2 GOVERNMENT SCHOOLS WITH AND AID CLASS		TYPE 3 PRIVATE REMEDIAL EDUCATION SCHOOLS		TYPE 4 PRIVATE REMEDIAL EDUCATION SCHOOLS	
	FREQ ENTY	%	FREQ ENTY	%	FREQ ENTY	%	FREQ ENTY	%
20-25	14	8.9	18	18	1	2.3	5	9.1
26-29	11	7	19	19	5	11.6	3	5.5
30-34	13	8.2	14	14	4	9.3	6	10.9
35-39	26	16.5	22	22	9	20.9	6	10.9
40-49	67	42.4	19	19	20	46.5	17	30.9
50-59	26	16.5	8	8	3	7	17	30.9
60+	1	0.6			1	2.3	1	1.8
HOME LANGUAGE								
English	98	61.6	33	33	6	14	1	1.8
Afrikaans	42	26.4	53	53	34	79.1	45	78.9
Other (Dutch, German, Gujarati, Hebrew, Spanish)	19	11.9	14	14	3	7	11	19.3
NATURE OF APPOINTMENT								
Part-time staff member	4	2.5	1	1	2	4.8	1	1.8
Full-time staff member	154	96.9	100	98	40	95.2	56	98.2
POSITION HELD AT THE SCHOOL								
Assistant							1	2
Assistant teacher					1	2.4	1	2
Deputy Principal	7	4.4	1	1.1	1	2.4	1	2
Head of Department	12	7.6	10	10.9	3	7.2	3	6
Health therapist	1	0.6						
Intern psychologist	3	1.8						
Occupational therapist	14	8.8			4	9.5		
Principal	4	2.5	2	2.2				
Psychologist	6	3.9			2	4.8		
Remedial therapist	16	10.2	1	1.1	3	7.2	3	5.9
Speech therapist	10	6.4	1	1.1	2	4.8		
Teacher	81	52.1	78	84.2	28	62	42	82.6
Therapist (type not specified)	1	0.6						
NUMBER OF YEARS WORKED AT THIS SCHOOL								
Less than 1 year	29	18.6	15	15.2	6	14.3	12	21.4
1 - 3 years	45	28.8	22	22.2	10	23.8	11	19.6
4 - 6 years	28	17.9	32	32.3	11	26.2	8	14.3
7 - 9 years	18	11.5	7	7.1	9	21.4	6	10.7
10+ years	36	23.1	23	23.2	6	14.3	19	33.9

2.4 Procedure

- i) A questionnaire was designed to assess the attitudes of professional staff at schools to the mainstreaming of LSEN.
- ii) The wording used in the questionnaire was assessed, for clarity of meaning, by a group of student teachers for whom English is a second language.
- iii) The wording of the questionnaire was modified according to the results of Step ii above.
- iv) A pilot study was conducted with:
 - a) A group of staff members of a regular education school with an aid class, which does not form part of the sample.
 - b) A group of second year B. Ed. (Remedial Education) student teachers enrolled at The University of the Witwatersrand. This group was also not part of the sample.
- v) The schools selected for the sample were approached to determine whether they were willing to participate in the research project. (A sample of the letter that was posted to the schools' principals is contained in Appendix B)
- vi) The questionnaire was delivered or posted to the schools that participated in the research project.
- vii) The questionnaires were collected from the schools or posted to the Division of Specialised Education at the University of the Witwatersrand.
- viii) The data obtained from the questionnaires were subjected to statistical analysis.

2.5 Measure: Questionnaire on Special Educational Needs of Pupils.

The use of a questionnaire as a measuring instrument was selected to facilitate the task of recording the responses of the large sample of subjects. The questionnaire was designed with the aim of assessing the perceived competence and the attitudes of teachers towards the mainstreaming of LSEN. A copy of the questionnaire is contained in Appendix C. The reliability of the questionnaire was established, as a Cronbach's coefficient alpha of 0.95 was obtained for both raw and standardised variables.

2.5.1 The Structure of the Questionnaire

Relevant terms were defined on the first two pages of the questionnaire and subjects were requested (in the first paragraph of the questionnaire) to read the definitions prior to completing the questionnaire.

In Section One subjects supplied demographic details of their school. This provided information about the following variables: type of school, availability of support services, average standard of living of the pupils, source of funding, language or languages of instruction used, number of pupils, average number of pupils per class, composition of the staff and school phases offered at the school.

In Section Two subjects supplied biographical information that provided information about the following variables: gender, age, home language, academic and professional qualifications, subjects taught, nature of appointment, number of hours worked at the school, position on the staff and length of service at the school. The variables "home language", "academic and professional qualifications", "number of hours worked at the school" and "subjects taught" were not included in the final analyses because there were too many combinations of answers, with some categories being selected by very few subjects.

Section Three contained sixty-eight statements to which the subjects were asked to respond in terms of a five-point rating scale ranging from strongly disagree (1) to strongly agree (5).

The statements covered several aspects of the provision of services to LSEN; (e.g. attitudes towards in-service training of teachers was assessed by statements 2 and 8.) Statement 2 was "Most teachers will be willing to participate in an in-service training programme to learn skills that will help them to teach pupils with special educational needs in mainstreamed classes."

Statements 3, 6, 12, 16, 17, 23, 24, 26, 32, 34, 35, 36, 37, 39, 40, 41, 42, 43, 46, 51, 52, 54, 55, 56, 57, 59, 60, 63, 65 and 67 assessed teachers' attitudes towards teaching in mainstreamed classes. (e.g. Statement 43 was "Teaching in classes which include pupils with and without special educational needs will be more satisfying than teaching in classes from which pupils with special educational needs have been removed/excluded.")

The following statements were designed to measure attitudes towards adaptation of teaching methods: 4, 7, 29, 34, 35, 36, 48 and 61. (e.g. Statement 35 was "Teaching learning disabled pupils as well as pupils without learning disabilities in the same class need not affect the teaching methods used by the teacher.") Statement 9 assessed teachers' perceptions of the need for smaller classes: "Pupils with special educational needs will receive the special attention that they need only if they are placed in classes of about fifteen pupils or less."

Teachers' perceived ability to cope with mainstream teaching without further training was assessed in Statements 10 and 18. (e.g. Statement 10 was "Teachers of regular classes, who have not received special training to teach children with special educational needs, will nevertheless have the skills to cope with teaching in a class of children with both special and ordinary needs.") The perceived need for changes to teacher training programmes was measured by statements 11 and 30. (e.g. Statement 30: "Present teacher training adequately prepares all teachers to effectively teach pupils with special educational needs.") Statements 13, 31, 45 and 49 assessed some beliefs about the goals of education. (e.g. Statement 31: "Classroom teaching should be concerned mainly with subject content.")

Teachers' perceived competence was assessed by Statements 14, 55, 56 and 66. (e.g. Statement 56: "Teaching pupils with learning disabilities is too difficult for the regular/ordinary teacher to deal with.") Statements 15 and 53 were designed to assess attitudes towards the current curriculum. (e.g. Statement 15: "Educational curricula need to be changed to give all pupils to succeed in mainstreamed classes.") Beliefs about who could be successfully mainstreamed were assessed by the following statements: 17, 19, 23, 27, 28, 42, 51, 52, 54, 58, 63, 65 and 68. (e.g. Statement 19: "Children with mild disabilities (e.g. learning problems) could be mainstreamed" and Statement 58: "Mildly mentally retarded pupils should be mainstreamed".) The perceived need to afford special educational needs serious consideration at a parliamentary level was assessed by Statement 21: "Meeting special educational needs should receive lots of attention when changes are introduced to South Africa's educational system."

The perception of the inevitability of mainstreaming was gauged by Statement 22: "Eventually all schools will cater for pupils with many different sorts of education needs."

Statements 25, 62 and 68 were designed to measure the view of whether mainstreaming would improve the social life of the school. (e.g. Statement 25 was "Including pupils with special educational needs into a mainstreamed class will improve the life of the school.") Perceptions that aids could or could not increase the success of mainstreaming was assessed by, inter alia, Statement 33: "Computers could be a useful teaching aid in making mainstreamed classes, which include learning disabled pupils, successful." Perceptions of pupils' attitudes towards mainstreaming were assessed by Statements 44, 47 and 64. (e.g. Statement 44: "Most pupils without special educational needs will learn to accept the mainstreaming of pupils with special educational needs.") Perceptions of parents' attitudes towards mainstreaming were assessed by Statement 50: "Most parents of pupils with special educational needs would be in favour of mainstreaming pupils with special educational needs."

Subjects responses to the statements contained in Section Three were added to obtain an overall 'Q' score, indicating the subject's attitude towards mainstreaming pupils with special educational needs. Reversed scoring was used on some items to avoid errors due to a response set. The higher the subject's overall score, the more positive his/her attitude towards mainstreaming. Frequencies and percentages were calculated for each item.

In Section Four, subjects were required to indicate which categories of pupils could, in their opinion, be included in mainstream education. Categories that subjects were asked to consider were intrinsically learning disabled, extrinsically learning disabled, hearing impaired, visually impaired, communication impaired, mentally retarded, physically impaired, behaviour disordered and gifted pupils. Each category was subdivided into mild, moderate and severe and a block was supplied for "none of these".

Section Five contained a list of ten goals in education and subjects were asked to rank these goals from one to ten. The results of this section were analysed to assess the extent to which teachers' attitudes were compatible with the proposed National Education Department's move towards a cognitive education approach.

Section Six contained two open-ended, qualitative items that allowed for respondents to express opinions related to provision for the special educational needs of learning disabled pupils. The items were:

- i) What measures and techniques could be introduced to ensure that the needs of learning disabled children are met in the mainstream?
- ii) General comments.

2.6 Experimental Design and Statistical Procedures

This research project takes the form of a survey to determine the attitudes of professional staff members of schools to the mainstreaming of LSEN, and their perceived competence in implementing mainstreaming. Percentages of respondents with either a negative or a positive attitude towards mainstreaming were obtained and the size of the difference between the positive and negative attitudes was calculated.

Further, this research examines the effect upon the dependent variable of independent variables including age of respondents, cultural group (English, Afrikaans or African), type of school, socio-economic status of the school's pupils, length of service of the respondents, medium of instruction of the school, and number of pupils at the school.

To establish whether there were any significant interaction effects, the two-way ANOVA technique was used. Where there were significant interaction effects, the Bonferroni critical values approach, a specific comparison procedure that allows for multiple comparisons, was employed to determine which pairs of groups differed significantly from one another, i.e. The source of the significant overall F was specified. Dunn's t Test, which performs a pairwise comparison of means, was utilised to analyse the significant two-way interaction effects.

Cronbach's Alpha was calculated to measure the internal consistency of the questionnaire. As the Cronbach's Alpha was very high (0.95) the respondents were therefore found to be answering the questionnaire consistently and it was not necessary to remove any questions as none were detracting from the internal validity of the questionnaire.

The subjects' responses to the open-ended qualitative questions (Section 6) were subjected to content analysis. A full list of responses is contained in Appendix D.

Section Three of the questionnaire was scored to obtain a Q score of attitude towards mainstreaming pupils with special educational needs, which is the dependent variable. The Q score was broken down by the independent variables.

Using an analysis of variance procedure, the p value was evaluated to determine whether there were significant differences between the various independent variables. (If the p value was less than 0,05 the null hypotheses were rejected and the difference was regarded as significant.)

A multiple comparison test (The Dunn T test) was used to determine where the significant differences occurred.

3 RESULTS

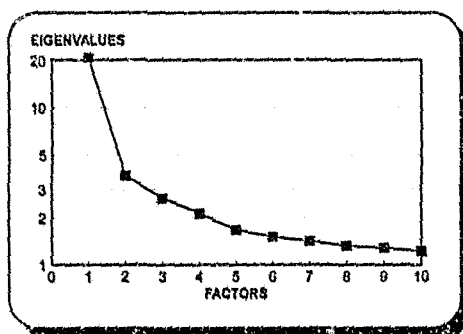
3.1 Factor Structure

In accordance with the NFACTOR criteria, ten components were retained initially. The percentage of variance explained by each factor is recorded in Table 4 below. For each school type, factor one accounts for the largest percentage of the variance.

Table 4 Percentages explained by each factor

FACTOR	PERCENTAGES							
	GOVERNMENT REMEDIAL EDUCATION SCHOOLS		GOVERNMENT SCHOOLS WITH AN AID CLASS		PRIVATE REMEDIAL SCHOOLS		PRIVATE REGULAR EDUCATION SCHOOLS	
	%	CUMULATIVE %	%	CUMULATIVE %	%	CUMULATIVE %	%	CUMULATIVE %
1	29.5	29.5	20.8	20.8	17.2	17.2	21.2	21.2
2	5.8	35.3	8.6	29.4	7.9	25.2	28.7	50.7
3	4.9	40.2	5.1	34.5	7.4	32.5	25.2	38.8
4	3.6	43.8	3.8	38.4	6.2	38.8	25.2	43.8
5	3.4	47.2	3.5	41.8	5.6	44.4	25.2	48.5
6	2.9	50	3.2	45	5.2	49.6	25.2	52.9
7	2.6	52.6	2.9	47.9	4.5	54.1	25.2	56.9
8	2.4	55.1	2.8	50.8	3.9	57.9	25.2	60.4
9	2.4	57.4	2.7	53.6	3.7	61.7	25.2	63.7
10	2.1	59.5	2.5	56.1	3.5	65.2	25.2	66.7

Figure 1 Scree Plots of Eigenvalues



A scree plot of the Eigenvalues also identified a single dominant factor and Factor One was thus the only factor to be retained. The data represents a unidimensional set as, in essence, only one construct is being measured.

3.2 Comparison of the percentage of agreement expressed by the respondents to the questionnaire items

Appendix E contains a table comparing the percentage of agreement expressed by the respondents to the items in the five point Likert Scale contained in Section 3 of the questionnaire. In Appendix F these percentages were condensed into a 3 point scale to indicate whether the respondents disagreed with, were unsure about or agreed with each item.

Ninety percent (or more) of the respondents indicated agreement with the following statements:

- i Pupils with special educational needs will receive the special attention that they need only if they are placed in classes of about fifteen pupils or less.
- ii Pupils with learning disabilities require more attention than it will be possible to give them in a mainstreamed class.
- iii Meeting special educational needs should receive lots of attention when changes are introduced to South Africa's educational system.
- iv Classroom teaching should include life skills.
- v Teaching in mainstreamed classes, which include both pupils with and without special educational needs, will involve more work.
- vi Classroom teaching should focus on encouraging pupils to be creative in their thinking.
- vii It will be very difficult for teachers to meet the demands placed upon them by having learning disabled pupils as well as pupils without learning disabilities in the same class.

Ninety percent (or more) of the respondents disagreed with the following statement:

- i Pupils with serious learning disabilities could be mainstreamed.

Eighty to eighty-nine percent of the respondents indicated agreement with the following statements:

- i Teachers without formal remedial training should attend in-service training courses to learn how to teach learning disabled pupils.
- ii Training teachers to teach pupils with learning difficulties should be part of every teacher training programme.
- iii It is usually better to teach learning disabled pupils in separate specialised schools.
- iv Pupils with learning disabilities should have their educational needs addressed in remedial classes rather than in mainstreamed classes.
- v If teachers are specially trained to teach pupils with learning disabilities, they will be better able to effectively teach pupils both with and without learning disabilities.
- vi The age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstreamed classes.
- vii All teachers should be educated to use technological aids to more effectively educate students with learning disabilities.

Eighty to eighty-nine percent of the respondents disagreed with the following statements:

- i Most teachers would prefer to teach a class of children with both special and ordinary needs rather than a regular class.
- ii Teachers do not need specialised training to meet the educational needs of pupils with special educational needs.
- iii Pupils with special educational needs will be able to reach their full learning capability in a mainstreamed class.
- iv Present teacher training adequately prepares all teachers to effectively teach pupils with special educational needs.
- v Classroom teaching should be concerned mainly with subject content.
- vi Teaching learning disabled pupils as well as pupils without learning disabilities in the same class need not affect the teaching methods used by the teacher.
- vii If children with special educational needs are mainstreamed, most teachers will be able to give them adequate individual instruction.

3.3 The relationship between the independent variables and attitudes to mainstreaming.

Responses to the questionnaire were compared across the following independent variables: gender, age, home language, type of school, average socio-economic status of pupils, funding of the school, language of instruction and average number of pupils per class to determine whether, and to what extent, these variables affected attitudes towards mainstreaming. The dependent variable was the Q score (maximum 340). The General Linear Models Procedure was used to determine whether there were any significant interaction effects. Where there were significant interaction effects, the Bonferroni critical values approach was employed to determine which pairs of types differed significantly within each independent variable. This multiple comparison approach pinpoints the source of the significant overall F.

In Table 5 below is contained the means and significant differences in attitudes to mainstreaming for the independent variables. The means contained in the table reflect the respondents' average ratings of the 68 statements in Section 3 of the questionnaire. A mean of 1-68 (Column 1) indicates that on average these subjects selected the first option, (1), indicating a very negative attitudes towards mainstreaming. A mean of 69-136 (Column 2) indicates that on average these subjects selected the second option, (2), indicating that they have some opposition to mainstreaming. A mean of 137-204 (Column 3) indicates that on average these subjects selected option 3 revealing a neutral position. A mean of 205-272 indicates that on average these subjects selected the fourth option, (4) indicating a positive attitude towards mainstreaming. A mean of 273-340 indicates that on average these subjects selected the last option, (5), indicating strong support for mainstreaming. i.e. The higher the mean the more positive the attitude towards mainstreaming/inclusion.

Table 5 Means and Significant Differences in Attitudes to Mainstreaming for the Independent Variables.

In each category/independent variable the subgroups with the most positive attitudes towards mainstreaming have been highlighted.

INDEPENDENT VARIABLE	n	MEANS					F value	p value p<0.05* p<0.01** p<0.0001***
		1 1-68 (strongly opposed to mainstreaming)	2 69-136 (opposed to mainstreaming)	3 137-204 (neutral)	4 205-272 (positive attitude towards mainstreaming)	5 273-340 (strongly positive attitude towards mainstreaming)		
GENDER	354						3.02	0.08*
Male	37			190.24				
Female	317			178.54				
AGE	356						3.83	0.001***
20-25	38			199.37				
26-29	38			188.29				
30-34	37			190.51				
35-39	63			178.1				
40-49	123			169.2				
50-59	34			178.43				
60+	3			201				
LANGUAGE	359						12.4	0.0001***
Afrikaans	138			161.53				
English	174			193.17				
Other	47			181.68				

INDEPENDENT VARIABLE	n	MEANS					p value	p<0.05* p<0.01** p<0.0001***
		1 1-65 (NUMBER OF PUPILS TO MATHS/ENGL SCHOOL)	2 66-136 (NUMBER OF MATHS/ENGL SCHOOL)	3 137-204 (NUMBER OF MATHS/ENGL SCHOOL)	4 205-272 (NUMBER OF MATHS/ENGL SCHOOL)	5 273-340 (NUMBER OF MATHS/ENGL SCHOOL)		
TYPE OF SCHOOL	362						72.24	0.0001***
Government remedial education schools	160			154.21				
Government schools with an aid class	102			202.23				
Private remedial education schools	43			139.84				
Private regular education schools	57			204.42				
AVERAGE SOCIO-ECONOMIC STATUS OF THE PUPILS	353						31.43	0.0001***
High	55				206.65			
Medium	239			167.66				
Low	59			201.88				
FUNDING OF THE SCHOOL	353						14.8	0.0001***
Totally privately funded	4			166.25				
Totally state funded	19				228.37			
Partly state funded	330			176.8				
LANGUAGE OF INSTRUCTION	353						78.24	0.0001***
English	160			203.59				
Afrikaans	22			183.55				
English and Afrikaans	171			156.33				
AVERAGE NUMBER OF PUPILS PER CLASS	353						27.23	0.0001***
11-15	176			160.58				
16-20	26			169.38				
21-25	4			166.25				
26-30	58				206.05			
31-35	62			196.71				
35-40	27				217.41			
NUMBER OF PUPILS AT THE SCHOOL	358						25.82	0.0001***
50-100	4			171.75				
101-150	12			183.83				
151-200	29			173.03				
201-250	15			200.47				
251-300	39			155.21				
301-350	8			197.25				
351-400								
401-450	81			185.98				
451-500	47			178.83				
501-550	43		129.79					
551-600	31			204.45				
601+	46				213.89			

The different independent variables presented in the table are discussed in turn in the following pages.

3.3.1 Gender

The difference between the attitudes of male and female subjects towards the mainstreaming of pupils with special educational needs approached significance ($p=0.08$). Table 4 shows that males tended to favour mainstreaming more than females, although the overall attitude of both gender groups was neutral. Appendix G contrasts the percentages of males' and females' positive and negative responses to the statements in Section 3. 46% of males and 29.6% of females agreed with the principle of including LSEN in the mainstream as far as possible. 43.2% of males and 19.9% of females agreed with this principle.

65.6% of males and 83.9% of females agreed that teachers without formal remedial training should attend in-service training courses to learn how to teach learning disabled pupils. 78.4% of males and 91.8% of females agreed that training teachers to teach pupils with learning difficulties should be part of every teacher training programme while 72.9% of males and 88% of females agreed. 27% of males and 11.4% of females agreed that it is possible to meet the needs of all the pupils in a class in which there are pupils both with and without learning disabilities. 51.4% of males and 31.3% of females agreed that although pupils with learning difficulties might produce work that is of a lower standard than the work produced by the other pupils in the class, teachers will, nevertheless, welcome mainstreaming.

67.6% of males and 48.9% of males agreed that it is possible for the teacher of a class of pupils with both regular and special needs to get to know all the pupils well, while 56.7% of males and 39.8% of females believed that this is possible. 59.4% of males and 40.1% of females believed that if pupils with special educational needs are mainstreamed teachers could adapt regular teaching materials to make them suitable for these pupils, while 40.5% of males and 23% of females believed that teachers could adapt regular teaching materials.

67.5% of males and 86.7% of females believed that the age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstreamed classes. 32.4% of males and 13.2% of females believed that the inclusion of LSEN would not prevent gifted pupils from reaching their academic capability. 29.7% of males and 11.7% of females agreed that teaching in classes which include pupils with and without special educational needs will be more satisfying than teaching in classes from which pupils with special educational needs have been removed/excluded. 48.6% of males and 28.4% of females agreed that the availability of teaching aids will make possible the success of mainstreaming of children with special educational needs.

3.3.2 Age

As can be seen in Table 4 there was a highly significant difference ($p=0.0001$) among the attitudes of subjects in the various age categories towards the mainstreaming of pupils with special educational needs. The Dunn t test showed that category 5 (40-49 years), which held the most negative views towards mainstreaming, is significantly different from category 1 (20-25 years) and category 3 (30-34 years) which were more positive towards mainstreaming.

3.3.3 Home Language

The questionnaire allowed for 11 language categories and it allowed respondents to specify their home language if it was not listed and to specify their home languages if they use more than one language at home. Only 3 categories (1 = Afrikaans, 2 = English, 3 = Other) were retained for analysis due to the small number of respondents in the other categories. Table 4 shows that a highly significant difference was found between groups 1 and 2. i.e. Between

Afrikaans speaking subjects, who were the most negative towards mainstreaming, and English speaking subjects, who were the most positive towards mainstreaming. ($p=0.0001$)

3.3.4 Type of School

In Table 4 it can be seen that there was a highly significant difference among the four categories of schools ($p=0.0001$). Private regular education schools (Type 4) had the most positive attitudes towards mainstreaming, followed by government schools with an aid class (Type 2) and private remedial education schools (Type 3). Government remedial education schools (Type 1) held the most negative attitudes towards mainstreaming. Significant differences were found among Types 4, 2 and 3 on the one hand and Type 1 on the other. There was no significant difference between Types 3 and 4, Types 3 and 2, and Types 4 and 2. i.e. The attitudes of subjects at government remedial education schools differed from the attitudes of subjects at the other types of schools. However, the attitudes of the subjects at the other schools did not differ from one another.

3.3.5 Average socio-economic status (SES) of the pupils

The data in Table 4 show that there was a highly significant difference among the categories of SES, ($p=0.0001$). High SES was moderately in favour of mainstreaming whereas the medium and low SES were neutral. There was no significant difference between high and low SES. However, there was a significant difference between high and medium SES. Medium SES tended to be relatively more negative towards mainstreaming than the other two SES groups.

3.3.6 Funding of the school

As is shown in Table 4 there was a highly significant difference among the categories as a whole, ($p=0.0001$). Both categories 1 and 3 were neutral in their attitudes towards mainstreaming and there was no significant difference between them. Category 2 (totally state funded schools) was in favour of mainstreaming. There were significant differences between categories 1 and 2; and 2 and 3. i.e. The attitudes of subjects at totally state funded schools were the most positive and differed from the attitudes of subjects at totally privately funded (most negative) and partly state funded schools.

3.3.7 Language of instruction

There were highly significant differences among all of the language categories, ($p=0.0001$). (Refer to Table 4). All three categories were neutral towards mainstreaming. However, English (Category 1) was the most positive towards mainstreaming followed by Afrikaans (Category 2) and English and Afrikaans (Category 3).

3.3.8 Average number of pupils per class.

In Table 4 it is clear that there were highly significant differences among the categories, ($p=0.0001$). Broadly speaking, the larger the average number of pupils per class, the more positive the attitudes were towards mainstreaming. Categories 1 (0-5 pupils per class) and 2 (6-10 pupils per class) were not used because none of the schools in the sample had classes with an average number of pupils lower than 11. Broadly speaking, the larger the average number of pupils per class, the more positive the attitudes were towards mainstreaming. Significant differences were found between $n=26-30$ and $n=35-40$ on the one hand and all the other class sizes on the other hand.

3.3.9 Number of pupils at the school

Table 4 shows that the smaller schools tended to some extent to hold more negative attitudes towards mainstreaming. Categories 11 and 12 represented the schools with the highest number of pupils (551+) and these schools held the most positive attitudes towards mainstreaming.

3.4 Attitudes of teachers to the degree of severity of Special Educational Need (SEN) that should be incorporated in the mainstream.

The subjects were required to indicate which categories of pupils could be included in mainstream education. The table below presents the percentage of teachers in each category of school who considered the mainstreaming of each category of disability to be feasible.

Table 6 The degree of severity of SEN that should be incorporated in the mainstream.

CATEGORY OF DISABILITY/ EXCEPTIONALITY	DEGREE OF EXCEPTIONALITY/ SEVERITY OF DISABILITY THAT SHOULD BE INCORPORATED IN THE MAINSTREAM OF SCHOOLS	GOVERNMENT BENEFICIAL SCHOOLS n=160		GOVERNMENT SCHOOLS WITH AN AIDS CLASS n=103		PRIVATE BENEFICIAL SCHOOLS n=43		PRIVATE BENEFICIAL SCHOOLS WITH AN AIDS CLASS n=54		TOTAL SAMPLE n=360	
		#	%	#	%	#	%	#	%	#	%
		Intellectually Learning disabled	None	65	41	30	30	8	19	10	19
Mild	36		35	31	20	38	53	15	28	128	35
Moderate	3		3	13	13	3	7	8	15	37	8
Severe	0		0	0	0	0	0	0	0	0	0
No response	34		21	28	27	9	21	26	39	92	25
Extrinsically learning disabled	None	65	41	31	30	8	19	10	19	114	32
	Mild	67	42	31	30	17	40	16	30	131	36
	Moderate	10	6	16	15	10	23	9	17	45	13
	Severe	0	0	2	2	3	7	2	4	7	2
	No response	18	11	22	21	5	12	17	31	62	17
Hearing impaired	None	66	41	31	30	8	19	10	19	115	32
	Mild	64	40	32	31	18	42	18	33	132	37
	Moderate	2	1	17	17	8	19	11	20	38	11
	Severe	1	1	0	0	1	2	0	0	2	1
	No response	27	17	23	22	8	19	15	28	73	20
Visually impaired	None	66	41	31	30	8	19	10	19	115	32
	Mild	64	40	33	32	20	47	14	26	131	36
	Moderate	1	1	7	7	3	19	9	17	25	7
	Severe	0	0	1	1	1	2	0	0	2	1
	No response	29	18	31	30	6	14	21	39	87	24
Communication impaired	None	65	41	31	30	8	19	10	19	114	32
	Mild	33	33	33	32	21	49	17	31	124	34
	Moderate	5	3	9	9	8	19	9	17	31	9
	Severe	0	0	2	2	1	2	1	2	4	1
	No response	37	23	28	27	5	12	17	31	87	24
Mentally retarded	None	32	20	14	14	4	10	7	13	57	16
	Mild	22	14	17	17	13	30	8	15	60	17
	Moderate	1	1	0	0	0	0	2	4	3	1
	Severe	0	0	0	0	0	0	1	2	1	0
	No response	105	66	72	70	26	60	36	67	239	66

CATEGORY OF DISABILITY/ EXCEPTIONALITY	DEGREE OF EXCEPTIONALITY/ SEVERITY OF DISABILITY THAT REQUIRES INCORPORATED IN THE MAINSTREAM OF EDUCATION	GOVERNMENT BENEFICIAL SPECIAL SCHOOLS		GOVERNMENT SCHOOLS WITH AN AID CLASS		PRIVATE BENEFICIAL SCHOOLS		PRIVATE REGULAR EDUCATION SCHOOLS		TOTAL SAMPLE	
		n=160		n=103		n=43		n=84		n=360	
		#	%	#	%	#	%	#	%	#	%
Physically impaired	None	32	20	14	14	8	10	7	13	58	16
	Mild	32	45	33	38	17	26	21	33	180	39
	Moderate	6	4	13	15	10	37	13	28	55	14
	Severe	0	0	1	1	1	12	7	4	16	2
	No response	59	31	89	33	7	16	12	22	109	29
Behaviour disordered	None	30	19	14	14	4	10	7	13	55	15
	Mild	44	28	37	36	23	53	19	35	123	34
	Moderate	2	1	10	10	3	7	5	9	20	6
	Severe	0	0	1	1	0	0	0	0	1	0
	No response	84	53	41	40	13	30	23	43	161	45
Gifted pupils	None	30	19	14	14	4	10	7	13	55	15
	Somewhat gifted	35	22	25	24	9	21	11	20	80	22
	Gifted	33	21	29	28	12	28	14	26	88	24
	Highly gifted	40	25	19	18	14	33	4	7	74	21
	No response	22	14	16	16	4	10	18	33	80	17

In general, the milder the special educational need, the more acceptance it had.

3.5 Ranking by the subjects of the goals of education.

The subjects were required to rank the statements of goals in education from 1 to 10, with 1 being the most important and 10 being the least important goal in education. The frequency distribution of this section of the questionnaire was calculated over the entire sample and not by demographics, with the exception of type of school. Table 7 below summarises the overall ranking of the goals in education by the entire sample.

Table 7 Ranking of the goals in education by the entire sample, from the most important to the least important goals in education.

POSITION	ITEM #	ITEM
1	6	To arouse the pupils' desire to learn.
2	2 & 7	2 - To encourage pupils to set their own goals for learning. 7 - To encourage pupils to find their own problem solving methods.
3	10	To develop in pupils their ability to critically assess information.
4	9	To ensure that the pupils learn the skills that are being taught.
5	8	To emphasise how the subject matter that is being taught is linked to other subjects.
6	1	To emphasise groupwork, sharing and co-operation in the classroom.
7	3	To accurately teach pupils the lesson content.
8	4	To train pupils to remember factual information accurately.
9	5	To rate pupils against group standards.

[Appendix H contains histograms of the modes in the goals of education scale. Appendix I contains the ranking of the statements (from the most important to the least important goals in education) by each of the four categories of schools. Appendix J contains percentages of responses per item in the goals of education scale.]

The ranking of the goals in education by the government remedial education schools and the government schools with an aid class was almost identical. Private remedial education schools and private regular schools assigned very similar rankings to the goals in education.

There were two important differences in the order of the ranking of the goals in education by government remedial education schools and private remedial education schools. The second goal in education (to encourage pupils to set their own goals for learning) was assigned the sixth position by the government remedial education schools and ninth position by the private remedial education schools. "To ensure that the pupils learn the skills that are being taught" (the ninth goal in education) was ranked as seventh in importance by government remedial education schools. Private remedial education schools ranked it as the fourth most important goal in education.

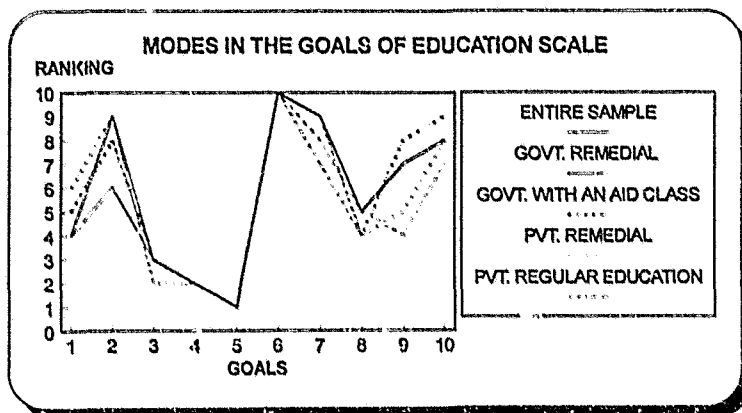
The ranking of the goals of education by government schools with an aid class and private regular education schools were very similar.

The ranking of the goals in education by government remedial education schools (type 1) and private regular education schools (type 4) differed in several respects. Goal 1 (to emphasise groupwork, sharing and co-operation in the classroom) was ranked fourth by Type 1 and sixth by Type 4. Goal 2 (to encourage pupils to set their own goals for learning) was assigned the sixth position by Type 1 and the ninth position by Type 4. Type 1 ranked "to encourage pupils to find their own problem solving methods" as the ninth most important goal whereas Type 4 ranked it in seventh position. Goal 9 (to ensure that the pupils learn the skills that are being taught) was ranked seventh by Type 1 and fifth by Type 4.

Overall the ranking of the goals in education by Type 2 (government schools with an aid class) and Type 3 (private remedial education schools) was very similar. However, there was a significant difference between their ranking of Goal 9 (to ensure that the pupils learn the skills that are being taught). Whereas Type 2 ranked this goal as eighth (i.e. relatively unimportant) Type 3 ranked this goal as fourth (i.e. relatively important).

Figure 2 The ranking of the goals of education by the four types of schools

Figure 2 below represents the overall ranking of the goals of education by the four types of schools.



The most important difference between the schools was their ranking of Goal 2 (to encourage pupils to set their own goals for learning) and Goal 9 (to ensure that the pupils learn the skills that are being taught).

3.6 Analysis of the comments and suggestions made in relation to mainstreaming in the open-ended sections of the questionnaire.

The two open-ended sections of the questionnaire afforded respondents the opportunity to express their views on aspects of the study. Section 6 (i) was more specific than Section 6 (ii). This is elaborated upon below. There was considerable overlap in the subjects' responses to Section 6 (i) and Section 6 (ii), necessitating a separate analysis of these two sections of the questionnaire.

3.6.1 Measures and techniques that could be introduced to ensure that the needs of learning disabled children are met in the mainstream.

In Section 6 (i) of the questionnaire the respondents were asked to suggest measures and techniques that could be introduced to ensure that the needs of learning disabled children are met in the mainstream. A table of all the responses to this category is contained in Appendix D. 255 (71%) of the respondents responded to this open-ended section of the questionnaire. The responses obtained have been divided into four general categories of response in Table 8 below.

TABLE 8 Categories of attitudes towards the introduction of mainstreaming

The total number of subjects in this study was 360. However, not all of the subjects responded to Section 6 of the questionnaire. It was therefore necessary to calculate two percentages for each category of response. The percentage of the total sample is highlighted in green and the percentage of the subjects who responded to Section 6 is highlighted in blue for each category of response in Tables 9 to 13.

CATEGORY OF RESPONSE		GENERAL NEGATIVE RESPONSES			NEGATIVE RESPONSES WITH RESERVE			TECHNICAL REASONING TECHNIQUES			TECHNICAL REASONING TECHNIQUES			EITHER NONE		
		n = 120			n = 59			n = 33			n = 32			n = 244		
		#	% of 120	% of 360	#	% of 59	% of 360	#	% of 33	% of 360	#	% of 32	% of 360	#	% of 244	% of 360
1	Generally negative towards mainstreaming.	54	45	15	8	13.6	2	0	0	0	5	15.6	1	67	27	19
2	A neutral response to mainstreaming.	0	0	0	3	5	1	0	0	0	1	3.1	0	4	2	1
3	Qualified support for the introduction of mainstreaming.	6	5	1.8	4	6.8	13	33	100	100	26	81	7	173	71	48
4	Unqualified support for the introduction of mainstreaming.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Within the category of negative attitudes the frequency of occurrence of the two most commonly occurring comments was tabulated in Table 10 below.

TABLE 9 Responses indicating a generally negative attitude towards mainstreaming.

RESPONSES INDICATING A GENERALLY NEGATIVE ATTITUDE TOWARDS MAINSTREAMING																
CATEGORY OF RESPONSE (Indicating the reasons why the respondents do not favour the introduction of mainstreaming.)		GOVT. REGULAR EDUCATION SCHOOLS n=120			GOVT. SCHOOLS WITH AIDED CLASSES n=59			PRIVATE REGULAR EDUCATION SCHOOLS n=33			PRIVATE REGULAR EDUCATION SCHOOLS n=32			TOTAL SAMPLE n=173		
		#	% of 120	% of 360	#	% of 59	% of 360	#	% of 33	% of 360	#	% of 32	% of 360	#	% of 173	% of 360
1	Learning disabled pupils should be catered for in separate classes within the mainstream school.	8	7	4	4	7	1	4	12	1	4	13	1	20	12	6
2	It is not possible to successfully mainstream learning disabled pupils.	21	18	6	2	3	1	0	0	0	0	0	0	23	13	6

The two most frequently occurring statements expressing negative attitudes towards mainstreaming both expressed misgivings about the mainstreaming of learning disabled pupils.

In this section many respondents' comments indicated that although in principle they favoured mainstreaming, they felt that certain conditions should accompany the introduction of mainstreaming in South African schools. Table 11 represents an analysis of the frequency of occurrence of this category of responses.

TABLE 10 Responses indicating qualified support for the introduction of mainstreaming.

RESPONSES INDICATING QUALIFIED SUPPORT FOR THE INTRODUCTION OF MAINSTREAMING.																
CATEGORY OF RESPONSE (Indicating the respondents' suggestions of measures that would need to accompany the introduction of mainstreaming to facilitate its success)		GOVT. REGULAR EDUCATION SCHOOLS n=120			GOVT. SCHOOLS WITH AIDED CLASSES n=59			PRIVATE REGULAR EDUCATION SCHOOLS n=33			PRIVATE REGULAR EDUCATION SCHOOLS n=32			TOTAL SAMPLE n=173		
		#	% of 120	% of 360	#	% of 59	% of 360	#	% of 33	% of 360	#	% of 32	% of 360	#	% of 173	% of 360
1	Support by a multi-disciplinary team.	22	18	6	9	15	3	14	42	4	4	13	1	49	28	14
2	Suitable teaching and therapeutic aids and apparatus should be readily available at all schools.	17	14	5	11	19	3	9	27	3	9	28	3	46	27	13
3	Remedial teachers at all schools.	11	9	3	8	14	2	7	21	2	1	3	0	27	16	8
4	Appropriate teaching methods designed to meet the needs of the learning disabled child.	8	7	2	4	7	1	7	21	2	4	13	1	23	13	6
5	A teaching aide in each classroom.	7	6	2	6	10	2	6	18	2	3	9	1	22	13	6
6	Differentiation of the content/curriculum	9	8	3	2	3	1	9	27	3	2	6	1	22	13	6
7	Learning disabled pupils will only receive the special attention that they need if they are placed in: Small classes	7	6	2	4	7	1	11	33	1	3	9	1	23	13	6

CATEGORY OF RESPONSE (Indicating the respondents' suggestions of measures that would need to accompany the introduction of mainstreaming to facilitate its success)		GOVT. SECTORIAL EDUCATION RESPONSES			GOVT. SECTORIAL WITH IN A CLASS			PRIVATE SECTORIAL EDUCATION RESPONSES			PRIVATE SECTORIAL EDUCATION RESPONSES			INDIFFERENT		
		n=120			n=59			n=33			n=32			n=173		
		#	% of 120	% of 360	#	% of 59	% of 360	#	% of 33	% of 360	#	% of 32	% of 360	#	% of 173	% of 360
8	Smaller classes	12	10	3	9	15	3	6	18	2	1	3	0	28	16	8
	Classes with 10 pupils or less	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0
	Classes with 15 pupils or less	6	5	2	0	0	0	2	6	1	1	3	1	9	5	3
	Classes with 20 pupils or less	2	2	1	2	3	1	1	3	0	0	0	0	5	3	1
	Classes with 25 pupils or less	0	0	0	3	5	1	1	3	0	0	0	0	4	2	1
	Classes with 30 pupils or less	2	2	1	0	0	0	2	6	1	0	0	0	4	2	1
	TOTALS FOR THIS CATEGORY	30	25	8	18	31	9	23	70	6	3	9	1	42	24	12
9	Intensive teacher training to prepare both qualified and trainee teachers to cope with the needs of learning disabled pupils in the mainstreamed class.	18	15	5	16	27	8	16	48	4	13	41	11	63	36	18
10	Learning disabled pupils should be taught by teachers trained in remedial education in separate classes within the mainstreamed school.	8	7	2	4	7	1	4	12	1	4	13	1	20	12	6

Intensive teacher training to prepare teachers to teach mainstreamed classes, support by a multi-disciplinary team, availability of teaching and therapeutic aids and apparatus and small classes were the conditions that were stipulated most frequently.

3.6.2 An analysis of general comments

Section 6 (ii) of the questionnaire provided an opportunity for the respondents to make general comments. 149 (41%) of the subjects responded to this open-ended section of the questionnaire. The most common responses are categorised and tabulated below. (A complete list of responses is contained in Appendix D. The responses to this section were divided into the four categories utilised in Table 8. The results are tabulated in Table 12 below.

TABLE 11 Overall attitudes towards mainstreaming reflected by responses.

CATEGORY OF RESPONSE	GOVT. SECTORIAL EDUCATION RESPONSES			GOVT. SECTORIAL WITH IN A CLASS			PRIVATE SECTORIAL EDUCATION RESPONSES			PRIVATE SECTORIAL EDUCATION RESPONSES			INDIFFERENT		
	n=72			n=37			n=17			n=23			n=149		
	#	% of 72	% of 360	#	% of 37	% of 360	#	% of 17	% of 360	#	% of 23	% of 360	#	% of 149	% of 360
Generally negative towards mainstreaming.	63	87.5	18	14	37.8	4	10	58.8	3	4	17.3	1	91	61	25
A neutral response to mainstreaming.	4	5.5	1	4	10.8	1	1	5.8	0	9	39.1	3	18	12	5
Qualified support for the introduction of mainstreaming.	5	6.9	1	19	51	5	6	35.2	2	10	43.4	3	40	26.8	11
Unqualified support for the introduction of mainstreaming.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

61% of those subjects who responded to this section expressed negative attitudes towards mainstreaming and 26.8% expressed qualified support for mainstreaming. Statements which expressed negative attitudes towards mainstreaming have been analysed for frequency of occurrence in Table 13 below.

TABLE 12 Responses reflecting a negative attitude towards mainstreaming

RESPONSES REFLECTING A NEGATIVE ATTITUDE TOWARDS MAINSTREAMING															
CATEGORY OF RESPONSE	GOVT. REGULAR EDUCATION CENTRES n=72			GOVT. SCHOOLS WITHIN ASHA CLAS n=37			PRIVATE REGULAR EDUCATION CENTRES n=17			PRIVATE REGULAR EDUCATION CENTRES n=23			ENTIRE SAMPLE n=149		
	#	% of 72	% of 360	#	% of 37	% of 360	#	% of 17	% of 360	#	% of 23	% of 360	#	% of 149	% of 360
	1 Mainstreaming is undesirable/unacceptable	12	16.6	3	1	2.7	0	1	5.8	0	0	0	0	14	9.3
2 Mainstreaming won't work.	14	19.4	4	2	5.4	1	0	9	0	0	0	0	16	10.7	4
3 Neither LSEN nor pupils without LSEN will reach their potential in the mainstream.	8	11.1	2	2	5.4	1	2	11.7	1	3	13	1	15	10	4
4 Teachers cannot provide individual attention in mainstreamed classes.	9	12.5	3	5	13.5	1	0	0	0	0	0	0	14	9.3	4
5 It is not possible to meet the needs of all the pupils in mainstream.	7	9.7	2	1	2.7	0	3	17.6	1	0	0	0	11	7.3	3
6 Classes are too big for mainstreaming to succeed.	3	4.1	1	3	8.1	1	4	23.5	1	1	4.3	0	11	7.3	3
7 Teachers are already overloaded and they won't cope with the extra demands of mainstreaming.	6	8.2	2	4	10.8	1	6	35.2	2	0	0	0	16	10.7	4
8 At specialised schools, the pupils have an opportunity to experience success and this helps to develop their self-confidence.	14	19.4	4	0	0	0	0	0	0	0	0	0	14	9.3	4
9 Mainstreaming has a negative effect on the morale and motivation of LSEN	27	37.5	8	5	13.5	1	10	58.8	3	1	4.3	0	43	28.8	12
10 LSEN do not cope in mainstream.	11	15.2	3	2	5.4	1	4	23.5	1	0	0	0	17	11.4	5

The most commonly expressed concern about mainstreaming LSEN was the perception that it has a negative effect on the morale and motivation of these pupils.

4. DISCUSSION

4.1 Interpretation of findings

Both the proponents and the adversaries of mainstreaming expressed concern that adequate provision for LSEN should receive serious consideration when South Africa's educational system is revised, indicating that, in the view of most of the respondents, this is a grave issue.

It was noteworthy that the attitude of government remedial schools was more negative than that of the other categories of schools. This might be because government remedial schools face possible closure if mainstreaming is fully implemented. However, as the respondents at these schools have more experience of the realities of teaching in a government setting, and they are aware of the limitations in facilities available, perhaps policy makers should not dismiss the opinions of this group of respondents.

In this study most teachers felt that teaching a mainstreamed class is less satisfying than teaching a regular class. Similar results have been obtained by certain researchers in other countries. (Pearman et al, 1997; Butler et al, 1996; Gans, 1985; Baker & Gottlieb, 1980; Hudson et al, 1979; Gickling & Theobald, 1975; Barton, 1992). At the same time there is research that indicates that many teachers become more supportive of mainstreaming once they have had some hands-on experience in a mainstreamed classroom, (Hamre-Nietupski et al 1993; Giangreco et al, 1993). There was a strong indication that a new curriculum, geared to meet the needs of all pupils, would be welcomed by most teachers. If Curriculum 2005 achieves this goal, it might help to make teachers more receptive to mainstreaming policies.

4.1.1 Concerns expressed by the respondents

In this study, several controversial issues were explored to determine the attitudes of professional staff members at Gauteng schools towards the implementation of mainstreaming practices. These issues are listed in 2.2 and the respondents' main concerns are discussed below.

Most respondents in this study expressed the belief that it is not possible to meet the needs of all the pupils in a mainstreamed class and that it is preferable to teach learning disabled pupils in separate, specialised schools or in remedial classes. The vast majority of respondents felt that pupils with serious learning disabilities could not be mainstreamed and that teachers

would not support the mainstreaming of LD pupils. A strong feeling was that if learning disabled pupils are mainstreamed they will need to be separated for most learning activities. The majority of respondents indicated concern that inclusive educational policies would result in a lowering of the present standards of education. These findings mirror findings by Boucher, 1981; Gans, 1985; Kauffman et al, 1989; Kloff, 1984; Moore & Fine, 1978; Taylor et al, 1997, Vaughn et al, 1996 and Jobe et al, 1996, in the USA that general education teachers who were confronted with proposed mainstreaming were, at least initially, opposed to it.

This study revealed that there was overwhelming recognition of the need to provide specialised training that would train every teacher to teach LD pupils and enable teachers to cope with teaching in a mainstreamed class. Respondents believed that without this training the needs of LSEN would not be met in the classroom. The importance of adjusting teaching methods when teaching a mainstreamed class was recognised by most of the respondents. Respondents did not regard present teacher training as adequate preparation for the task of teaching LSEN. There was overwhelming support for the suggestion that all teachers should be educated to use technological aids to more effectively educate students with learning difficulties. Similar studies have also found that teachers acknowledge the need for retraining of teachers to facilitate mainstreaming. (Billingsley & Tomchin, 1992; Taylor et al, 1997). Note should be taken of the suggestion of Solomon (1996) that teachers are more receptive to retraining when it is offered in-house.

However, although the respondents saw the need for specialised training of teachers, they were divided in their opinions about whether teachers would actually willingly participate in programmes designed to teach them skills that will help them to teach LSEN in mainstreamed classes. This finding is of concern as researchers elsewhere have found that training is necessary both to provide teachers with the necessary skills as well as to foster positive attitudes towards mainstreaming. (Kearney & Durand, 1992; Rock et al, 1994; Scruggs & Mastropieri, 1996; Villa et al, 1996; Taylor, 1994; Salend, 1984; Schumm et al, 1994; Billingsley & Tomchin, 1992; Taylor et al, 1997; Hamre-Nietupski et al, 1993; Giangreco et al, 1993; Solomon, 1996; Minke et al, 1996; Hanrahan & Rapagna, 1987; Eichinger et al, 1991; Werts, Wolery, Snyder & Caldwell, 1996).

The overwhelming majority of respondents believed that it would be very difficult for teachers to meet the demands placed upon them by having learning disabled pupils as well as pupils without learning disabilities in the same class. Concern was expressed that if mainstreaming policies are introduced, teachers will not have time to give pupils adequate individual attention and consequently LSEN will not have their needs met fully; the education of typical pupils will be adversely affected and none of the mainstreamed pupils will be able to reach their full potential. However, the findings of Hamre-Neitupski et al, 1993 and Giangreco et al, 1993 suggest that teachers become more positive about mainstreaming once they have embarked upon it and had some hands-on experience with it. It would therefore be interesting to monitor changes in the attitudes of South African teachers towards mainstreaming once South African teachers have had time to implement mainstreaming and reconsider its benefits and limitations.

While respondents were divided in their opinion about the desirability of mainstreaming, the majority of respondents expressed the belief that it is not practicable. Perhaps these fears about the practicability of mainstreaming are based upon concern about whether the South African education departments can afford the expense of implementing mainstreaming effectively. A recent study conducted by Vaughn et al, (1996) in the USA indicated that teachers believed that lack of funding could cause mainstreaming initiatives to fail.

A major portion of the respondents in this study expressed the belief that pupils with special educational needs will receive the special attention that they need only if they are placed in classes of about fifteen pupils or less. Paralleling this finding are findings by Vaughn et al, 1996 and Scruggs & Mastropieri, 1996, that class size is frequently cited as a potential hindrance to the success of mainstreaming initiatives.

Respondents in this study were also divided in their opinion about whether or not current teachers would be able to learn how to teach LSEN as well as pupils without SEN and whether they would cope with a mainstreamed class even with adequate support services, aides and educational aids available to them. Research elsewhere has shown that most teachers feel that they lack the skills necessary to cope with teaching in the mainstreamed classroom. (Phillips et al, 1990, cited in Pearman et al, 1997; Downing et al, 1990; Janney et

al, 1995 and Scruggs & Mastropieri, 1996). Vaughn et al, 1996 found that many teachers had misgivings about the competence of regular education teachers to cater for the needs of LSEN in the mainstream.

Less than one third of the respondents believed that mainstreaming LSEN will better equip them for adult life. In contrast with this lack of support for mainstreaming by the South African respondents in this study, Taylor et al, 1997; Butler et al, 1996 and Scruggs and Mastropieri, 1996, found that most teachers in the USA supported the philosophy of mainstreaming.

Almost all of the respondents in this study believed that teaching in mainstreamed classes will involve more work and that it will be very difficult for teachers to meet the demands placed upon them by having learning disabled pupils as well as pupils without learning disabilities in the same class. This finding is consistent with the findings of Diebold & VonEschenback, 1991; Gans, 1985; Hudson et al, 1979 and Scruggs & Mastropieri, 1996.

Respondents in this study expressed the concern that the age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstreamed classes.

4.2 General implications of the findings

Significantly, the results of this study indicate that the majority of teachers would prefer to teach a regular class, rather than a mainstreamed class. If mainstreaming is imposed upon unwilling teachers this initiative could be derailed at considerable expense to the state. Policy makers should be cautioned to take cognisance of this possibility and to couple the gradual implementation of mainstreaming with a concerted drive to address teachers' fears regarding the policy of inclusion.

Regular classroom teachers feel that they are inadequately trained and therefore that they do not possess the necessary skills to cope with the demands of teaching in an inclusive setting. Specialised in-service training should be introduced to prepare all qualified teachers for this task. In addition, current teacher training programmes are perceived as inadequate and

therefore specialised training should be introduced into every teacher training programme aimed at training all prospective teachers to manage the full range of disabilities that they will encounter in the mainstreamed classroom.

While teachers are questioning the feasibility of mainstreaming and they are inhibited about the likelihood of its successful implementation, they are positive about the introduction of an alternative curriculum that emphasises life skills, nurturance of pupils' creativity and the development of the pupils' thinking skills rather than emphasising content and the memorisation of facts. The Instrumental Enrichment programme designed by Feuerstein (Savell, 1994) is one example of a suitable cognitive approach that could be incorporated into the South African education system. The recent introduction of Curriculum 2000 and Outcomes Based Education, which are compatible with the above-mentioned goals, might facilitate the inclusion of a broader range of children and ameliorate the attitudes of teachers towards mainstreaming/inclusion.

4.3 Shortcomings and limitations of the research

A Cronbach alpha coefficient of 0,95 was obtained for the Questionnaire used here, establishing that the Questionnaire on Special Educational Needs of Pupils is an extremely reliable measure. Nevertheless, there are certain aspects of the questionnaire that need revision. In certain respects it was cumbersome.

Some respondents suggested that Section 3 of the questionnaire, which required the respondents to indicate their agreement/disagreement with 68 statements, should have been shorter. Despite having asked a group of students for whom English is a second language to assess the wording of the questionnaire for clarity of meaning, nevertheless some respondents experienced difficulty in this regard. It would have been advantageous, although expensive, to have had the questionnaire available in all the home languages of the respondents.

4.4 Suggestions for further research and practice.

The sample was drawn from urban schools in and around Johannesburg. Further research could include respondents from rural areas and other provinces.

Although the historically White schools and Indian schools in the sample were racially segregated in the past, they are now open to pupils of all racial groups. However, Black pupils are in the minority at these schools. Schools which have a majority of Black pupils were not included in this study because these schools did not fit in with the pattern of schools that were sampled for this research project. This study was therefore necessarily confined largely to the white population group. Further research could sample all the schools in Gauteng, or in South Africa, at which Black pupils are in the majority. This would be an important area to investigate separately on a comparative basis.

Seemingly most teachers will welcome a new curriculum that will meet the needs of all pupils (i.e. pupils with and without special educational needs). As Curriculum 2005 has recently been introduced into South African schools with this aim in mind, it would be interesting to study the effect of the introduction of this curriculum upon teachers' attitudes towards mainstreaming. The concurrent introduction of this curriculum and its underlying philosophy with the adoption of mainstreaming/inclusion may help to facilitate the implementation of the latter. This should be investigated.

As research has shown that teachers' attitudes change after they have taught in a mainstreamed class (Hamre-Nietupski, et al, 1993; Giangreco, 1993) it would be worthwhile to conduct a study in South Africa to compare the attitudes towards mainstreaming of those teachers who have taught in a mainstreamed class for at least one year with the attitudes of those teachers who have had no exposure to mainstreaming. It would also be interesting to do a pre-test and post-test comparison of the attitudes of the second group of teachers, i.e. before and after their exposure to teaching in a mainstreamed class.

Further research could also focus on the attitudes of qualified teachers towards mainstreaming prior to and following in-service training. Suggestions could be elicited from teachers regarding the efficacy and relevance of such training to their role in the mainstreamed class.

4.5 Summary and conclusion

The inclusive education movement is driven by a concern for equality of provision for all pupils and a desire to enhance the quality of life of LSEN and the extent of their full participation in the community. Whilst there is an international move towards mainstreaming

policies and whilst these policies have met with success in certain countries, the overall popularity of this educational movement does not legitimise 'copy-cat' implementation of inclusive educational policies in South Africa. Educational authorities need to evaluate the extent to which the implementation of an inclusive policy at this point in history would benefit LSEN in South Africa.

Although the majority of respondents support social acceptance of pupils with disabilities and equal educational opportunity for LSEN, they feel that an inclusive educational setting might not provide the hoped-for Utopia for LSEN. They feared that an inclusive education system could be disadvantaging to LSEN.

Factors that militate against the implementation of inclusive educational policies in South Africa currently are the country's extremely limited educational budget; the relative paucity of numbers of appropriately trained teachers; the large teacher : pupil ratio; the unsuitability of the existing outmoded curriculum (which is in the process of being replaced) and the grave lack of support services. In the light of recent research which highlights the crucial contribution of sound support systems to the success of mainstreaming, this last factor is of great concern. (Silver, 1991; Rodden-Nord et al, 1992; Vaughn et al, 1996; Villa et al, 1996; Lewis & Doorlag, 1995; Jenkins et al, 1990; Miller, 1990; Snell, 1991).

South Africa is currently beset with large-scale poverty and unemployment. An educational system that will provide literacy training, job skills and consequently economic self-sufficiency is desperately needed to empower the South African populace. The benefits of cognitive approaches to education need to be reconsidered because of their ability to contribute to the cognitive growth of most learners. (Preissessen, 1994)

Policy makers should be cautioned against implementing educational experiments that have the potential to remove existing systems prior to the establishment of upgraded alternatives. Separate specialised education is not necessarily discriminatory. For pupils with severe and chronic disabilities, who need highly specialised assistance on an on-going basis, specialised education settings are probably the best service option, advantaging these children by offering them therapies and specialised instruction geared to their needs and thereby enhancing their

prospects of leading fulfilled lives as adults. Inclusion does not mean the total abolition of special schools. The philosophy makes allowance for a continuum of services rather than stressing that the mainstream is the best place for each child. It would therefore be important for policy makers in this country not to misconstrue inclusion to mean the mainstreaming of each child regardless of his/her SEN.

On the basis of the results of this study, it seems that South African teachers are not adequately trained to assume the responsibilities of teaching mainstreamed classes and that they are currently reluctant to do so. On the basis of news reports, it seems dubious whether the South African education departments have the necessary financial resources to successfully translate the ideal of inclusive education into a positive learning experience for LSEN. While the inclusive education policy may offer LSEN physical access to equal educational settings, without extensive, appropriate support services it cannot promise that all learners will derive benefit from this system. To close specialised schools and relocate LSEN to inclusive educational settings prior to the establishment of suitable support services at each inclusive educational setting would be to dump these children and to discriminate against them.

In an inclusive setting all teachers need to be competent to assess LSEN, plan appropriate individual educational programmes, adapt apparatus and use the most appropriate educational technology to assist each LSEN. In addition there needs to be an educational budget that will allow for structural changes to school buildings, a small pupil:teacher ratio and for adequate resources and specialised staff to accompany the LSEN in the inclusive setting. Inclusive education should be implemented cautiously and slowly and, at least initially, it should exist alongside specialised education facilities without replacing them (as acknowledged by the H.S.R.C., 1981).

The voices of teachers are often ignored when educational policies are devised. Hopefully South African educational policy makers will hear and heed the views expressed by the respondents whose valuable opinions have been expressed in this study. Their participation is gratefully acknowledged. Hopefully educational reform will be guided by what is in the best interests of LSEN, bearing in mind that the ideals of offering all pupils an education in 'the least restrictive environment' and offering equal educational opportunity to all pupils does not

necessarily equate with education in an inclusive setting for all pupils. While pupils should not be isolated from others unnecessarily, LSEN need specialised support. Until support services can be guaranteed to LSEN in the mainstream setting, the current specialised settings might be the least restrictive environment, enabling these pupils to receive appropriate therapies and to develop their potential and, conversely, inclusive settings may currently be the most restrictive environment for them, offering them social integration and an inferior education that does not meet their SEN.

Perhaps the implementation of inclusive policies should be delayed and reconsidered at some future stage, once South Africa's economy allows for the ideal of an inclusive education to be accompanied by adequate support systems, appropriate resources, specialised teacher training and small teacher:pupil ratios.

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APPENDICES

APPENDIX A THE SAMPLE

A. Government remedial education schools

INDEPENDENT VARIABLE	SCHOOL NUMBER				
	1	2	3	4	5
Number of subjects	41	17	43	26	33
Number of pupils	420	188	507	470	260
Number of professional staff members					
Nurses					1
Occupational therapists	4	2	5	3	3
Physiotherapists					
Psychologists	4	2	3		
Remedial therapists	30		26	3	1
Social workers					
Speech therapists	4	2	5	3	3
Teachers		13	16	38	32
Average socio-economic status of pupils	Medium				
Medium of instruction	English and Afrikaans				
Average number of pupils per class	11 - 15				
Phases					
Nursery School	No				
Junior Primary	Yes				
Senior Primary	Yes				
Secondary School	Up to Std 7	No	Yes	Yes	Yes
Funding	Partly state funded				

B. Government schools with an aid class

INDEPENDENT VARIABLE	SCHOOL NUMBER					
	6	7	8	9	10	11
Number of subjects	13	27	21	19	7	16
Number of pupils	555	850	450	1,035	230	420
Number of professional staff members						
Nurses						
Occupational therapists						
Physiotherapists						
Psychologists	1					
Remedial therapists	1		2	4		6
Social workers				1		
Speech therapists						

INDEPENDENT VARIABLE	SCHOOL NUMBER					
	6	7	8	9	10	11
Teachers	26	29	25	35	10	16
Average socio-economic status of pupils	Medium			Low		
Medium of instruction	English			Afrikaans		
Average number of pupils per class	26-30	31-35	21-25	35-40	26-30	31-35
Phases						
Nursery School	Yes	No	No	Yes	No	No
Junior Primary	Yes					
Senior Primary	Yes					
Secondary School	No					
Funding	Partly state funded			Totally state funded	Partly state funded	

C. Private remedial education schools

INDEPENDENT VARIABLE	SCHOOL NUMBER			
	12	13	14	15
Number of subjects	15	12	4	12

Number of pupils	200	148	90	100
Number of professional staff members				
Nurses	1			
Occupational therapists	4	1		2
Orthodontic technicians	4			
Physiotherapists				1
Psychologists	3	3	1	2
Remedial therapists	17		4	3
Social workers				
Speech therapists	3	1		3
Teachers		20	1	8
Average socio-economic status of pupils	High	Medium	Low	Medium
Medium of instruction	English			
Average number of pupils per class	11-15		21-25	11-15
Phases				
Nursery School	Yes	No		

Junior Primary	Yes		
Senior Primary	Yes		
Secondary School	No		
Funding	Partly state funded	100% private funding	Partly state funded

D. Private regular education

INDEPENDENT VARIABLE	SCHOOL NUMBER			
	16	17	18	19
Number of subjects	24	8	23	4
Number of pupils	460	320	220	220
Number of professional staff members				
Nurses				
Occupational therapists	1			
Physiotherapists				
Psychologists				
Remedial therapists	3		1	1
Social workers	1			
Speech therapists	1			
Teachers	41	10	23	25
Average socio-economic status of pupils	Medium		High	
Medium of instruction	English	English/ Afrikaans	English	
Average number of pupils per class	26-30	35-40	31-35	21-25
Phases				
Nursery School	No	Yes		No
Junior Primary	Yes			
Senior Primary	Yes			
Secondary School	No			
Funding	Partly state funded			

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Date: 10 May 1996

Dear Colleague

We are currently engaged in research pertaining to the feasibility of including children with special educational needs in the mainstream. We would be very interested in your views and attitudes. Your information will assist us to formulate well-grounded proposals regarding the implementation of mainstreaming.

We would greatly appreciate it if you could assist us in this project by completing the enclosed questionnaire and returning it to us at your earliest convenience. We hope to be able to start analysing the returns by 31 MAY 1996, so we would be grateful if you could return the questionnaire before or on that date. The results of this study will be made available to you upon request later this year.

Your attitudes and input about this matter are considered to be crucial in arriving at an indication of the approach that should be taken in this regard. The questionnaire is anonymous.

If you have any queries, kindly contact me at the above telephone number or Cheryl Christie at 896 4697.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Mervyn Skuy'.

MERVYN SKUY PhD
Professor of Specialised Education and
Head of the Division.

c/hmc455

QUESTIONNAIRE ON SPECIAL EDUCATIONAL NEEDS OF PUPILS.

This questionnaire asks for your opinion on a number of issues relating to special educational needs. Please read the definitions below prior to completing the questionnaire.

N. B. THIS QUESTIONNAIRE IS ANONYMOUS.

DEFINITIONS

- A. MAINSTREAMING** refers to the placement of pupils with special educational needs (including disabled learners) within the regular classroom where possible/desirable.
- B. SPECIAL EDUCATIONAL NEEDS** arise out of children having difficulties, for a range of reasons, in coping with a regular curriculum. This includes a number of different categories, including those listed below.
- 1. LEARNING DISABILITIES** may be placed on a continuum, according to their causation, including the following major points along the continuum:
 - a) LEARNING DISABILITIES THAT ARE BELIEVED TO BE DUE TO CENTRAL NERVOUS SYSTEM DYSFUNCTION
This refers to a group of different kinds of disorder which are shown by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are inborn (INTRINSIC) and believed to be due to central nervous system dysfunction, and may occur across the life span.
 - b) LEARNING DISABILITIES THAT ARE RELATED TO SOCIOCULTURAL/SOCIOPOLITICAL DEPRIVATION
This refers to difficulties in learning which are EXTRINSIC. i.e. They are related to sociocultural deprivation or other environmental conditions which result in general academic difficulties.
 - c) LEARNING DISABILITIES THAT ARE INTERACTIVE
This refers to difficulties in learning caused by a combination of INTRINSIC and EXTRINSIC factors.
 - 2. HEARING IMPAIRMENTS** are hearing disabilities, whether permanent or changing, which negatively affect a child's educational performance. This term includes deafness.
 - 3. VISUAL IMPAIRMENTS** are visual disabilities which, even with correction, negatively affect the child's educational performance. The term includes both partially seeing and blind children.
 - 4. COMMUNICATION IMPAIRMENTS** refer to speech that is difficult to understand or interferes with the message the speaker is attempting to deliver.

2.

- 5 MILD MENTAL RETARDATION** refers to pupils with impaired intellectual functioning and adaptive behaviour, who, with appropriate educational opportunities, can learn basic academic skills.
- 6 GIFTED PUPILS** are those pupils, identified by professionally qualified persons, who by virtue of outstanding abilities are capable of high performance in any of the following areas (singly or in combination): general intellectual ability; specific academic aptitude; creative or productive thinking; leadership ability; visual and performing arts; psychomotor ability.
- 7 PHYSICAL IMPAIRMENTS** are disorders that interfere with an individual's mobility, motor coordination, general muscular ability, ability to maintain posture and balance, or communication skills, to the extent that they inhibit learning or social development
- 8 BEHAVIOUR DISORDERS** refer to behaviour within the educational setting that reveals that the child has difficulty with his relationships with others and/or whose academic achievement may be impaired due to an inability to learn, utilizing the presented teaching techniques. The child's current behaviour is shown either as an extreme or a persistent failure to adapt and function intellectually, emotionally, or socially at a level corresponding to his or her chronological age.

SECTION I

In the following questions, please mark the appropriate box with an X.

1. Please specify what type of school your school is.

Regular School	<input type="checkbox"/>
Remedial School	<input type="checkbox"/>
Special School	<input type="checkbox"/>

Other (please specify) _____

2. Do you have support services (e.g. a remedial therapist, a psychologist, a speech therapist, etc.)? If so, please specify.
- _____

3. On average, what is the standard of living of your pupils?

High Medium Low

3.

4 Is your school

Totally privately funded?		Totally state funded?	
Partly state funded?			

5 What language/languages of instruction is/are used at your school?

6 How many pupils do you have at your school?

What is the average number of pupils per class?

0 - 5		6 - 10		11 - 15		16 - 20	
21 - 25		26 - 30		31 - 35		35 - 40	

Other (please specify)

8 WHICH OF THE FOLLOWING SPECIALISTS DO YOU HAVE ON YOUR STAFF?

	FULL TIME (NUMBER)	PART TIME (NUMBER)	NO. OF HOURS PER WEEK IF PART TIME
Clinical Psychologists			
Educational Psychologists			
Nurses			
Occupational Therapists			
Orthodidactitians			
Physiotherapists			
Remedial Teachers/Therapists			
Social Workers			
Speech Therapists			
Teachers			

Other (please specify) _____

4.

9. Which of the following phases does your school have?

	Yes	No
Nursery School		
Junior Primary		
Senior Primary		
Secondary School		

Other (please specify) _____

SECTION 2

In the following questions, please mark the appropriate box with an X.

1 Please indicate whether you are:

MALE FEMALE

2 How old are you?

20 - 25		26 - 29	
30 - 34		35 - 39	
40 - 49		50 - 59	
60+			

3 What is your home language?

Afrikaans	IsiZulu	Setswana
English	Sesotho	Tshivenda
IsiNdebele	Sesotho sa Lebowa/ Sepedi	
IsiXhosa	Seswati	Xitsonga

Other (please specify) _____

If you have more than one home language, please specify.

5.

4 Please specify your highest academic qualification.

5 Please specify your academic and professional qualifications that qualified you for your present occupation.

NAME OF QUALIFICATION (IN FULL)	NAME OF INSTITUTION	DURATION OF THE COURSE	YEAR IN WHICH YOU OBTAINED THE QUALIFICATION

6. If you are a teacher, please list the subject(s) / class(es) that you teach. Please specify the type of class. (e.g. Aid class, ordinary class, very advanced learners, etc.)

7. Are you a

Part-time staff member? Full-time staff member?

8. If you are a part-time staff member, please specify how many hours per week you work at the school.

9. Please specify the position that you hold at the school.

6.

10. How long have you worked at this school?

Less than 1 year		1 - 3 years	
4 - 6 years		7 - 9 years	
10+ years			

SECTION 3

*Some statements regarding education are given below.
Please indicate whether you:*

STRONGLY DISAGREE	DISAGREE	ARE UNSURE	AGREE	STRONGLY AGREE
1	2	3	4	5

Please mark the appropriate column with an X.

		1	2	3	4	5
1	All pupils have special educational needs.					
2	Most teachers will be willing to participate in an inservice training programme to learn skills that will help them to teach pupils with special educational needs in mainstreamed classes.					
3	Most teachers would prefer to teach a class of children with both special and ordinary needs rather than a regular class.					
4	Approaches that are used in teaching learning disabled pupils can be good to use with all pupils.					
5	Most learning disabilities in South Africa are caused by sociopolitical deprivation.					
6	As far as possible, pupils with special educational needs should be included in the mainstream class.					
7	Teaching techniques, rather than subject matter, cause pupils to perform poorly at school.					
8	Teachers without formal remedial training should attend in-service training courses to learn how to teach learning disabled pupils.					
9	Pupils with special educational needs will receive the special attention that they need only if they are placed in classes of about fifteen pupils or less.					

7.

Please indicate whether you:

STRONGLY DISAGREE 1	DISAGREE 2	ARE UNSURE 3	AGREE 4	STRONGLY AGREE 5
------------------------	---------------	-----------------	------------	---------------------

Please mark the appropriate column with an X.

		1	2	3	4	5
10	Teachers of regular classes, who have not received special training to teach children with special educational needs, will nevertheless have the skills to cope with teaching in a class of children with both special and ordinary needs.					
11	Training teachers to teach pupils with learning difficulties should be part of every teacher training programme.					
12	Including pupils with special educational needs in mainstreamed classes will result in a lowering of the present standards of education.					
13	Teaching children facts is as important as teaching children thinking skills.					
14	It is possible to train every teacher to cope well with pupils with special educational needs in a mainstreamed class.					
15	Educational curricula need to be changed to give all pupils a chance to succeed in mainstreamed classes.					
16	It is possible to meet the needs of all the pupils in a class in which there are pupils both with and without learning disabilities.					
17	Pupils with learning disabilities require more attention than it will be possible to give them in a mainstreamed class.					
18	Teachers do not need specialized training to meet the educational needs of pupils with special educational needs.					
19	Children with mild disabilities (e.g. learning problems) could be mainstreamed.					
20	It is usually better to teach learning disabled pupils in separate, specialised schools.					
21	Meeting special educational needs should receive lots of attention when changes are introduced to South Africa's educational system.					
22	Eventually all schools will cater for pupils with many different sorts of educational needs.					
23	Pupils with learning disabilities should have their educational needs addressed in remedial classes rather than in mainstreamed classes.					
24	Although pupils with learning difficulties might produce work that is of a lower standard than the work produced by the other pupils in the class, teachers will, nevertheless, welcome mainstreaming.					
25	Including pupils with special educational needs into a mainstreamed class will improve the life of the school.					

8.

Please indicate whether you:

STRONGLY DISAGREE	DISAGREE	ARE UNSURE	AGREE	STRONGLY AGREE
1	2	3	4	5

Please mark the appropriate column with an X.

		1	2	3	4	5
26	It is possible for the teacher of a class of pupils with both regular and special needs to get to know all the pupils well.					
27	Pupils with special educational needs will be able to reach their full learning capability in a mainstreamed class.					
28	Pupils with serious learning disabilities could be mainstreamed.					
29	If pupils with special educational needs are mainstreamed teachers could adapt regular teaching materials to make them suitable for these pupils.					
30	Present teacher training adequately prepares all teachers to effectively teach pupils with special educational needs.					
31	Classroom teaching should be concerned mainly with subject content.					
32	Teaching a mainstreamed class involves more work than teaching a regular class.					
33	Computers could be a useful teaching aid in making mainstreamed classes, which include learning disabled pupils, successful.					
34	Students with learning disabilities would need to be separated for most learning activities in the mainstreamed class.					
35	Teaching learning disabled pupils as well as pupils without learning disabilities in the same class need not affect the teaching methods used by the teacher.					
36	If pupils with special educational needs are mainstreamed, teachers would use teaching materials that will meet their needs.					
37	Most teachers will support the mainstreaming of learning disabled pupils.					
38	If teachers are specially trained to teach pupils with learning disabilities, they will be better able to effectively teach pupils both with and without learning disabilities.					
39	Teachers of classes of pupils of mixed ability will be able to give each pupil adequate encouragement.					
40	If children with special educational needs are mainstreamed, most teachers will be able to give them adequate individual instruction.					
41	The age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstreamed classes.					
42	Including pupils with special educational needs in a mainstreamed class could prevent gifted pupils from reaching their academic capability.					

9.

Please indicate whether you:

STRONGLY DISAGREE	DISAGREE	ARE UNSURE	AGREE	STRONGLY AGREE
1	2	3	4	5

Please mark the appropriate column with an X.

		1	2	3	4	5
43	Teaching in classes which include pupils with and without special educational needs will be more satisfying than teaching in classes from which pupils with special educational needs have been removed / excluded.					
44	Most pupils without special educational needs will learn to accept the mainstreaming of pupils with special educational needs.					
45	Classroom teaching should include teaching life skills.					
46	Teaching in mainstreamed classes, which include both pupils with and without special educational needs, will involve more work.					
47	Most pupils with special educational needs will be in favour of being mainstreamed.					
48	All teachers should be educated to use technological aids to more effectively educate students with learning disabilities.					
49	Classroom teaching should focus on encouraging pupils to be creative in their thinking.					
50	Most parents of pupils with special educational needs would be in favour of mainstreaming pupils with special educational needs.					
51	Most learning disabled pupils will reach their potential only if they are placed in remedial schools.					
52	Learning disabled pupils in mainstreamed classes could receive remedial education after school.					
53	Most teachers will welcome a new curriculum that will meet the needs of all pupils (i.e. pupils with and without special educational needs).					
54	It will be very difficult for teachers to meet the demands placed upon them by having learning disabled pupils as well as pupils without learning disabilities in the same class.					
55	All current teachers will be able to learn how to teach learning disabled pupils as well as pupils without learning disabilities.					
56	Teaching pupils with learning disabilities is too difficult for the regular / ordinary teacher to deal with.					
57	Mainstream teachers will cope with teaching learning disabled pupils if there are efficient support services readily available to assist them. (e.g. psychologists, remedial therapists, speech therapists, occupational therapists.)					
58	Mildly mentally retarded pupils should be mainstreamed.					
59	Mainstreaming is desirable in theory.					
60	Mainstreaming is not very practicable.					

10.

Please indicate whether you:

STRONGLY DISAGREE 1	DISAGREE 2	ARE UNSURE 3	AGREE 4	STRONGLY AGREE 5
------------------------	---------------	-----------------	------------	---------------------

Please mark the appropriate column with an X.

		1	2	3	4	5
61	The availability of teaching aids will make possible the success of mainstreaming of children with special educational needs.					
62	Mainstreaming children will be socially beneficial to children without special educational needs.					
63	Appropriate provision for children with special educational needs within the mainstream will necessitate placement in a remedial school for fewer children.					
64	Most pupils without special educational needs can be taught to support mainstreaming of pupils with special educational needs.					
65	Learning disabled pupils in mainstreamed classes could receive remedial education during school hours.					
66	All prospective teachers will be able to learn how to teach learning disabled pupils as well as pupils without learning disabilities.					
67	The availability of teacher aides (assistant teachers) will make possible the success of mainstreaming of children with special educational needs.					
68	Mainstreaming children with special educational needs will better equip those children for adult life.					

SECTION 1

Which of the following categories of pupils could be included in mainstream education? (Please tick all the categories that apply.)

	MILD	MODERATE	SEVERE
Intrinsically learning disabled			
Extrinsically learning disabled			
Hearing impaired			
Visually impaired			
Communication impaired			

None of these

11.

Which of the following categories of pupils could be included in mainstream education? (Please tick all the categories that apply.)

	MILD	MODERATE	SEVERE
Mentally retarded			
Physically impaired			
Behaviour disordered			
Gifted pupils			

None of these

SECTION 5

Rank the following statements from 1 to 10, with 1 being the most important and 10 being the least important goal in education. Assign a different number to each statement.

	To emphasize groupwork, sharing and co-operation in the classroom.
	To encourage pupils to set their own goals for learning.
	To accurately teach pupils the lesson content.
	To train pupils to remember factual information accurately.
	To rate pupils against group standards.
	To arouse the pupils' desire to learn.
	To encourage pupils to find their own problem solving methods.
	To emphasize how the subject matter that is being taught is linked to other subjects.
	To ensure that the pupils learn the skills that are being taught.
	To develop in pupils their ability to critically assess information.

SECTION 6

1) What measures and techniques could be introduced to ensure that the needs of learning disabled children are met in the mainstream?

Section 6 Part 1 continued.

General comments:

*I thank you for the time that you
have spent completing this
questionnaire!*



APPENDIX D

RESPONSES TO SECTION 6 (PART ONE)
"WHAT MEASURES AND TECHNIQUES COULD BE INTRODUCED TO
ENSURE THAT THE NEEDS OF LEARNING DISABLED CHILDREN ARE MET IN
THE MAINSTREAM?"

SECTION 6: GOVERNMENT REMEDIAL EDUCATION SCHOOLS	
RESPONDENT NO. / YEAR	RESPONSE
1	Separate classes in a mainstream school where the pace and standard of work would best suit them and where their weaknesses are not being emphasised constantly by the ability of more talented peers.
2	Multi-disciplinary support.
4	The needs of learning disabled children will never be fully met in the mainstream. Remedial Schools are vital.
5	a) Teachers need to be equipped to identify learning disabled children. b) A team consisting of remedially qualified teachers, psychologists, speech and occupational therapists should be available to help these pupils.
6	Learning aids Groupwork Parents' involvement Remedial therapists Speech therapists Occupational therapists Psychologists
7	Smaller classes (10-15 pupils) Qualified remedial teachers Differentiated teaching and assessment.
8	Remedial teaching in afternoons (small groups / one to one situation). Lots of apparatus available for the weaker child to use. Assistant teachers in classes. Train all teachers to teach children with learning disabilities.
10	Smaller classes. Good support systems.
11	I don't think that learning disabled children should be incorporated into the mainstream.
12	Small classes Remedial teachers Supportive home environment Multi-disciplinary back-up support Study methods Differentiation of content Tape aids Study groups
13	I don't believe it is possible or practical. Classes would have to be no more than 15 pupils. Aids such as individual computer programmes would have to be freely available. It would cost a fortune! Remedial rooms. Equipment Extra staff as mainstream teachers are overworked and underpaid as it is.
14	A well-trained and motivated teacher A teacher with empathy and understanding. Visual aids. Tape recorders, cassettes, computers with appropriate programmes, overhead projectors and appropriate books.
15	Remedial therapists should be available in each school to assess pupils' problems and remediate where necessary. This will prevent some learning problems. The service of an aid centre should be available for more complex problems.
17	The teacher must be sensitive to the needs of the "learning disabled child" - his emotional needs, intellectual needs, i.e. The child must be seen in totality and as unique. The mainstream must be aware of the need for adjustment of these children.
18	There is no easy solution. My personal view is that disabled children's needs can't be met in the mainstream.
19	Availability of all therapies on premises of school during school hours. Consultation and in-service training with teachers by professionals.

RESPONSE NUMBER	RESPONSE
22	Small classes. Class assistants. No children with behavioural problems. Support systems - therapists, etc.
23	Small classes. Enough professional staff. e.g. occupational therapists, speech therapists, psychologists, trained remedial teachers.
24	A class for children with learning disabilities in mainstream. Remedial therapy, speech and occupational therapy to support the child. Smaller classes (20-30) to help the child to cope. In-service training or formal training of teachers on children with learning disabilities.
25	Smaller teacher-pupils ratio.
26	Smaller classes. Specialised teaching. Support systems within the mainstream school. Parent education.
27	Small classes with no more than 15 pupils.
28	Support systems - remedial, psychologist, occupational therapist, speech therapist. Adapted teaching material. Teaching aids. Lots of individual attention and support and encouragement. Permission for poor spelling and extra time during tests. Tape aids. Amanuensis.
29	Smaller teacher-pupil ratio.
30	Tape Aid.
33	Properly trained remedial teachers to assist and remediate where needed. Proper use of aids (tapes, computers, etc.) to help with learning difficulties.
34	Adequate support staff, resources and facilities. Teacher training.
35	Classes must be much smaller. All teachers must be remedially trained.
36	Smaller class numbers. Class assistant. More differentiation.
37	Specialists based at each school.
38	Having a team of speech and occupational therapists and psychologists and remedial therapists for every class in the school. Having trained teacher aides. Teacher training with regard to special educational needs.
39	Small remedial classes (+-10) Occupational therapists. Remedial therapists. Psychologists Speech therapists.
40	Learning disabled pupils need to have their individual needs met at an early age - when specialist/individual intervention will enable them to maintain a positive self-image and esteem and help them to engage their learning disabilities and find ways of overcoming these problems.
41	Teachers need to be trained properly. Classes should not be too large. Curriculum needs to meet the needs of all pupils.
42	Create a system in mainstream as you get in specialised education.
43	I don't agree that their needs can be met in the mainstream.
44	The availability of teaching aids. The availability of teacher aides (assistant teacher). The curriculum must make provision for the needs of the learning disabled pupils.
45	Language integrated approach
46	None - because they do not belong in mainstream education!
47	Placement in separate classes.
48	Children should be evaluated. The necessary equipment at every school. e.g. physio balls, sensory integration apparatus, audiometer. Paramedical staff - occupational therapists, speech therapists, physiotherapists, psychologists, remedial teachers. Rooms for different therapies.
50	Learning disabled children should not be mainstreamed.

RESPONDENT NUMBER	RESPONSE
53	We don't want them mainstreamed.
55	In goeie Afrikaans die volgende: Uit ondervinding weet ek dat die leergestremde nie in gewone hoofstroomonderwys kan vorder nie - Vir hom een groot frustrasie, want hy vergelyk homself met die skraander leerling wat maklik vorder, terwyl die leerlinge wat vinnig vorder ook benadeel word deur die leergestremde aangesien hy baie aandag van die onderwyser verg. Die enigste oplossing: Buitengewone en gespesialiseerde onderwys vir sodanige leerlinge sodat hulle hulself optimaal kan verwesenlik en met die doel om goed aangepaste mense in die volwasse samelewing te hê.
59	Not possible to mainstream learning disabled children.
60	Learning disabled children should not be in mainstream schools.
61	It is not possible.
62	Not possible to mainstream.
63	Can't mainstream learning disabled children.
66	None. There is not enough time to tend to these children's special needs. Not practical.
67	Needs of learning disabled children cannot be met in mainstream education.
68	It can't be introduced with 100% efficiency.
73	It is not possible to mainstream children with learning disabilities.
74	Learning disabled children cannot be accommodated in mainstream.
76	Mainstreaming of learning disabled children can NOT work in practice
77	None.
78	Learning disabled children shouldn't be mainstreamed.
80	Not possible!
79	Cognitive thinking.
81	Mainstreaming is not going to help educate the child with special needs!
83	Inclusion policy will disadvantage children with special needs. However, this policy appears to have been adopted. Thus every member of each school must attend a workshop for +- 1 week given by a team of occupational therapist, speech therapist, remedial teacher and psychologist. That team will then have to remain attached to a maximum of two schools to support teachers, pupils and parents. Individual educational programmes will have to be drawn up and adhered to - which will not really happen!! Children who require therapy cannot only be taken out of class during non-exam subjects and after school is unsatisfactory as the pupils are jaded.
84	None would be successful because the classes are too big to give any individual assistance to any child.
85	Very few - Learning disabled children require an environment that is conducive to their needs - emotional, social and academic.
86	Not possible to mainstream children with learning disabilities.
88	Since learning disabled children should not be mainstreamed and since it is clear that their educational needs must be met in specialised schools, no measures or techniques can be introduced to ensure that their needs are met in the mainstream situation.
89	N/A. Cannot include learning disabled pupils in mainstream.
92	a) Earlier diagnosis and action. Pre-school where possible. b) The establishment of Grade 0. c) Multi-disciplinary teams to be active in all schools. i.e. Psychologists, speech therapists, occupational therapists, remedial therapists and class teachers. d) The recognition and involvement of parents in the team. e) Apparatus requirements would need to be broadened to include equipment needed to support dysfunctional modalities. f) Class pupil numbers would need to be further reduced.
93	Small classes. Teachers that are smart. Return to the system of streaming children from Grade One. This would mean the brightest children would be grouped in the largest class. Classes do become progressively smaller with the smallest being for the 'SPECIAL' children*.
94	Dit is onmoontlik om 'n leergestremde sinvol te onderrig in 'n hoofstroomklas.
95	Not possible to mainstream disabled children and to hope for positive results
96	Much, much smaller classes. i.e. less than 15. Technical support systems. i.e. Amplification units for hearing impaired. More visual aids such as overhead screens for television programmes. More computers and more advanced software. Technically qualified people to offer hardware and software support systems. Teacher support systems. i.e. Qualified media specialists to locate and provide suitable material.
100	HAVING TAUGHT AT BOTH A mainstream and a remedial school I realise that it is not possible to meet the needs of learning disabled children in the mainstream. Not only are the classes far too big, this group of pupils will always be at the losing end.
101	None as mainstreaming is out of the question for these pupils.
102	The syllabus doesn't allow time to spend on children with learning problems. They should be accommodated in a remedial school to ensure the best results.

RESPONDENT NUMBER	RESPONSE
103	To have teachers' aides to assist and support services. These children can easily get lost in a class of 30-40 pupils because the teacher hasn't got the time to give them individual attention
104	All teachers to be trained in the causes, manifestations and aid required by a child with a learning disability. In-service training. Assistance by professional orthoedacticians and community aid. Skills in group work.
105	Opgeleide onderwysers. Kleiner klasse.
106	It must be determined what the nature of the disability is, then take measures to help overcome the disability. Pupils with poor memory - apply much repetition. Pupils with poor sight - write clearly, provide sight aids. Poor concentration - eliminate or reduce disturbances.
107	Do not agree.
108	Do not agree with the idea.
109	Small classes - not more than 15 per class - may be 20. Secluded atmosphere where pupils feel safe.
110	Use practical teaching methods. Be patient. Repeat as often as necessary if pupils doesn't understand. Allow pupils to try solving problems.
111	I don't think learning disabled children should be in mainstream.
113	I don't believe they should be mainstreamed - they require individual attention and in a large group situation of mixed abilities, they lose their individuality. They suffer academically and emotionally, developing secondary problems. (e.g. behavioural)
114	Personally I do not think that a pupil who is learning disabled can cope adequately in mainstream education. As many cannot read properly, they find page a problem.
115	Proper training of all teachers a) to identify learning disabled children b) to identify sociopolitical deprivation c) to take into consideration all needs of children - each with his/her own capability of achievement. Inservice training throughout teaching career.
116	No time for paying individual attention to learning disabled children in mainstream! Only total separation from mainstream classes might work.
117	None
119	Assessment and treatment by relevant paramedical professions e.g. remedial therapists, psychologists, speech therapists, occupational therapists, etc. Consultation of teachers and parents by the above professional people. Availability of visual and auditory as well as tactile teaching and therapeutic aids. e.g. computers, language enrichment programmes, auditory and visual perceptual training, study methods (e.g. mind maps), etc.
120	Classes (teacher/pupils ratio) should be smaller to enable teachers to comply with special needs of pupils. More aids are needed as learning disabled children are usually concrete-bound. Learning matter should be minimised - only the 'core' is essential - as learning disabled children cannot cope with large amounts of facts.
121	Leergerende leerlinge het individuele aandag nodig. Die leerlinge sal dus elk middag ekstra klas moet bywoon.
122	If at all possible (which I seriously doubt) the syllabi should be adjusted accordingly, tempo differentiation must be enforced, the necessary support services must be at hand and teachers must all have the necessary training and/or experience to deal with the learning disabled pupil.
123	Teachers will have to be specialists in all fields to cope with remedial problems, with the deaf, with the blind, with cerebral palsied children as well as mentally retarded pupils and have at least one year's practical training in each! Impossible -
124	Kleiner klasse. Goed opgeleide onderwysers. Voorsteuning om al die sinne te betrek by onderrig.
125	Individually.
127	Have support services - occupational therapy, speech therapy, remedial teachers.
128	Plenty of extra money, aids, tutors, etc. would still not ensure that their needs are met as practical problems would be overwhelming.
129	Special curriculum. Qualified teachers. Special classes - you cannot teach a blind child in a mainstream class - you cannot effectively teach a class with blind, deaf and mentally retarded pupils. Each category should have its own class.

RESPONDENT NUMBER	RESPONSE
130	In big classes where the emphasis is on helping a child to achieve the best pass he can, the learning disabled child feels inadequate, left behind and stupid. No child has the right to feel less than another because of a disability if/she or the teacher say not have enough knowledge of. In a small class and caring environment, where the emphasis is not on the highest achievements but on other skills, these children can reach their full potential and later fill a valuable place in society.
131	None.
132	Leerlinge met ernstige leerprobleme raak verlore in mainstreaming omdat onderwysers nog tyd, nog opleiding het om gespesialiseerde onderrig te gee. Daar is dus nie 'n sinvolle plek vir hulle in mainstreaming nie.
133	Individualisering, differensiasiering, baie remediering, klasse vir leerlinge met leerprobleme, nie meer as maksimum 15 leerlinge in 'n klas, onderrig in huistaal.
135	Learning disabled children can not be adequately taught in the mainstream.
136	Individual attention. Group work. Teacher aides, etc.
140	Better teacher training. Smaller classrooms (not more than 30 children in a class).
141	Goed opgeleide onderwysers. Kleiner klasse
142	Well trained, enthusiastic teachers. Smaller classes.
143	Small classes (+ 15 pupils) Well trained teachers. Support services.
144	Small classes. Tape aids. Individualised teaching.
146	It is not possible.
147	Support services that can correctly identify the learning disability. Separate classes for learning disabled children making it easier for them to participate in class activities without being rated by their more gifted peers. Mixing of classes where their disability is not noticeable. e.g. class music, media, P.T., etc. Having a separate curriculum for learning disabled pupils will set them more apart from pupils without disabilities. Learning disabled pupils need more attention and time, therefore their classes should not consist of + 16 pupils.
148	None. This is not possible.
149	None!
150	None - it is not possible to meet the needs of learning disabled children in the mainstream.
151	None!
152	None -
153	This is not possible.
154	None. It is not possible.
155	None.
156	Dit is belangrik dat leerlinge met probleme vroeg geïdentifiseer word vir plasing in gespesialiseerde skole, deur evaluering van skoolvordering, mediese ondersoek en psigometriese toets.
160	The type of questions in worksheets, test, class and exams must differ. Structure everything that the child has to do and receive and follow a specific routine. Preferably use worksheets rather than text books for learning disabled children. Maximum elimination of disruptive external factors and pleasant class atmosphere to promote optimal concentration (e.g. Use of Baroque music) + (I look at teacher-pupil ratio). The implementation of a study method in primary school which should include time planning and goalsetting (as skills that the pupil can do by him/herself). Parents must be more involved and be guided to help their children in: - constructive time-spending - internal motivation rather than external motivation. - adopt a set of values based on the actualisation of personal skills to promote each individual pupil's sense of responsibility and independence. Curriculum should allow for more time allocated to the learning disabled child for visualisation and repetition.
SECTION TWO: GOVERNMENT SCHOOLS WITH SPECIAL CLASS	
RESPONDENT	RESPONSE
161	I disagree with the learning disabled children in the mainstream. I feel they need special help and attention which the ordinary teacher is not qualified to give.
163	A great deal of training and smaller classes.

RESPONSE NUMBER	RESPONSE
164	Services of specialists mentioned (p.3) - easily available where needed. Flexible timetable - allowing for remedial lessons for small groups or individuals during the day. The facilities - that are in remedial school should be in the mainstream - allowing children to move in and out of mainstream classes.
167	I do not believe that children with huge learning disorders (as a result of mental, physical or environment) should be mainstreamed. It is unfair on the child with the problem as well as the other children in the class. If the child's problem is curable or can be aided, then let the child get assistance outside of the school and then mainstream the child, when his problem has been dealt with or once it has been improved.
169	Essential to have smaller classes, with specialists in particular areas.
170	Children without special educational needs should be encouraged to assist those in need, should be encouraged to teach them things and to integrate them into their world. Make them believe they have a place and are needed. Should see them as different and not worse. The occasion should never arise that would make them wish to belittle or make fun of such pupils. It should make those less needy more tolerant and a better person. It could also give them a more serious purpose in the school day. Instead of being a selfish child, he can be helpful and understanding of others less fortunate.
171	Pupils should be put into a class where the numbers are small, their age is appropriate and their ability is more or less the level of the bottom weaker group in the class.
172	Well-trained teachers and up-to-date equipment are vital together with small classes. (25)
173	1. Groupwork to facilitate learning - smaller classes, 2. Assistants needed in severe cases. 3. Change in teachers' attitudes, i.e. "educated the pupils". 4. Cognitive psychology to understand where the breakdown in thinking occurs. How information is presented, etc. 5. Funding.
174	Qualified staff. Facilities. Funds. Small groups.
175	Proper facilities, equipment, staff fully trained.
177	It could be possible if there are few pupils in a classroom - if you have more than 22 pupils the class is too large to actually 'individually' teach children and help them with their problems.
180	I do not believe any measures could be introduced with the state of education the way it is now. It is difficult enough to teach a class of 40 pupils without having the added problem of learning disabled children too.
181	Unsure - lack of knowledge.
182	To ensure that the needs of learning disabled children are met in the mainstream classes should not be more than 25 children. It is impossible to give individual attention to each child (as well as remedial assistance) in a class of 35+. I also see no need in a new curriculum that will meet the needs of all children (as the standard of education is already dropping). Children with special educational needs should be placed in a special school or class where they can receive the attention and assistance they need (Classes should be much smaller - maximum of 15-20). At the end of the day (if it does not happen) it will be the child without learning problems that will not reach his full potential - as most of the time will be spent with the child with learning problems.
183	Classes need to be equipped with aides, etc. There needs to be more space and classes need to be smaller, i.e. Less pupils. Other children have to be made aware of learning disabilities. Attitudes of teachers have to change too to accommodate children with learning disabilities.
184	Smaller classes. Mainstreaming is not very practical - in a big class all learning disabled children need individual attention.
186	I do not agree with mainstreaming. If agreed upon teachers then special classes should be provided. Teachers should be educated in dealing with it. Specialised equipment should be readily available. Specialised services should be available at all times. Classes should be smaller.
188	All teachers should attend an institution where they can be taught to be dedicated teachers. The standard of teaching is deteriorating. The reasons for so many learning disabled pupils are that parents are not involved with their children's problems and that some teachers don't have the patience to teach those pupils.
189	Only possible if mainstream classes are much smaller in number of pupils.
190	The availability of teaching aids and support services are essential which is not available at present.
191	Effective teaching aids and books to be readily available for all teachers and children to use. Classes not too big. Visual aids.
194	Teachers should be trained properly.
195	Teacher aides would help - they could reinforce the skills while the teacher continued the lesson with the other children.

RESPONSE NUMBER	RESPONSE
198	That they are ready. That they will cope.
199	1 Qualified teachers. 2 Adequate equipment, aids, back-up and after care. 3 Classrooms for these pupils. 4 No outdated equipment - up-to-date with new inventions. 5 Magazines to read about success or methods unknown at the time.
200	Unsure.
201	A support system is definitely needed; consisting of a professional team of therapists, remedial teachers, etc. The children's needs must be met individually as well, so part of the school day children can go to remedial class or speech therapy, etc. Teachers in the mainstream classroom must receive inservice training and a lot of support from the specialist team to ensure success.
202	Teacher aides.
203	Teachers to be competent. Work to be differentiated. Parents to be kept informed of pupils' progress. A high quality of teaching is necessary.
204	There should be a special education unit at each school. Children with disabilities (depending on the severity) would attend most classes at the unit. However, classes like art, music, physical education, computer studies, etc. should involve mainstreaming. A child may be mainstreamed permanently into a regular class only if he/she is able to cope and this is decided by the remediation specialist in the unit.
205	Remedial and specialized help would be essential to help the children and classes would have to be kept small. I do not think this is as satisfactory as a special environment to cater for these needs. I feel that children without special needs are held up in trying to provide for these children.
206	I do not believe that it is possible to meet the needs of learning disabled children in the mainstream. Pupils with mild learning disabilities would cope if given two half-hour sessions a week with a qualified remedial teacher and another two half-hour sessions with a speech therapist and/or occupational therapist during school hours.
207	Learning disabled children should not be mainstreamed!
208	More public awareness education. Upgrading of teacher qualifications and requirements. Longer school hours with time set aside for specialisation work with pupils with special educational needs.
209	I do not encourage mainstreaming disabled pupils. Personal experience with hard of hearing pupils has shown that this is impractical and hinders the progress of mainstream pupils.
211	Learning disabled pupils need specialised teachers and separate classes where they can progress. In a mainstream class they would fall far behind and become demoralised. Teachers of mainstream classes could not complete the syllabi and therefore all normal children would lag behind and not reach their full potential. Pupils with special needs deserve special attention, which a teacher of a mainstream class does not have the time for. Teachers are not trained to cope with the special needs of the special child. Teachers who are interested in this field should be encouraged to be trained for such special children. The reality is that mainstreaming of all special children would cause many problems for the pupils and teachers.
212	A teacher's aide to help the learning disabled child.
213	Itinerant teachers spending a part of each week with an individual child or a small group. This teacher would service a couple of schools which have children with special needs. Units, such as the one I work in, which integrate the children where possible, but give support and individual or small group teaching were necessary.
214	Firstly, to develop a positive view, of these learning disabled children, by all the teachers. Secondly, to create different 'Units' that are connected to a regular school. Each 'Unit' will deal with a specific learning disability with specially trained facilitators. Those facilitators will help give the child the support system that is required.
218	Unsure.
220	Every school must employ a remedial teacher who can work with the pupils individually during the school day. (A social worker too!) Marks, examinations, etc. should not be seen as the most important part of schooling.
221	A teacher aide.
222	Teachers should be given in-service courses on the teaching of children with special needs. Use of variety of teaching methods and teaching aids. Make available books on teaching of children with special needs.
223	They must be part and parcel of mainstreaming.
229	Support systems, training and retraining, changing attitudes.

RESPONDENT NUMBER	RESPONSE
231	Computer literacy. Obtaining programmes designed for needs of children with learning disabilities. Adequate support services. Teacher aids in the form of educational games, etc. Workshops to enhance teacher training skills in dealing with children with special educational needs.
232	Pupil-teacher ratio to be reduced. All teachers to be adequately trained to teach pupils with special educational needs. There must be sufficient educational aids available.
233	Teachers taught to deal with these needs. Support services. Teacher/pupil ratio lowered.
234	Close partnership between remedial and mainstream teacher. Parental involvement is of VITAL IMPORTANCE. OUTSIDE SERVICES need to be REGULAR.
236	It is easy to say that disabled children must be mainstreamed but we in the Indian Schools haven't been getting the most essential support systems to undertake this kind of task. In the proper schools for these children they have all of the necessary support systems available. At our school we have an inclusion class. To this date (one and a half years) we haven't had anybody giving this ordinary teacher any guidance/help, etc. All that Edson Williams and Vijay did was leave the children at the school. We don't even have a teacher aide for this class. Sometimes the children are left all alone at the school till 4 p.m. because there is no proper transport available for them.
242	None.
245	None. Children with learning disabilities should not be placed in mainstream.
250	I don't think that pupils with a learning disability should be in the mainstream.
253	Intensive evaluation of the children in the first place, so that the teacher knows whom she works with.
255	The availability of teacher aides. Specially trained teachers. Teaching techniques should get attention. Pupils with special educational needs must receive the special attention they need.
258	Computer skills. Differentiation of classes. All teachers must be able to give remedial classes.
259	Minder leerlinge in 'n klas + 20 tot maksimum 25. Assistente wat die onderwyser bystaan sodat meer individuele aandag aan elke leerling gegee kan word. Hulpmiddels wat gebruik kan word in die regstelling van leeruitvalle. Duidelik uiteengesette programme wat gerig is op remediering van spesifieke leerprobleme. Hierdie programme moet so opgestel wees dat selfs onderwysers wat geen opleiding ontvang het vir die regstelling van leerprobleme, di kan gebruik.
262	Klassikale en drilwerk.
SECTIONAL SERVICE REPRESENTATIVE EDUCATIONAL COUNCIL	
RESPONDENT	RESPONSE
264	Smaller classes. A realistic comprehensive teacher training syllabus. More careful selection of candidates for teacher training, based on personality and suitability rather than Matric grades. Too many teachers go into the profession with the wrong attitude. A too didactic approach and over-emphasis on trivia can destroy the desire to learn.
265	Maximum 15 per class - to allow teacher to give extra time to disabled child. At least one remedial teacher (qualified) per standard to accommodate learning disabled child.
266	Employment of a specialist remedial teacher to aid class teachers. Setting up of media centre facility to provide teaching aids, etc. suitable for learning disabled children.
267	In-service training for teachers. More counsellors/educational consultants/psychologists in mainstream school system to work with parents, children and teachers regarding possible difficulties with mainstreaming. N.B. = review of current methods of assessment used by teachers and schools. A "Matric" content based education (rather than process/skills based education) should be changed.
269	Lower teacher pupils ratios. Support systems.
270	Maximum 20 in a class. Assistant teachers if there are more children.
271	Inservice training. Refresher courses. Remedial therapists in each mainstream school.

RESPONDENT NUMBER	RESPONSE
272	More adequately trained teachers and parent involvement.
273	Graded work would have to be given. Learning disabled children could not be expected to do advanced work on lessons given.
276	Avoid overcrowding. Teachers acting as facilitators. Access to other professionals. e.g. speech, language, remedial, occupational therapists, psychologists, social workers.
277	Adequate training of teachers. Small classes. Availability of therapists to consult/work in the classes.
279	The class number should be as small as possible - The teachers should be trained extensively to understand and assess the needs of these children - Techniques to make use of all the senses should be used - i.e. seeing, hearing, feeling, etc. Instead of just learning facts, work should be practically orientated.
281	Smaller classes. Trained, effective teachers. Continual support services - therapists - for class teachers. Teachers aides (helpers e.g. parents on volunteer basis).
282	Space - groups Machines. Teacher supervision.
283	To give the learning disabled pupil encouragement, guidance, to improve their self-image, to gain confidence, to learn to cope within the mainstream environment. Try to give them individual attention and adapt regular teaching materials to suit their needs. Classroom teaching should include life-skills. There must be a sufficient support system available (O.F.e. Speech Therapists, etc.). However, I feel the pupils would benefit even more at a remedial school (not mainstream) in a small classroom situation where the remedial pupil can reach his/her fullest potential. The main objective is to help children to overcome their individual difficulties in a structured and supportive environment. Children need to build up their self-esteem and be in small groups (maximum 15).
285	Primarily, the training of teachers to understand L. D. and to address the problems of L. D. children. Classes need to be kept small (i.e. no more than 20-25). Teacher aids in classrooms where teachers have specialised training is also indicated.
286	To do comprehensive evaluation - i.e. psychology, speech, occupational therapy.
287	Smaller classes. Ability groups.
288	Small classes. Motivated, gifted teachers.
291	Small classes. Full-time teacher's aide attached to learning disabled child Remedial support teachers. Training and support for staff. Specialist equipment. Assessment of individual needs and provision of support recommended. Withdrawal classes at secondary level.
292	Very small classes. Practical subjects. Teaching life skills. Computers. Learning disabled in a class of their own.
293	Remedial and other therapists in all schools. Smaller classes for skills subjects. Modified programmes for content subjects. Specialised worksheets. Technical equipment - computers, reading labs. Practical courses will benefit the country.
294	Very small classes. Individual attention in many cases People who can deal with low self-esteem, rejection, behaviour problems. Drama, poetry, singing classes to give self-confidence. Teaching of life skills and material to suit the needs of learning disabled children. Use of homecraft and computers - practical subjects Since learning disabled children have a very short concentration span, teachers should be available to take them out of class to other supervised activities - otherwise they will totally disrupt a mainstream class. Many learning disabled children cannot copy from the board so special sheets must be made for them. Learning disabled children cannot often spell or understand cultural at a higher level - special work for it.
295	Two teachers in each class (Aide/assistant teacher). Computers are an excellent teaching aid for learning disabled children.

RESPONDENT NUMBER	RESPONSE
296	Learning would have to take place in separate, smaller groups - own classrooms. Highly qualified (remedial) teachers in classrooms and on playgrounds. Support available from psychologists, occupational and speech therapists. Maximise therapeutic and teaching aids should be available to reinforce the high multisensory and repetitive input.
297	These pupils should be assessed and it should be ascertained whether they can be catered for in mainstream education with the relevant support.
298	Mainstream teachers would need aides. The mainstreamed children would need relevant therapies (e.g. speech, occupational therapy, remedial) within the school as a support. Class numbers would need to be small. Class teachers would need training relevant to meeting the needs of learning disabled children.
299	Trained teachers for learning disabled children. Classroom aides (teachers to aid the specialised teacher). Small groups separate from the class. Therapies must be provided weekly - speech, occupational therapy, psychology
300	The mainstream classes must be kept as small as possible. Specialists are readily available. e.g. Speech, occupational therapy, psychologists, etc. Teachers undergo special training. Individualised programmes can be followed at each child's pace. Equipment and material to be available. Updated material and workshops supplied to teachers.
303	Support teams - speech and language, psychologist, remedial therapists and itinerant teachers. Training - teacher training. Finance - increased funding. Equipment - aids (technical and physical) New curriculum - revise subject matter. Enrolment - contain class numbers. Testing (exams.) - Review present methods.
304	Very small classes Teachers trained in remedial education. Support services - e.g. Speech therapists, occupational therapists, psychologists, etc. Proper facilities, equipment, etc
305	At training college, student teachers must be fully aware of how to recognise a child with a learning disability and must have a back up system for the school to refer for help and advice. Specialists could take groups out of the class in schooltime for language and skills development. Far more awareness needs to be encouraged and fostered in the school, classrooms (and home) situation that people are what they are and develop in their own time.
306	Looking at children as individuals - adjust certain areas (amount of work, etc.) to accommodate I.D. child. Teach to the child's strong area (oral, visual, etc.)
SECTION FOUR - PRIVATE LEGAL ADMISSIONS SCHOOLS	
RESPONDENT NUMBER	RESPONSE
307	Measures must be introduced to see that a child's self-esteem is not affected by the fact he is not up to the level of the normal children.
308	Teacher education. Pupil education. Parent education. Money made available for special needs. Teachers' aides. Small classes.
313	It depends on many things: if the number of pupils in the class is 10 - 12 pupils could all learning disabled children in the mainstream.
316	Teacher training. School philosophy/pupil acceptance of differences. Content/volume adapted.
317	Far more remedial teachers and better trained class teachers. More separate modified classes for learning disabled children either full day or part day. Certain subjects should not be taught to these children. e.g. Hebrew. Perhaps a very rudimentary Hebrew could be taught. Management needs to modify the syllabus if they intend admitting learning disabled pupils. If learning disabled children are mainstreamed then classes should be smaller.
319	The main technique needed in the classroom is individualisation. Teachers will manage if they are flexible and if they don't feel overwhelmed.
320	The class teacher could have a permanent assistant to help her with the needs of the learning disabled children.
323	To have workshops constantly - to give us full visual equipment for the children that are disabled. Disabled children need to be in a separate group.

RESPONSE NUMBER	RESPONSE
324	Disabled children should be in their own environment, not in mainstreamed classes. The techniques to be used are to have workshops giving us full visual equipment for the children that are disabled.
325	On-going workshops Equipment to be structured and furthering this aim. Help and support and advice from the therapists. Teachers' aides during certain lessons.
326	On-going workshops. Equipment that is needed. Teachers must be trained and be given the opportunities to try their own methods and see for themselves what works. Teachers need aid from therapists in certain lessons.
327	Not qualified to answer this question.
328	To ensure that the child has correct facilities (occupational therapy, speech, etc.) to assist his problem.
330	Introduce/teach skills at the level of teacher training. Ongoing specialised training of teachers (workshops, lectures, etc.) Adequate support staff at school. Supportive of teachers' needs, acknowledgement of the difficult task
331	Learning disabled children should be placed in separate schools. These schools must be able to cater for their needs.
332	Equipment - i.e. apparatus. Teaching aids. Friendly and happy atmosphere.
333	Learning disabled children should be in special schools.
334	Learning disabled children should be placed in special schools.
335	Teachers should be trained how to teach and help disabled children. Teaching aids and materials should be provided to help teachers teach children effectively.
336	Teacher training; correct or helpful equipment; support staff (e.g. remedial) to help during/after school; use of other pupils to assist the disabled; addressing sociopolitical and socio-economic problems; correct approach/attitudes in teachers. Each child is an individual, has special needs and should be treated as such.
341	Teachers have to be specially trained.
343	All children should be mainstreamed so that they can learn to accept and help each other, but there should be different classes with specialised teachers to cater for the needs of the different children. I have found that children with learning problems in a regular class feel very inferior when they are always the weakest in the class. It is also important for our children to mix with severely handicapped children.
344	Teacher training must be adapted to meet this need. Availability of suitable material and aids.
348	Techniques that would enable the teacher to teach to everybody and to get the interest of both regular and disabled child. To prevent boredom and lack of understanding.
349	When doing groupwork children must be grouped both heterogeneously and homogeneously depending on the learning experience: the child either gains knowledge or experience from others or acquires skills directly from the teacher. Very few children are weak in every area e.g. Maths. and Reading. Therefore mainstreaming could work if the older children realise the standard that has to be met.
350	I do not agree that they should be taught in the mainstream.
352	I do not believe that the needs of learning disabled children can be met at all by mainstreaming.
353	Teacher aides. Computer software which allows each child to progress at his/her own pace/level.
355	Audio and visual help.
356	Schools would need ramps for wheelchairs, much smaller classes and thoroughly trained teachers in all disabled pupils' areas of need. Special equipment and furniture.
358	At present most teachers are not trained in remedial therapy hence the need for remedial schools. To effectively help disabled children cope in the mainstream training would need to change/enlarge to equip teachers to handle this situation. This would be a help but not a solution.
359	Learning disabled children from 1(b) could and should be mainstreamed at an early age and would benefit. Other disabilities need specialisation to such an extent that specialised teacher programmes would be necessary to help the teacher cope. Not all teachers have the temperament - Children without "learning disabilities" need to be helped to learn - not to have to battle with going "too slowly".

RESPONSES TO SECTION 6 (PART TWO) - GENERAL COMMENTS

SECTION 1: GOVERNMENT REMEDIAL EDUCATION SCHOOLS	
REF. NO.	RESPONSE
1	Learning disabled children's morale and motivation is badly dampened when they are constantly subjected to pupils with greater abilities and achievements. Schools catering to their specific needs nurture them and boost their confidence - All the pupils have problems so they do not begin to believe that they alone are "stupid" as they often do in mainstream schools.
5	Theoretically, the ideal situation would be to have various specialised education systems functioning at each mainstream school. The pupils with special needs will attend the suitable branch at the same site. But to mainstream learning disabled pupils and have them in the same class as mainstream pupils is totally undesirable - it has never worked!
6	Sharing of knowledge is important, but mainstreaming seems impractical.
7	The condition the pupils come to our school in - front mainstream - demonstrates that children with learning disabilities cannot be 'handled' appropriately in mainstream. They are emotionally and academically 'destroyed' by the mainstream methods of teaching.
13	An effective teaching/education policy will cost money. All worthwhile projects do. While we have so many children in a class and good teachers are being retrenched to save money no amount of fancy footwork is going to achieve our educational goals. There is only one way to achieve success - sound, logical decisions which are effective!
15	As much as I am concerned for the child with learning difficulties, I am also concerned for those children whose potential must be developed to the full because they will one day be the backbone of our economy. I am concerned that the child with no specific needs will be neglected if children with specific needs are mainstreamed. Education is about the development of the child so that he may function economically to his potential.
17	I think it is favourable to have "special" schools to cater for the needs of children who need more individual attention and to feel that they are not being "left behind". To also build up their self-esteem and for them to feel that they are coping. It is also favourable, where possible mainstream those children who can be mainstreamed. i.e. their problems have been addressed in a remedial school where they are coping are able to make the transition to cope emotionally and intellectually in a mainstream school.
18	Children with severe learning disabilities (with A.D.D.) must be in small classes where they can be taught to control themselves. They will disturb a whole class if they were placed in mainstream and teaching would become quite impossible.
20	I do not feel that children with special educational needs can effectively be accommodated in mainstream.
24	Most of the learning disabled children don't cope in mainstream. Their needs are not met in mainstream. In mainstream children with learning disabilities are labelled as "dumb". In a remedial school they get accepted by the teachers and classmates. In the remedial school the child can learn coping strategies and it builds their self-confidence.
35	Many of the questions are ambiguous. e.g. Anything 'could' be done, but would it be done? Is it advantageous for the children?
36	It is difficult to meet the demands of learning disabled children in regular mainstream classes with over 20 children. Many of these children have behavioural problems. Training regular teachers about learning disabled children will help these teachers to recognise learning disabilities so intervention can be done sooner and children will not be labelled 'lazy', etc.
39	I think disabled children will get "lost" in mainstream and they will lose self-worth and be outcasts. They will not be remediated as in bygone years.
46	Mainstreaming pupils who have learning disabilities will break down the self-esteem of the children as they will feel inadequate and unable to cope in classes where there are 35-40 pupils in the class. They will present with behavioural problems which will reflect and increase their feeling of not being able to cope and the feeling of being 'different'.
41	The size of the classes often makes it difficult to teach in a remedial environment or in schools for specialised needs - individual attention becomes difficult as there are too many children in a class. If all children were mainstreamed, classes would not be able to be too large if effective education is the goal!
45	Hope you solve the Educational Crises!!
47	Pupils with special needs will be taught best in schools where their needs can be addressed.
48	All children with special educational needs e.g. blind, deaf, physically or mentally handicapped could never be efficiently mainstreamed.
53	You can't mix disabilities. It is not possible to meet all the pupils' requirements in one class or even in one school.
55	Kinders wat buitengewone en spesiale onderwys benodig moet hierdie tipe onderwys ontvang sodat hulle met leerlinge met dieselfde probleem kan identifiseer - sosialiseer en kompeteer en waar hulle die geleentheid kan kry om sukses te ervaar sodat hulle suksesvol kan wees en selfvertroue kan ontwikkel.
57	Children with problems (either educational or physical deficit) must stay in a specialised school so that they can be identified with their peer group.
59	In practice it is not recommendable to combine children with learning disabilities with children without learning problems.
60	The mainstreaming of learning disabled children is not at all acceptable.
61	This is not possible.
62	Not practical. Not possible.
63	Mainstreaming special education children will/can not work. Thanks.
67	Learning disabled children have special education needs that can't be met in a mainstream setting. They need specialised attention from a variety of disciplines (occupational therapy, speech therapy, psychotherapy) to achieve their true potential. These needs need to be addressed in a specialised setting and can't be achieved in mainstream education.

RESPONSE NUMBER	RESPONSE
68	Mainstreaming learning disabled children is not very practical because then all teachers should specialise in specific learning disabilities and we cannot all be educational psychologists or remedial teachers. It's important that not all teachers have the personality or certain characteristics to deal with specific learning disabled children. You really need a certain type of temperament to work with these special children.
73	Not practical, not possible to combine children with different learning abilities/disabilities.
74	Mainstreaming is not possible for children with specific educational needs.
76	Special needs of children should be addressed in different schools that provide for their specific needs!!!!
77	Inclusive education can't work.
78	Children with special educational needs shouldn't be mainstreamed. Their needs can't be adequately catered for.
80	Not possible to mainstream pupils with learning disabilities.
82	Not in favour of mainstreaming children with special educational needs.
83	I don't believe many class teachers will cope with +- 40 pupils as well as those with special needs. The individual may have rights but what about the rights of the majority! To see children with special needs open like fragile buds to the sun when they are in schools which cater for their specific needs is truly a joy.
84	Not successful when learning disabled children are mainstreamed because the teacher has not time to give any individual remedial assistance to any child. The classes are too big. The children lose their self-confidence if they fall behind in their work and cannot keep up with the work load.
85	Learning disabled children cannot easily mainstream. One of their greatest problems is their lack of confidence which cannot be addressed in a mainstream environment as the classes are too big and the children's problems (learning disabilities) will only be compounded.
86	Children in mainstream schools do not have the understanding for children with learning disabilities. This actually affects the learning disabled children and can give them a negative outlook at the world and themselves. Self confidence suffers and it results in an unhappy, unproductive adult. Thus: learning disabled children can not be mainstreamed.
89	As a teacher of hearing impaired children for 20 years and learning disabled for a year, I cannot see any possibility of giving these pupils adequate education in a mainstream class. Specialised education is essential.
90	Ek kan nie sien dat 'n leer gestremde asook 'n leergeremde kind in hoofstroom ooit sal kan aanpas. Emosioneel kan die kind gebreek word. Sy selfbeeld sal daaronder ly. Ons moet die kind as 'n gelukkige kind sien tussen kinders wat dieselfde probleem as hy het.
92	It is exciting to consider what COULD happen - but it is very difficult for teachers who are already feeling overstressed and are seldom feeling completely effective in the ideal relationships we all strive for with our children - to see a transition from one situation to another being as abrupt as is being presented. Could a developmental process be outlined that secures the belief that what could be possible, would be possible?
93	Children with genuine learning disabilities will not only not progress in a mainstream situation they will disturb the other children. Their self-image will be destroyed and their behaviour will deteriorate.
95	Children with specialised educational needs require facilities adapted for their own specific needs. These facilities cannot possibly all be catered for in the same classroom as well as for mainstream children. Inevitably either the disabled children or the mainstream children's progress will be hampered! Neither will reach their full potential!
96	Pupils who are identified as learning disabled after several years of barely coping or not coping in mainstream often gain confidence and have a dramatically improved self-esteem and motivational level on entering a remedial school. The pressure of seeing themselves as different and less able to cope often destroys self-confidence. Although there may be benefits such as less stigma in mainstream, the provision of specialist services to enable these pupils to reach their potential will be far more expensive than the provision of remedial schools.
98	It is not practical or very successful to teach pupils who have learning problems in a mainstream class.
100	Pupils with special educational needs require special education. They need individualised attention with smaller classes.
101	Mainstreaming is not the solution to the needs of learning disabled pupils.
104	Remedial schools will always remain an essential part of education, especially now that the pupil-teacher ratio has been increased and there is less emphasis on specialised qualifications. Not all teachers are equipped to deal with the problems that arise due to a learning disability e.g. emotional problems that arise due to a learning disability e.g. emotional problems. It is not logistically possible to train all teachers in the skills required to educate a learning disabled child and therefore many pupils will not reach their full potential but will be lost in the 'system'.
106	Generally speaking I am not in favour of mainstreaming because I believe it will result in frustrated and overtaxed teachers. With the pupils teacher ratio worsening the teacher already has a disadvantageous situation arising now add to that pupils with special educational needs in mainstream can make it more chaotic. The learning disabled pupils will also suffer because the best remedy for their problem is individual attention because it is only personal human teaching involvement that can best assist and provide for the learning disabled child.
107	Do not agree with mainstreaming of learning disabled children, mentally retarded and severe physically handicapped children.
108	I do not agree with mainstreaming the following children as it is to none of the parties' advantage: - mentally retarded - learning disabled - severe physically disabled. The above-mentioned children, mainstreamed children as well as teachers will not BENEFIT from this system.

RESPONDENT NUMBER	RESPONSE
109	Pupils are taken out of mainstream and sent to remedial schools because of insecurity. They feel negative 'support' in mainstream. In remedial schools their self esteem is being developed to the fullest.
113	I think it would be a mistake to mainstream children with specialised educational needs. No teacher can allocate the time and attention that these children require, no matter how much group, aids, etc., are utilised. They already recognise their difference to other pupils and immediately blossom and regain their confidence in smaller classes, individual monitoring and attention.
115	A child should be seen as an individual - each with his/her own way of learning. Our teaching methods must be multi-sensory.
116	All pupils with learning disabilities should be accommodated in separate institutions until they have overcome their individual disabilities - and then only may they be sent back to mainstream!
118	I do believe that children with special problems should receive special attention. With mainstreaming they will lose self-confidence. When all the children are thrown in the same class, the children who will need special attention will need extra attention all the time and the 'normal' children will be kept back. That will lead to a general lowering of standards in education.
119	Inclusion of children with special educational needs can work, but not with all disabilities or all children. A child should be viewed as an individual, and children with, for example, learning disabilities, mental retardation and physical impairments (including hearing loss and visual impairments) require specialised attention and education which can only be offered at a school providing adequate services and individual attention in a smaller classroom.
120	Pupils with impairments/special needs should attend schools where specialised education is the primary goal. In this way pupils' needs are best met and staff interested and trained to work with these children are there to fulfil this goal.
121	Ek het in beide remediërende en hoofstroom skole skool gegee. Leergerende leerlinge se behoeftes word glad nie nangespreek in hoofstroom nie. Hul/sal nie sosiaal kan aanpas nie, omdat die gemiddelde leerling hul/sal dom sal beskou.
122	The learning disabled pupils suffers a great emotional blow in the mainstream and it is only when he is among his own 'kind' that he regains his confidence and self esteem. In the mainstream, the learning-disabled pupils feels inadequate and regards himself as a failure. He therefore develops in inferiority complex, which has far-reaching consequences. They are not able to keep up with the mainstream pupils and therefore give up completely.
123	Placing all kinds of pupils in one class from mentally retarded to genius is impossible. The person in a higher position, deciding on these things has ten to one taught 30 years ago and has not been teaching for some time and does not know the practicality of his decisions. the disabled child will always feel inferior to the 'normal' child. The gifted child will also lose out as the teacher will spend all her time in trying to get through to the disabled child and not spend the time with the gifted pupil.
124	Januar die vorm is net in Engels beskikbaar. Dit sal nie regverdig wees om kinders van gespesialiseerde onderrig te weerhou nie. Kinders met spesifieke probleme se selfbeeld kan skade berokker word. Kinders met spesifieke probleme sal nie die nodige aandag in hoofstroom kry nie.
127	Pupils with special educational needs should not be included in mainstream.
128	I think mainstreaming has if it been proven very successful in the U.S.A. and Europe. Can we not learn from other countries who have tried and tested it? Mainstreaming would be unfair to both the 'normal' and 'disabled' groups.
133	Dit sal nie vir die leerling met leergestremtheid of die leerling daarsonder EN(G)E voordeel inhou om die leerling met leergestremtheid in hoofstroom te plaas nie - Die leergestremde leerling sal verdwyn tussen die massa en baie min sal op die ou-end sy skoolloopbaan kan voltooi - Om leergestremde leerlinge hoofstroom toe te plaas - plaas 'n geweldige werkslading op die onderrwyser omdat onderrigmetodes baie verskil.
134	Mainstreaming will retard the normal speed of the normal and gifted child.
136	In my opinion - to mainstream disabled children would be counterproductive and a move backwards.
140	The needs of the learning disabled children can be addressed more adequately when they are in separate classrooms. When they have the correct support system (teaching methods and materials, healthy learning environment, etc.) they will be able to reach their full potential. (In all this I hope that you will consider not only the children (they are the most important) but also the teachers - we are giving and doing our best for our children). Ps. 124:8 "Our help is in the name of the Lord, the Maker of heaven and earth."
144	It will be very difficult for any handicapped child to cope in mainstream without a good support system.
156	Bereken punt 19 dat leerlinge met leerprobleme soos bv. 'n ernstige lees-probleem as "mild" gesien word?
158	Learning disabled children with their special educational needs must be accommodated for in their own special schools.
SECTION TWO: GOVERNMENT SCHOOLS WITH AN AID CLASS	
163	I think it's the right move to make - the mainstreaming of children with special needs. I think it's going to be difficult to implement and will cost a lot in terms of training but I agree wholeheartedly with it in principle.
164	Theoretically I think mainstreaming is good for less severely disabled pupils provided the school can cater for individual needs where necessary.
166	Questions 1-68 could be shortened!! They seem very repetitive!
169	I cannot see how mainstreaming pupils with special needs can be successful. In some cases specialised classes within the conventional school could enjoy success can earn acceptance amongst the general student body South African teacher training has sorely neglected the educational needs of pupils with problems. This should be addressed without delay in future teacher training.

RESPONDENT NUMBER	RESPONSE
170	I have taught in a remedial school as well as a "normal" school and I feel that it is very difficult to stimulate the very bright pupils when there are so many less able pupils. I do however feel the children should be in the same school/environment and encouraged to understand that all children have something to offer and all children should be exposed to as many different experiences as possible. Children should be able to help at all levels - not only bright pupils being the 'helpers'.
171	These children need plenty of attention, nurturing and encouragement. A 'normal' classroom situation would not be able to meet the demands of the impaired child.
172	Good luck with your research - we'd like to know the outcome!
173	I feel this idea will receive negative feedback because people are afraid of the unknown. Change in attitudes is the first hurdle to overcome. If this is implemented, realistic ratios must be stipulated when using external assistance. e.g. A team of therapists comprising of 6 people cannot serve a whole district. Therefore, to ensure success, an appropriate distribution of specialised assistance must be stipulated.
180	While mainstreaming learning disabled children is a good idea in theory, the state of education today, in my opinion, precludes that possibility. 40 pupils in a class is already 10 pupils too many, and one is hard-pressed to give individual attention to even these average children. To add learning-disabled children to the mix would be a recipe for disaster.
183	While studying, teachers should be taught to deal with all sorts of learning disabilities. Teachers need to be updated continuously about information concerning learning disabilities in the classroom if mainstreaming occurred.
186	<ol style="list-style-type: none"> 1. The education system should be changed to suit the economy and industrial needs. 2. Education of teachers should be more specialised. 3. The state should realise that education is more important than government itself because it includes the future. 4. Special education is a very important part of this future and should enjoy the same attention but the pupils without learning disabilities are just as important. <p>Mainstreaming sounds more like a money-saving measure for government.</p>
189	Pupils in large classes often see the teacher as an entertainer and larger groups cause loss of discipline and concentration. The weaker pupil gets lost and the brighter one gets bored. Class numbers should be limited in order for teachers to meet individual needs.
190	J.P. classes should not have more than 25 pupils per class. Currently we are teaching classes of 35 pupils. There are always pupils in need of constant individual attention - we battle to find time to work with them at this stage.
191	I think that children could be mainstreamed but the teacher must be taken into consideration. She should have enough aids, etc. readily available and the classes cannot be too big. Individual attention can be given if there aren't too many in one class. Professional people should also be readily available.
199	How far are we going to get? The qualified teachers are becoming fewer. Will the Minister of Education as well as the other 9 M.E.C.s "see" the problem as we are experiencing it. Will there be enough money, equipment, time, classrooms and further training for such teachers? Could this become a reality or is this going to become an "iced" plan?
201	Mainstreaming can work only if there is a support system in the school to help teachers with the mainstreamed child. Also if teachers are given inservice training, it must be in the best interest of the child and the rest of the class, and not a politically correct move to mainstream a child.
202	Too much pressure will be placed on the teacher if she/he is expected to cope with both special education children and mainstream kids. The mainstream kids already have their own sets of problems (financial, one-parent homes) and thus, dealing with both sets of pupils could tire the best of teachers. Count me out!!!
203	I have been teaching Special Class for 20 years. I have found that these pupils need individual attention most of the time. They lack self-esteem and confidence - and need much understanding and encouragement in order to progress well.
204	Special education cannot be ignored and it is an area in the past that has been neglected. However, the answer in bridging the gap between past and future is definitely NOT in total mainstreaming where teachers are to be shown how to become regular teachers as well as remedial specialist, etc. What seems a possible route to take is to place a special education unit at most schools where mainstreaming occurs together with regular classes with only certain subjects in some children's cases and with all subjects in other children's cases depending on the severity of the disability. A child may need to attend the unit regularly and in later years may be totally mainstreamed.
205	In the changing social structure of our country, there are many different cultures, languages and learning abilities. Many children are trying to adapt to different social standards and are hampered by language difficulty. I feel we have enough to cope with in helping those with special language and different ability levels and could not hope to cope adequately if children with special needs are also included especially if the classes are large.
205	Thank you for taking the time to ask for the opinions of teachers. I sincerely hope that it is brought to the attention of the decision makers in our country. The school system, as it has always been, strived for excellence and was catering for the needs of many different ability groups. It would be educationally better to integrate pupils with sociocultural and sociopolitical deprivation into the system, that to change the system completely. Many of the children in these last two groups will in this way also be among the gifted one day.
207	Learning disabled children need specialised attention and should not be mainstreamed. They will never realize/reach their full potential in a normal class. In a normal class, there are other problem areas that the teacher must cope with, e.g. difficult children/behaviour problems/emotional problems - would be too much to cope with if learning disabled children are integrated.
208	The plight of pupils with special educational needs has largely been ignored and the stigma of a handicap overemphasised resulting in unnecessary isolation and deprivation of such children/persons. Careful screening, accurate diagnosis and correct placements are essential therefore adequately trained personnel should be appointed to do this task and all teachers must have some knowledge of SENs. A little knowledge is often a dangerous thing.

REPLY NO.	RESPONSE
213	Children with special needs need to be given a sound education which they can use as a basis for integrating into society. Should these children become one in a class of 35 with abilities ranging from gifted to way below average intelligence they will fall further and further behind. It is not possible for teachers to fulfil the needs adequately of such a range of pupils and unfortunately those at the lower end of the scale will suffer the most.
214	I feel that a learning disabled child cannot integrate fully into a mainstream. It is imperative that they have a support system such as a "c/nit" and are integrated where possible. These children should be given the chance to be mainstreamed but not in a total capacity. Each child has the right to equal education!
218	The most important thing that one can give to a child is confidence and self-esteem. If children cannot cope in the mainstream, they feel useless, insecure and grow up with a low self-esteem thinking of themselves as 'failures'. It is therefore my opinion, that specialised teachers teach children with learning disabilities, in small groups and classes as this will encourage them to cope and feel special about themselves!!
220	Teachers need to develop an approach in which they understand and are aware of the whole child. (His/her home life, background, etc.) One cannot merely assess a child according to behaviour and marks. A teacher has to be approachable, pupils should not feel threatened if they are experiencing a problem or are struggling with work. It all boils down to ATTITUDE!!
221	I sincerely feel that there is an appropriate placing for all levels of teaching and must not be to the detriment of any child. There is no doubt in my mind that by placing first of all too many pupils will cause inefficiency of the teacher, second of all, too many intellectual levels in one class will cause inefficiency of the teacher. So to sum up my argument the General Standard of Education will suffer tremendously. A country with poorly educated people is not much better than a country with the minority well educated.
228	An interesting study.
229	Average number of pupils per classes must be lowered to ensure needs of pupils (all are met, especially if there are not support systems.
231	Most schools are far too overcrowded in terms of classroom space and teacher pupil ratios prescribed by educational authorities and make mainstreaming recommendations unworkable at present.
232	Children with a mild learning disability should be given the opportunity to remain in the mainstream. These children's learning needs must be catered for e.g. They should be allowed to see a therapist on a regular basis.
233	Questions in Section 3 indicate the opinions/views of all teachers, whereas I could only offer my view.
249	Pupils with special educational needs like hearing and visually impaired, mentally retarded, learning disabled pupils need their own schools. The number of pupils in a class should be small. They need lots of individual attention!
253	Mainstream education, especially in a low average group of living, will never work.
258	It is preferable that the Special Education is separated from the mainstream. These are very special children and they must have special attention and also very special teachers.
259	In my meaning is hoofstroomondervy's beslis nie geskik in groepe groter as 25 leerlinge per klas nie. Aangesien 'n leerling met spesifieke leergerendhede/leergerendhede soveel individuele aandag nodig het voel ek dat dit vir hierdie kind van meer waarde sal wees om gespesialiseerde onderrig te ontvang. b. leerlinge kan dalk vir sekere vakke by omgewingsopvoeding/bybelopvoeding/voorligting/musiek/L.O saam met hoofstroom wees en vir probleemareas gespesialiseerde onderrig ontvang waar in kleiner groepe gewerk word.
SECTION THREE: PRIVATE REMEDIAL SCHOOLS	
264	I believe many learning disabilities or emotional difficulties are caused by the system and a totally different philosophy should be adopted. However, regular pupils should not be disadvantaged by the inclusion of too many children who have disabilities related to socio-cultural/sociopolitical causes. Some divergent thinking would enhance the system
265	As a remedial teacher, I have experienced the trauma the child experiences in mainstream classes. - This will be compounded if they are forced into mainstream classes. The State will ultimately be required to spend much more money in sorting out the I.D. child psychologically later in life!
266	With the increase in the size of classes, it will become increasingly more difficult for teachers in mainstream classes to cope with learning disabled children. There could be a possibility that these children will be ignored. Should this have occurred, it would be beneficial for the child to be given remedial help either during school time or after or in severe cases attend a remedial school until the backlog is addressed.
270	Most children coming to remedial schools have hated their experience in mainstream. Emotional wrecks and working on self image etc. takes much of the initial time. If 'normal' children learnt to accept 'disabled' children - it MAY work.
274	The questions I have not answered, I feel are too open-ended and the situations need to be looked at individually.
279	It is important to be sure that the pupils would be able to cope before being mainstreamed.
281	Incorporating learning disabled children into mainstream is in theory a wonderful idea. Practically it will not be to the benefit of these children, who have lost confidence and need highly specialised, individual, sympathetic care. Teachers have large classes and, although they have the interests of the children at heart - they simply do not have the time (and very often energy) to cope.
287	The BIGGER the mainstream classes become the more difficult it will be to accommodate children with learning difficulties.
289	I feel that children with difficulties should be placed in their own remedial environment (school). To improve their self-confidence in all ways, they need a lot of very special attention in all ways - emotional and academic

QUESTION NUMBER	RESPONSE
291	If class sizes of 40 and 35 are implemented it would be impossible for a class teacher to meet the needs of all children in the class and the addition of learning disabled children would add a huge burden and cause resentment by staff, pupils and parents. Mainstreaming, to be successful, is not a cheap option. Adequate support for the learning disabled child is essential, otherwise they will fail and more damage to their confidence and self-esteem will occur. Many learning disabled children have very mixed feelings about mainstreaming and they should have choice.
292	Not a good idea to have learning disabled, "normal" and gifted children in the same class. This could be very taxing on the teacher and many would leave the profession. Learning disabled children would be left behind and would not have the confidence that other children would have.
293	Teachers and parents will oppose any lowering of standards. Practical courses should be introduced.
294	Learning disabled children - from my experience suffer greatly in mainstream schools. They arrive in remedial schools in a state of confusion - having repeated standard after standard. Their self-esteem is at its lowest and often pupils of 12, 13, 14, 15 refuse to speak or join in class activities for up to two months and only when they feel secure do they open up. Much work must be done to give each child the confidence she/he needs. Children receive individual attention daily. Their progress could never be the same as a mainstream child. Teachers and mainstream children will certainly be held back - there will be a total breakdown in education.
295	This questionnaire has "led" me to understand that Special/Remedial children will be mainstreamed. This will be a total disaster!!! This makes me worry about the future for our country! Your questionnaire has stated that "Regular" teachers can be trained to cope with Normal as well as children with special needs. Teaching special and remedial children effectively is not dependent on qualifications or training. These children are very special and very difficult at times. The teacher's nature and ability to convey information is more important than her training. Not all teachers (even with excellent remedial qualifications) are suited to teach these children. Teaching these children is more of a "special calling" rather than "just a teaching job". These children can only benefit from this type of dedications as a teacher!
297	I feel that not all learning disabled pupils can be catered for in mainstream education.
298	Not all learning disabled children will cope in a mainstream environment. Many have very specific needs that need to be catered for in a classroom more suited to their individual needs.
299	The ideal is to have separate schools with well equipped therapists and teachers.
SECTION FOUR: PRIVATE REGULAR EDUCATION	
307	All children are aware of the other children's ability and this can lead to a child being teased, etc if they are mainstreamed (although they have problems) However, the same can be said of children who are put in a modified class. Small classes generally would help if they are mainstreamed classes - as well as a teacher's aide.
309	Questions tend to be repetitive and confusing at times.
310	This questionnaire was rather difficult to answer as situations questioned are foreign, and questions general. I do not feel that it is possible to say that "all" teachers, or "all" pupils will feel, react, benefit or be capable of doing and achieving the same things. It would be interesting to get feedback on this questionnaire.
313	Questions tend to be repetitive.
316	Many questions were difficult to answer as 1-5 as there were variables (circumstances/attitudes) which affect them. Some were quite repetitious. Mainstreaming is a good idea in practice but needs to be introduced slowly and with a lot of control. Children must be screened and their progress monitored closely. A team approach would be very important. Teacher's attitude is a key factor.
317	Your choice of wording is not always appropriate. e.g. Question 14 "To cope well" - rather "to cope better". Choice of words is sometimes inaccurate. e.g. No 5 "Most learning" - Why not say "some"? Question 20 - The word usually could be often.
319	I did not answer many questions because it would depend on the degree of learning problem as well as the nature of the learning problem. It would also depend on the extent of help available to the child and the teacher.
324	I really feel that this questionnaire is very repetitious and it is not necessary to compile such a tedious questionnaire. Teachers' time is precious!
330	I thought this was a difficult time-consuming questionnaire. Many questions depend on certain variables - I therefore put unsure.
335	I feel if at ever mainstream school should have a remedial classes and teacher or aid class to enable the school to provide and help these children with these problems. My experience in teaching at a Black private school has shown me that there is a need for remedial education in the Black community. You cannot reach them exactly with the same teaching methods as the White pupils due to the different cultures and environments.
336	We need a broad outlook that allows for a wide spectrum of children in schools. If teachers have the right attitude and outlook they will find they can cope with a wide variety of children within a single class. This is exciting and challenging. Although the teaching of basic skills is important, respect for individual abilities and the ability of each child to think for his/her self are important too. We must move away from uncultural thinking and see teaching as being creative and not stereotyped.
338	If classes are small - no more than 20 - then perhaps mixing of a variety of levels might work.
339	I believe mainstreaming is desirable in theory, but will be difficult to put into practice because of i) large classes ii) teachers not equipped with skills. Until these problems are addressed, mainstreaming can't be implemented.

QUESTION NUMBER	RESPONSE
341	I think that it will take a long time before all this can be done effectively. Teachers will have to be specifically trained before it can be done.
342	Very difficult to make a snap decision with the choice of five alternatives. Far too much discussion attached to many of these assumptions.
347	Mainstreaming will lead to a drop in standards. Disabled children will feel inferior and brighter pupils will be frustrated. Pupils with special educational needs will not be able to reach their full learning capability in a mainstreamed class.
348	All teachers should go on regular courses and CP workshops to be updated on new skills and changes as different kinds of pupils are enrolled at schools yearly.
349	No matter what type of education is received it is important that the child is never given a "label" - gifted therefore better, or STUPID therefore not good enough to socialise with. Children are all different and learn different knowledge at a different pace and via different media. It is therefore important to note that each child must be given the right and freedom to learn in an environment that best suits him and in which he can best achieve his full potential. - Mainstreaming does not in my opinion do this!
331	Certain words were not clearly defined and certain questions were repetitive. What was the purpose of this questionnaire?
356	It is my opinion that not all teachers would a) have the ability or personality to cope with disabled learners b) have the desire to teach a mixture of disability in one class. All classes would need to be drastically reduced (10 to 1 or less) to enable the teacher to teach each pupil successfully. It would also be costly to the schools as provision of special furniture, ramps and equipment is expensive.
358	However well equipped/trained/staffed a school might be the needs of children will suffer where there is too great a difference in learning ability.
339	I do believe it is a wonderful ideal to include disabled (learning or physically) children into our regular schools as it teaches the "normal" child to be more understanding and compassionate and the disabled child gets an opportunity to be part of the mainstream of society and does not live in isolation or an institution. Unfortunately the cost to make mainstream schools able to cope with disabled children could be crippling (i.e. training of teachers, equipment, etc!)
360	An education system that would put all children together is an education system that presumes all children are equal in ability. Equal opportunities for all does not mean this. "Specialisation" needs to be there and must be catered for otherwise it is not education.

APPENDIX E**RESULTS OF SECTION 3 OF THE QUESTIONNAIRE**

Percentage of subjects' responses to each statement.

(In each row the highest percentage is printed in bold type.)

1 = Strongly disagree 2 = Disagree 3 = Are unsure 4 = Agree 5 = Strongly agree		%	%	%	%	%
		1	2	3	4	5
1	All pupils have special educational needs.	32.1	23.5	5.2	35.6	27.1
2	Most teachers will be willing to participate in an in-service training programme to learn skills that will help them to teach pupils with special educational needs in mainstreamed classes.	32	21.8	19.6	35.9	12.4
3	Most teachers would prefer to teach a class of children with both special and ordinary needs rather than a regular class.	81.4	32.7	11.9	4.4	2.2
4	Approaches that are used in teaching learning disabled pupils can be put to good use with all pupils.	27.3	17.1	12.4	40.9	19.3
5	Most learning disabilities in South Africa are caused by socio-political deprivation.	66.1	36.9	13.1	16.9	3.9
6	As far as possible pupils with special educational needs should be included in the mainstream class.	68.5	25.1	8.8	18	4.7
7	Teaching techniques, rather than subject matter, cause pupils to perform poorly at school.	47.9	32.7	14.4	27.1	10.5
8	Teachers without formal remedial training should attend in-service training courses to learn how to teach learning disabled pupils.	12.4	8	4.1	45.6	37.8
9	Pupils with special educational needs will receive the special attention that they need only if they are placed in classes of about fifteen pupils or less.	4.7	2.5	4.1	22.1	69.1
10	Teachers of regular classes, who have not received special training to teach children with special educational needs, will nevertheless have the skills to cope with teaching in a class of children with both special and ordinary needs.	71.2	27.4	13.6	12.2	3
11	Training teachers to teach pupils with learning difficulties should be part of every teacher training programme.	9.7	6.9	3.9	36.7	49.7
12	Including pupils with special educational needs in mainstreamed classes will result in a lowering of the present standards of education.	11.9	9.4	12.4	33.1	42.5
13	Teaching children facts is as important as teaching children thinking skills.	35	22.5	6.7	33.9	24.4
14	It is possible to train every teacher to cope well with pupils with special educational needs in a mainstreamed class.	66.3	31.2	11.9	17.4	4.4
15	Educational curricula need to be changed to give all pupils a chance to succeed in mainstreamed classes.	58.8	26.8	16.9	18.2	6.1
16	It is possible to meet the needs of all the pupils in a class in which there are pupils both with and without learning disabilities.	77.3	26.9	9.7	9.7	3.3
17	Pupils with learning disabilities require more attention than it will be possible to give them in a mainstreamed class.	5.8	3.3	4.1	21.5	68.5
18	Teachers do not need specialised training to meet the educational needs of pupils with special educational needs.	87.1	28.5	5.2	4.4	3.3
19	Children with mild disabilities (e.g. learning problems) could be mainstreamed.	38.1	24.6	15.5	40.6	5.8

1 = Strongly disagree 2 = Disagree 3 = Are unsure 4 = Agree 5 = Strongly agree		%	%	%	%	%
		1	2	3	4	5
20	It is usually better to teach learning disabled pupils in separate, specialised schools.	12.8	8.6	7.5	29.2	50.6
21	Meeting special educational needs should receive lots of attention when changes are introduced to South Africa's educational system.	2.7	0.8	2.2	30.1	64.9
22	Eventually all schools will cater for pupils with many different sorts of educational needs.	41.9	17.5	24.7	23.9	9.4
23	Pupils with learning disabilities should have their educational needs addressed in remedial classes rather than in mainstreamed classes.	7.7	5.8	8	30.4	53.9
24	Although pupils with learning difficulties might produce work that is of a lower standard than the work produced by the other pupils in the class, teachers will, nevertheless, welcome mainstreaming.	66.3	24.3	19.3	11.3	3
25	Including pupils with special educational needs into a mainstreamed class will improve the life of the school.	68.2	25.4	22.4	6.4	3
26	It is possible for the teacher of a class of pupils with both regular and special needs to get to know all the pupils well.	48.9	24.6	9.4	30.7	11
27	Pupils with special educational needs will be able to reach their full learning capability in a mainstreamed class.	82.9	27.1	13	2.8	1.4
28	Pupils with serious learning disabilities could be mainstreamed.	89.2	21.7	6.7	2.5	1.7
29	If pupils with special educational needs are mainstreamed teachers could adapt regular teaching materials to make them suitable for these pupils.	58	30.1	17.4	23.2	1.4
30	Present teacher training adequately prepares all teachers to effectively teach pupils with special educational needs.	87	29.8	7.7	3.6	1.7
31	Classroom teaching should be concerned mainly with subject content.	79.5	46.4	6.6	11.3	2.5
32	Teaching a mainstreamed class involves more work than teaching a regular class.	18.1	11.8	27	28.2	26.7
33	Computers could be a useful teaching aid in making mainstreamed classes, which include learning disabled pupils, successful.	23.2	13.8	15.7	42	19.1
34	Students with learning disabilities would need to be separated for most learning activities in the mainstreamed class.	16.3	14.4	12.2	45.6	26
35	Teaching learning disabled pupils as well as pupils without learning disabilities in the same class need not affect the teaching methods used by the teacher.	88.1	29.8	5.2	5	1.7
36	If pupils with special educational needs are mainstreamed, teachers would use teaching materials that will meet their needs.	35.4	16.9	23.5	32.3	8.8
37	Most teachers will support the mainstreaming of learning disabled pupils.	74.3	24.7	17.2	6.1	2.5
38	If teachers are specially trained to teach pupils with learning disabilities, they will be better able to effectively teach pupils both with and without learning disabilities.	9.6	4.1	6.9	48.3	35.1
39	Teachers of classes of pupils of mixed ability will be able to give each pupil adequate encouragement.	63.5	29	17.1	16.3	3
40	If children with special educational needs are mainstreamed, most teachers will be able to give them adequate individual instruction.	82.9	27.9	8.3	5.8	3

1 = Strongly disagree 2 = Disagree 3 = Are unsure 4 = Agree 5 = Strongly agree		%	%	%	%	%
		1	2	3	4	5
41	The age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstreamed classes.	6.1	3.9	9.4	40.3	44.2
42	Including pupils with special educational needs in a mainstreamed class could prevent gifted pupils from reaching their academic capability.	14.1	11.6	13	32	40.9
43	Teaching in classes which include pupils with and without special educational needs will be more satisfying than teaching in classes from which pupils with special educational needs have been removed/excluded.	66.6	26.5	19.6	9.9	3.9
44	Most pupils without special educational needs will learn to accept the mainstreaming of pupils with special educational needs.	53.1	30.7	20.7	22.9	3.3
45	Classroom teaching should include teaching life skills.	2.7	1.9	3.6	31.5	62.2
46	Teaching in mainstreamed classes, which include both pupils with and without special educational needs, will involve more work.	3.3	2.5	3.9	26.2	66.6
47	Most pupils with special educational needs will be in favour of being mainstreamed.	54.3	29.9	26.9	15.2	3.6
48	All teachers should be educated to use technological aids to more effectively educate students with learning difficulties.	8	6.9	7.2	48.9	35.9
49	Classroom teaching should focus on encouraging pupils to be creative in their thinking.	1.4	0.8	2.5	35.4	60.8
50	Most parents of pupils with special educational needs would be in favour of mainstreaming pupils with special educational needs.	49.4	21.5	27.9	18.8	3.9
51	Most learning disabled pupils will reach their potential only if they are placed in remedial schools.	15	12.2	17.4	32.3	35.4
52	Learning disabled pupils in mainstreamed classes could receive remedial education after school.	26.7	25	10.3	35.3	5.3
53	Most teachers will welcome a new curriculum that will meet the needs of all pupils (i.e. pupils with and without special educational needs).	39.5	20.7	16.9	33.4	10.2
54	It will be very difficult for teachers to meet the demands placed upon them by having learning disabled pupils as well as pupils without learning disabilities in the same class.	3	1.9	5.8	32.9	58.3
55	All current teachers will be able to learn how to teach learning disabled pupils as well as pupils without learning disabilities.	52.2	25.7	24.3	19.3	4.1
56	Teaching pupils with learning disabilities is too difficult for the regular/ordinary teacher to deal with.	31.2	26.2	17.1	28.5	23.2
57	Mainstream teachers will cope with teaching learning disabled pupils if there are efficient support services readily available to assist them. (e.g. psychologists, remedial therapists, speech therapists, occupational therapists.)	32.6	20.7	16.9	35.4	15.2
58	Mildly mentally retarded pupils should be mainstreamed.	71.2	27.3	15.5	9.7	3.6
59	Mainstreaming is desirable in theory.	38.1	18.9	15	37	9.7
60	Mainstreaming is not very practicable.	12.2	8.9	15.8	33	39.1
61	The availability of teaching aids will make possible the success of mainstreaming of children with special educational needs.	52.2	30.9	16.9	26.8	4.1

1 = Strongly disagree 2 = Disagree 3 = Are unsure 4 = Agree 5 = Strongly agree		%	%	%	%	%
		1	2	3	4	5
62	Mainstreaming children will be socially beneficial to children without special educational needs.	37.9	22.7	24	31.8	6.4
63	Appropriate provision for children with special educational needs within the mainstream will necessitate placement in a remedial school for fewer children.	27.1	13.8	25.7	40.6	6.6
64	Most pupils without special educational needs can be taught to support mainstreaming of pupils with special educational needs.	45	27.9	26.5	25.4	3
65	Learning disabled pupils in mainstreamed classes could receive remedial education during school hours.	43.4	21	11.6	39	6.1
66	All prospective teachers will be able to learn how to teach learning disabled pupils as well as pupils without learning disabilities.	38.5	18.6	21.6	34.3	5.5
67	The availability of teacher aides (assistant teachers) will make possible the success of mainstreaming of children with special educational needs.	33.7	17.1	18.5	34.5	13.3
68	Mainstreaming children with special educational needs will better equip those children for adult life.	49.2	26.8	22.4	21.5	6.9

APPENDIX F**RESULTS OF SECTION 3 OF THE QUESTIONNAIRE**

Percentage of subjects' responses to each statement.
(In each row the highest percentage is printed in bold type.)

		%	%	%
		DISAGREE	NEUTRAL	AGREE
1	All pupils have special educational needs.	32	5	63
2	Most teachers will be willing to participate in an in-service training programme to learn skills that will help them to teach pupils with special educational needs in mainstreamed classes.	32	20	48
3	Most teachers would prefer to teach a class of children with both special and ordinary needs rather than a regular class.	81	12	7
4	Approaches that are used in teaching learning disabled pupils can be put to good use with all pupils.	27	13	60
5	Most learning disabilities in South Africa are caused by socio-political deprivation.	66	13	21
6	As far as possible pupils with special educational needs should be included in the mainstream class.	69	8	23
7	Teaching techniques, rather than subject matter, cause pupils to perform poorly at school.	48	14	38
8	Teachers without formal remedial training should attend in-service training courses to learn how to teach learning disabled pupils.	12	5	83
9	Pupils with special educational needs will receive the special attention that they need only if they are placed in classes of about fifteen pupils or less.	5	4	91
10	Teachers of regular classes, who have not received special training to teach children with special educational needs, will nevertheless have the skills to cope with teaching in a class of children with both special and ordinary needs.	71	14	15
11	Training teachers to teach pupils with learning difficulties should be part of every teacher training programme.	10	4	86
12	Including pupils with special educational needs in mainstreamed classes will result in a lowering of the present standards of education.	12	12	76
13	Teaching children facts is as important as teaching children thinking skills.	35	7	58
14	It is possible to train every teacher to cope well with pupils with special educational needs in a mainstreamed class.	66	12	22
15	Educational curricula need to be changed to give all pupils a chance to succeed in mainstreamed classes.	59	17	24
16	It is possible to meet the needs of all the pupils in a class in which there are pupils both with and without learning disabilities.	77	10	13
17	Pupils with learning disabilities require more attention than it will be possible to give them in a mainstreamed class.	6	4	90
18	Teachers do not need specialised training to meet the educational needs of pupils with special educational needs.	87	5	8
19	Children with mild disabilities (e.g. learning problems) could be mainstreamed.	38	16	46

		%	%	%
		DISAGREE	NEUTRAL	AGREE
20	It is usually better to teach learning disabled pupils in separate, specialised schools.	13	7	80
21	Meeting special educational needs should receive lots of attention when changes are introduced to South Africa's educational system.	3	2	95
22	Eventually all schools will cater for pupils with many different sorts of educational needs.	42	25	33
23	Pupils with learning disabilities should have their educational needs addressed in remedial classes rather than in mainstreamed classes.	8	8	84
24	Although pupils with learning difficulties might produce work that is of a lower standard than the work produced by the other pupils in the class, teachers will, nevertheless, welcome mainstreaming.	67	19	14
25	Including pupils with special educational needs into a mainstreamed class will improve the life of the school.	69	23	8
26	It is possible for the teacher of a class of pupils with both regular and special needs to get to know all the pupils well.	49	9	42
27	Pupils with special educational needs will be able to reach their full learning capability in a mainstreamed class.	83	13	4
28	Pupils with serious learning disabilities could be mainstreamed.	90	6	4
29	If pupils with special educational needs are mainstreamed teachers could adapt regular teaching materials to make them suitable for these pupils.	58	17	25
30	Present teacher training adequately prepares all teachers to effectively teach pupils with special educational needs.	87	8	5
31	Classroom teaching should be concerned mainly with subject content.	80	6	14
32	Teaching a mainstreamed class involves more work than teaching a regular class.	18	27	55
33	Computers could be a useful teaching aid in making mainstreamed classes, which include learning disabled pupils, successful.	23	16	61
34	Students with learning disabilities would need to be separated for most learning activities in the mainstreamed class.	16	12	72
35	Teaching learning disabled pupils as well as pupils without learning disabilities in the same class need not affect the teaching methods used by the teacher.	88	5	7
36	If pupils with special educational needs are mainstreamed, teachers would use teaching materials that will meet their needs.	35	24	41
37	Most teachers will support the mainstreaming of learning disabled pupils.	71	17	9
38	If teachers are specially trained to teach pupils with learning disabilities, they will be better able to effectively teach pupils both with and without learning disabilities.	10	7	83
39	Teachers of classes of pupils of mixed ability will be able to give each pupil adequate encouragement.	64	17	19
40	If children with special educational needs are mainstreamed, most teachers will be able to give them adequate individual instruction.	83	8	9

		%	%	%
		DISAGREE	NEUTRAL	AGREE
41	The age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstreamed classes.	6	9	85
42	Including pupils with special educational needs in a mainstreamed class could prevent gifted pupils from reaching their academic capability.	14	13	73
43	Teaching in classes which included pupils with and without special educational needs will be more satisfying than teaching in classes from which pupils with special educational needs have been removed/excluded.	67	20	13
44	Most pupils without special educational needs will learn to accept the mainstreaming of pupils with special educational needs.	53	21	26
45	Classroom teaching should include teaching life skills.	3	3	94
46	Teaching in mainstreamed classes, which include both pupils with and without special educational needs, will involve more work.	3	4	93
47	Most pupils with special educational needs will be in favour of being mainstreamed.	54	27	19
48	All teachers should be educated to use technological aids to more effectively educate students with learning difficulties.	8	7	85
49	Classroom teaching should focus on encouraging pupils to be creative in their thinking.	1	3	96
50	Most parents of pupils with special educational needs would be in favour of mainstreaming pupils with special educational needs.	49	28	23
51	Most learning disabled pupils will reach their potential only if they are placed in remedial schools.	15	17	68
52	Learning disabled pupils in mainstreamed classes could receive remedial education after school.	49	10	41
53	Most teachers will welcome a new curriculum that will meet the needs of all pupils (i.e. pupils with and without special educational needs).	40	16	44
54	It will be very difficult for teachers to meet the demands placed upon them by having learning disabled pupils as well as pupils without learning disabilities in the same class.	3	6	91
55	All current teachers will be able to learn how to teach learning disabled pupils as well as pupils without learning disabilities.	53	24	23
56	Teaching pupils with learning disabilities is too difficult for the regular/ordinary teacher to deal with.	31	17	52
57	Mainstream teachers will cope with teaching learning disabled pupils if there are efficient support services readily available to assist them. (e.g. psychologists, remedial therapists, speech therapists, occupational therapists.)	33	16	51
58	Mildly mentally retarded pupils should be mainstreamed.	71	16	13
59	Mainstreaming is desirable in theory.	38	15	47
60	Mainstreaming is not very practicable.	12	16	72
61	The availability of teaching aids will make possible the success of mainstreaming of children with special educational needs.	52	17	31

		%	%	%
		DISAGREE	NEUTRAL	AGREE
62	Mainstreaming children will be socially beneficial to children without special educational needs.	38	24	38
63	Appropriate provision for children with special educational needs within the mainstream will necessitate placement in a remedial school for fewer children.	27	26	47
64	Most pupils without special educational needs can be taught to support mainstreaming of pupils with special educational needs.	45	27	28
65	Learning disabled pupils in mainstreamed classes could receive remedial education during school hours.	43	12	45
66	All prospective teachers will be able to learn how to teach learning disabled pupils as well as pupils without learning disabilities.	39	21	40
67	The availability of teacher aides (assistant teachers) will make possible the success of mainstreaming of children with special educational needs.	34	18	48
68	Mainstreaming children with special educational needs will better equip those children for adult life.	49	23	28

APPENDIX G

A contrast of the percentages of males' and females' positive and negative responses to the 68 statements in Section 3 of the Questionnaire.

** indicates a difference of 15% to 19% between males' and females' responses.*

*** indicates a difference of 20% to 29% between males' and females' responses.*

NUM#		% NEGATIVE RESPONSES		+	% POSITIVE RESPONSES	
		MALES	FEMALES		MALES	FEMALES
1		32.4	31.5		62.1	63
2		40.5	31.2		48.6	48
3		78.3	82.1		13.5	5.4
4		32.4	27.1		56.7	60.2
5		54	67.3		27	20.3
6	*	54	70.4	**	43.2	19.9
7		48.6	47.8		40.5	37.3
8		21.6	11.7	*	65.6	41.9
9		0	3.3		94.6	90.6
10		70.2	71.2		24.3	13.8
11	*	21.6	8.2	*	74.9	88
12		18.9	11		70.2	76.6
13		36.1	35.1		61.1	37.4
14		39.4	67.3		32.4	30.1
15		51.3	60.2		32.4	32.7
16		67.3	78.5	*	27	11.4
17		10.9	1.3		86.3	90.2
18		86.4	87.1		8.1	7.6
19		29.7	39.5		51.3	43.1
20		13.5	13		81.1	79.4
21		0	3.1		97.3	94.6
22		37.8	42.3		43.2	32.1
23		18.9	7.6		81.1	84.5
24	**	48.6	68.7		24.3	11.2
25		62.1	68.4		18.9	8.5
26	*	32.4	51.1	*	56.7	39.8
27	*	67.5	85.1		16.2	2.5
28		83.8	89.6		8.1	3.8
29	*	40.6	59.9	*	40.5	23

ITEM#	-	% NEGATIVE RESPONSES		+	% POSITIVE RESPONSES	
		MALES	FEMALES		MALES	FEMALES
30		75.6	88.9		13.3	3.7
31		67.5	81.1		24.3	12.1
32		13.5	19.1		56.7	53.9
33		18.9	23.7		64.8	60.6
34		21.6	16.1		64.8	71.9
35		81.1	89.2		13.5	5.7
36		29.7	36.3		54	39.4
37		64.8	75.6		18.9	7.3
38		13.5	9.5		78.3	83.3
39		62.1	63.7		27	18.3
40		75.6	83.9		16.2	7.9
41		10.8	5.4	*	67.5	86.7
42	*	32.4	13.2		67.5	73.8
43		59.4	67.2	*	29.7	11.7
44		62.1	31.7		16.2	27.4
45		5.4	1.5		91.9	93.7
46		8.1	2.8		86.4	83.4
47		48.6	35		21.6	18.6
48		8.1	7.8		81	85.1
49		2.7	0.9		94.6	96.5
50		43.2	50.2		24.3	22.4
51		16.2	14.5		62.1	68.4
52		45.9	48.9		41.2	41
53		35.1	40.3		54	42
54		8.1	2.2		78.3	98.7
55		40.5	53.9		24.3	23.4
56		32.4	30.9		48.6	52.1
57		35.1	31.2		51.3	50.5
58		59.4	72.6		24.3	12
59		32.4	35.9		48.6	46.5
60		10.8	13.4		39.4	73.4
61		40.5	54	**	48.6	28.4
62		35.1	37.8		37.8	37.9
63		27	27.1		45.9	47.1
64		45.9	44.4		27	28.4

ITEM #	-	% NEGATIVE RESPONSES		+	% POSITIVE RESPONSES	
		MALES	FEMALES		MALES	FEMALES
65		40.5	51.3		51.3	
66		47.2	30.5		30.5	
67		46.5	51.3		51.3	
68		45.9	32		32	

The strength of the positive or negative response by male and female respondents differed by 15% to 19% on the following statements:

- 6 As far as possible, pupils with special educational needs should be included in the mainstream class.
- 8 Teachers without formal remedial training should attend in-service training courses to learn how to teach learning disabled pupils.
- 11 Training teachers to teach pupils with learning difficulties should be part of every teacher training programme.
- 16 It is possible to meet the needs of all the pupils in a class in which there are pupils both with and without learning disabilities.
- 26 It is possible for the teacher of a class of pupils with both regular and special needs to get to know all the pupils well.
- 27 Pupils with special educational needs will be able to reach their full learning capability in a mainstreamed class.
- 29 If pupils with special educational needs are mainstreamed teachers could adapt regular teaching materials to make them suitable for these pupils.
- 41 The age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstreamed classes.
- 42 Including pupils with special educational needs in a mainstreamed class could prevent gifted pupils from reaching their academic capability.
- 43 Including pupils with special educational needs in a mainstreamed class could prevent gifted pupils from reaching their academic capability.

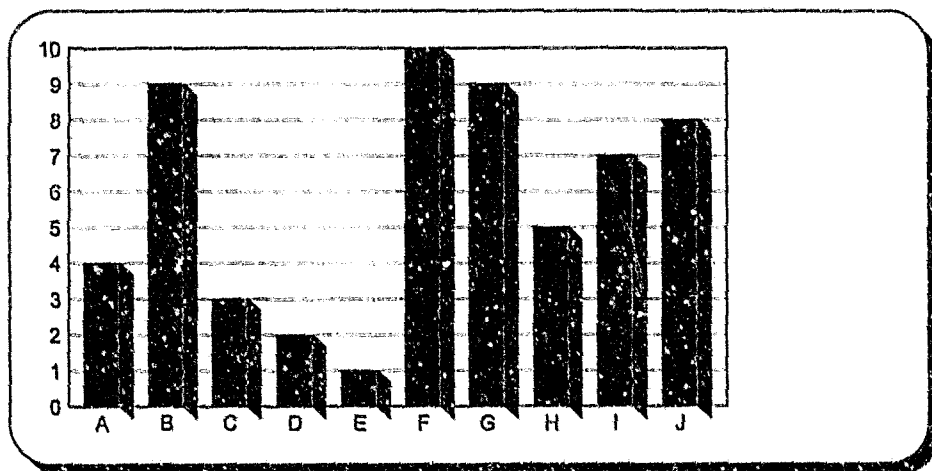
The strength of the positive or negative response by male and female respondents differed by 20% or more on the following statements:

- 24 Although pupils with learning difficulties might produce work that is of a lower standard than the work produced by the other pupils in the class, teachers will, nevertheless, welcome mainstreaming.
- 61 The availability of teaching aids will make possible the success of mainstreaming of children with special educational needs.

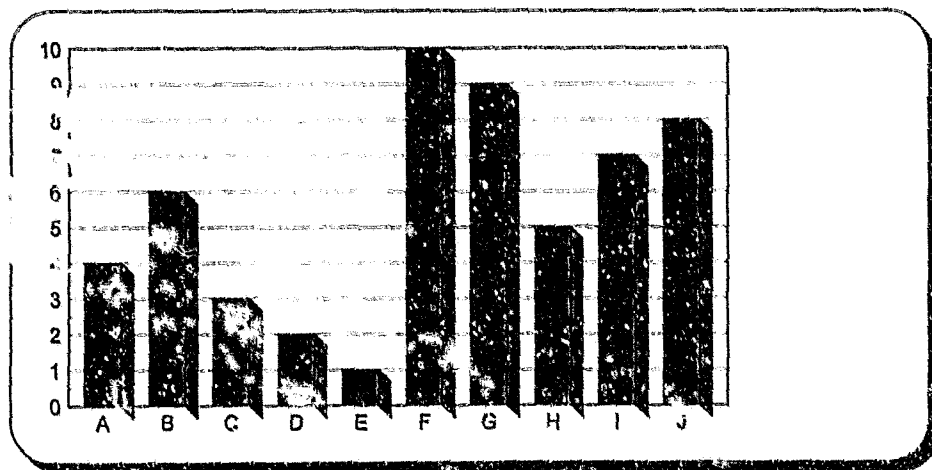
HISTOGRAMS OF THE MODES IN THE GOALS OF EDUCATION SCALE

KEY TO GOALS
 A = To emphasize groupwork, sharing and co-operation in the classroom.
 B = To encourage pupils to set their own goals for learning.
 C = To accurately teach pupils the lesson content.
 D = To train pupils to remember factual information accurately.
 E = To rate pupils against group standards.
 F = To arouse the pupils' desire to learn.
 G = To encourage pupils to find their own problem solving methods.
 H = To emphasize how the subject matter that is being taught is linked to other subjects.
 I = To ensure that the pupils learn the skills that are being taught.
 J = To develop in pupils their ability to critically assess information.

1. ENTIRE SAMPLE



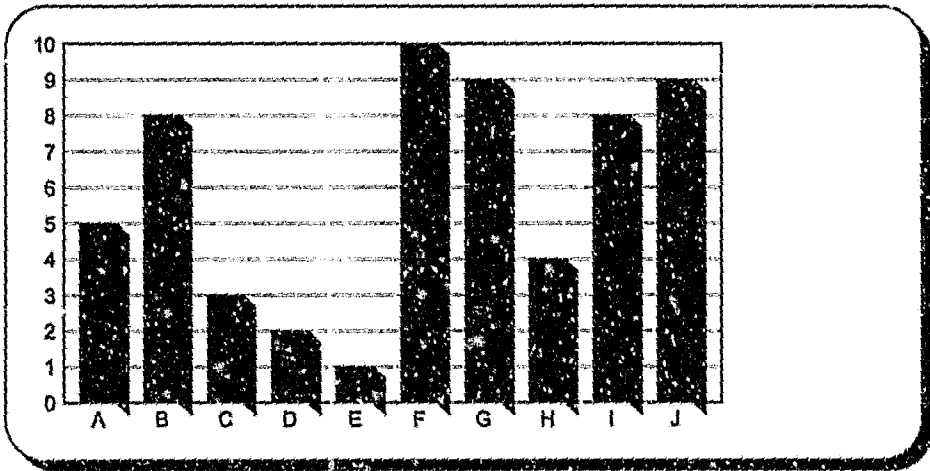
2. GOVERNMENT REMEDIAL EDUCATION SCHOOLS



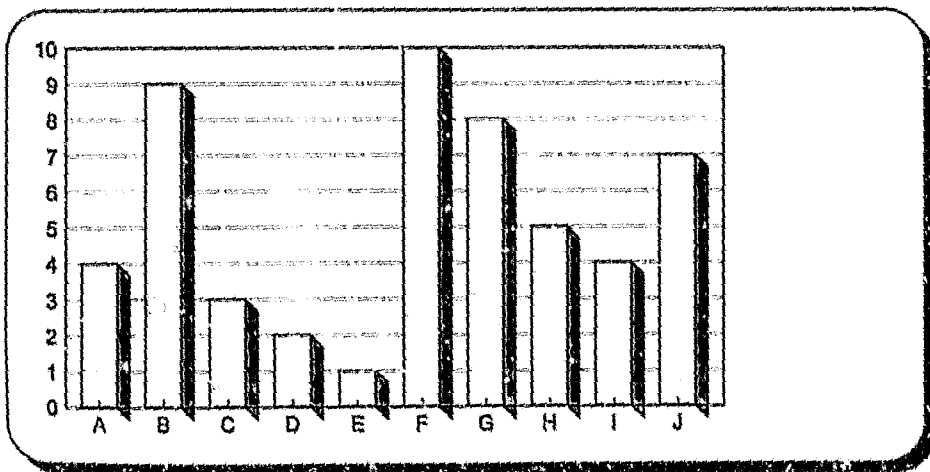
HISTOGRAMS OF THE MODES IN THE GOALS OF EDUCATION SCALE

- KEY TO GOALS**
- A = To emphasize groupwork, sharing and co-operation in the classroom.
 - B = To encourage pupils to set their own goals for learning.
 - C = To accurately teach pupils the lesson content.
 - D = To train pupils to remember factual information accurately.
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 - J = To develop in pupils their ability to critically assess information.

3. GOVERNMENT SCHOOLS WITH AN AID CLASS

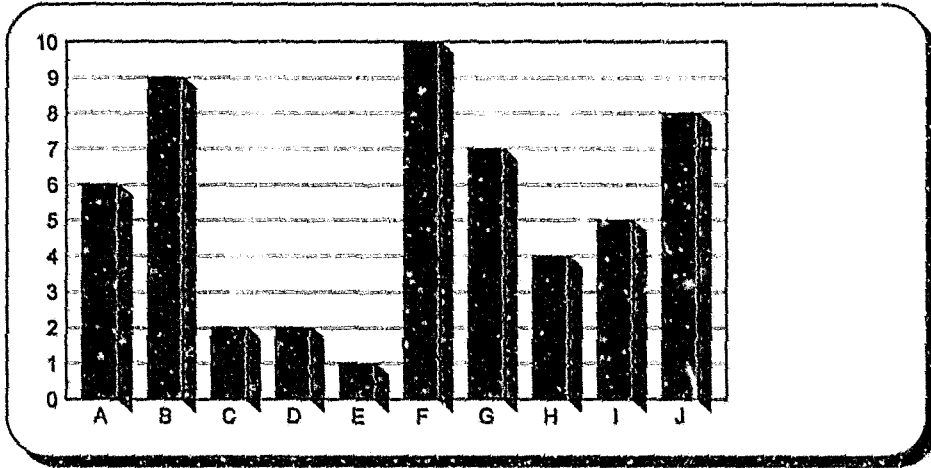


4. PRIVATE REMEDIAL SCHOOLS



- KEY TO GOALS**
- A = To emphasize groupwork, sharing and co-operation in the classroom.
 - B = To encourage pupils to set their own goals for learning.
 - C = To accurately teach pupils the lesson content.
 - D = To train pupils to remember factual information accurately.
 - E = To rate pupils against group standards.
 - F = To arouse the pupils' desire to learn.
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 - H = To emphasize how the subject matter that is being taught is linked to other subjects.
 - I = To ensure that the pupils learn the skills that are being taught.
 - J = To develop in pupils their ability to critically assess information.

5. PRIVATE REGULAR EDUCATION



APPENDIX I**Ranking of statements from most important to least important goals in education.****A. ENTIRE SAMPLE**

RANKING	ITEM #	ITEM
1st	6	To arouse the pupils' desire to learn.
2nd & 3rd	2 & 7	2 ⇨ To encourage pupils to set their own goals for learning. 7 ⇨ To encourage pupils to find their own problem solving methods.
4th	10	To develop in pupils their ability to critically assess information.
5th	9	To ensure that the pupils learn the skills that are being taught.
6th	8	To emphasize how the subject matter that is being taught is linked to other subjects.
7th	1	To emphasize groupwork, sharing and co-operation in the classroom.
8th	3	To emphasize how the subject matter that is being taught is linked to other subjects.
9th	4	To train pupils to remember factual information accurately.
10th	5	To rate pupils against group standards.

B. GOVERNMENT REMEDIAL EDUCATION SCHOOLS

RANKING	ITEM #	ITEM
1st	6	To arouse the pupils' desire to learn.
2nd	7	To encourage pupils to find their own problem solving methods.
3rd	10	To develop in pupils their ability to critically assess information.
4th	9	To ensure that the pupils learn the skills that are being taught.
5th	2	To encourage pupils to set their own goals for learning.
6th	8	To emphasize how the subject matter that is being taught is linked to other subjects.
7th	1	To emphasize groupwork, sharing and co-operation in the classroom.
8th	3	To accurately teach pupils the lesson content.
9th	4	To train pupils to remember factual information accurately.
10th	5	To rate pupils against group standards.

C. GOVERNMENT SCHOOLS WITH AN AID CLASS

RANKING	ITEM #	ITEM
1st	6	To arouse the pupils' desire to learn.
2nd & 3rd	7 & 10	7 ⇨ To encourage pupils to find their own problem solving methods. 10 ⇨ To develop in pupils their ability to critically assess information.
4th & 5th	2 & 9	2 ⇨ To encourage pupils to set their own goals for learning. 9 ⇨ To ensure that the pupils learn the skills that are being taught.
6th	1	To emphasize groupwork, sharing and co-operation in the classroom.
7th	8	To emphasize how the subject matter that is being taught is linked to other subjects.
8th	3	To accurately teach pupils the lesson content.
9th	4	To train pupils to remember factual information accurately.
10th	5	To rate pupils against group standards.

D. PRIVATE REMEDIAL EDUCATION SCHOOLS

RANKING	ITEM #	ITEM
1st	6	To arouse the pupils' desire to learn.
2nd	2	To encourage pupils to set their own goals for learning.
3rd	7	To encourage pupils to find their own problem solving method.
4th	10	To develop in pupils their ability to critically assess information.
5th	8	To emphasize how the subject matter that is being taught is linked to other subjects.
6th & 7th	1 & 9	1 = To emphasize groupwork, sharing and co-operation in the classroom. 9 = To ensure that the pupils learn the skills that are being taught.
8th	3	To accurately teach pupils the lesson content.
9th	4	To train pupils to remember factual information accurately.
10th	5	To rate pupils against group standards.

E. PRIVATE REGULAR EDUCATION

RANKING	ITEM #	ITEM
1st	6	To arouse the pupils' desire to learn.
2nd	2	To encourage pupils to set their own goals for learning.
3rd	10	To develop in pupils their ability to critically assess information.
4th	7	To encourage pupils to find their own problem solving methods.
5th	1	To emphasize groupwork, sharing and co-operation in the classroom.
6th	9	To ensure that the pupils learn the skills that are being taught.
7th	8	To emphasize how the subject matter that is being taught is linked to other subjects.
8th & 9th	3 & 4	3 = To accurately teach pupils the lesson content. 4 = To train pupils to remember factual information accurately.
10th	5	To rate pupils against group standards.

APPENDIX J**PERCENTAGES OF RESPONSES PER ITEM IN THE
GOALS OF
EDUCATION SCALE.****A. ENTIRE SAMPLE**

ITEM NO.	% Rating "1"	% Rating "2"	% Rating "3"	% Rating "4"	% Rating "5"	% Rating "6"	% Rating "7"	% Rating "8"	% Rating "9"	% Rating "10"
1	0	9.8	6.7	2.3	15	15.6	11	10.1	4	4.6
2	0.9	2.6	7.3	4.7	11.4	15.2	13.2	16.4	20.8	7.6
3	7.4	17.6	30.6	10.6	7.9	7.4	5	4.1	5	4.4
4	12.9	36.1	12.6	10.3	7.9	5.9	5	3.5	3.8	2.1
5	63.5	10.6	11.2	2.9	2.6	3.8	2.1	1.8	0.6	0.9
6	1.4	1.4	0.9	1.4	1.2	4.6	4.6	7.8	14.2	62.4
7	0.9	2.3	0.9	4.4	6.7	8.1	15.1	19.5	29.7	12.5
8	3.2	6.8	12.9	18.5	20.3	15.9	10.6	6.5	2.4	2.9
9	0.9	3.2	5.6	15.5	12.3	12	17.5	13.5	10.5	9.1
10	3.2	3.8	6.2	5.3	8.8	13.5	14.4	20.5	14.4	10

B. GOVERNMENT REMEDIAL EDUCATION SCHOOLS

ITEM NO.	% Rating "1"	% Rating "2"	% Rating "3"	% Rating "4"	% Rating "5"	% Rating "6"	% Rating "7"	% Rating "8"	% Rating "9"	% Rating "10"
1	0	15.4	2.1	30.8	18.9	14	7	7	2.8	2.1
2	0.7	0.7	6.5	3.3	8.5	27.5	11.8	12.4	21.6	7.2
3	5.9	13.2	37.5	13.8	7.9	3.3	4.6	5.9	4.6	3.3
4	9.2	44.1	11.2	9.2	7.9	5.9	5.9	1.3	3.9	1.3
5	72.2	9.3	9.9	2	2.6	2	0.7	0.7	0	0.7
6	0	0.6	0.6	0	1.9	5.1	2.6	10.9	11.5	66.7
7	0.6	0.6	0	3.2	6.5	6.5	12.3	18.7	39.6	12.3
8	3.9	3.3	15.1	15.8	26.3	13.2	11.2	7.2	2	2
9	0	4.6	5.9	17	7.2	13.1	28.8	9.8	7.8	5.9
10	1.3	2.6	5.3	3.9	7.2	13.8	14.5	29.6	11.2	10.5

C. GOVERNMENT SCHOOLS WITH AN AID CLASS

ITEM NO.	% Rating "1"	% Rating "2"	% Rating "3"	% Rating "4"	% Rating "5"	% Rating "6"	% Rating "7"	% Rating "8"	% Rating "9"	% Rating "10"
1	0	5.5	13.2	15.4	16.5	13.2	9.9	13.2	4.4	8.8
2	1.1	5.3	7.4	6.4	17	5.3	16	17	10.6	13.8
3	6.4	18.1	28.7	7.4	9.6	10.6	4.3	2.1	7.4	5.3
4	19.1	29.8	6.4	12.8	7.4	5.3	5.3	6.4	3.2	4.3
5	55.3	11.7	11.7	5.3	2.1	4.3	4.3	1.1	2.1	2.1
6	3.2	4.3	0	2.1	1.1	5.3	8.5	9.6	17	48.9
7	1.1	2.1	1.1	6.4	6.4	11.7	17	16	23.4	14.9
8	3.2	9.6	13.8	19.1	12.8	17	14.9	4.3	1.1	4.3
9	1.1	2.1	5.3	11.7	13.8	12.8	5.3	20.2	10.6	17
10	0	7.4	6.4	7.4	7.4	13.8	12.8	11.7	22.3	10.6

D. PRIVATE REMEDIAL EDUCATION

ITEM NO.	% RATING "1"	% RATING "2"	% RATING "3"	% RATING "4"	% RATING "5"	% RATING "6"	% RATING "7"	% RATING "8"	% RATING "9"	% RATING "10"
1	0	0	7.3	24.4	9.8	19.5	22	7.3	7.3	2.4
2	0	4.8	7.1	0	16.7	4.8	16.7	21.4	26.2	2.4
3	11.9	26.2	26.2	9.5	4.8	7.1	9.5	2.4	0	2.4
4	14.3	38.1	21.4	4.8	2.4	4.8	2.4	7.1	4.8	0
5	57.1	7.1	16.7	4.8	2.4	4.8	2.4	4.8	0	0
6	4.8	0	4.8	2.4	0	4.8	2.4	0	16.7	66.7
7	0	4.8	0	7.1	11.9	7.1	4.8	26.2	23.8	14.3
8	0	9.5	4.8	21.4	21.4	19	9.5	7.1	7.1	0
9	2.4	2.4	7.1	23.8	16.7	14.3	9.5	11.9	9.5	2.4
10	4.8	2.4	9.5	4.8	11.9	9.5	21.4	14.3	11.9	9.5

E. PRIVATE REGULAR EDUCATION

ITEM NO.	% Rating "1"	% Rating "2"	% Rating "3"	% Rating "4"	% Rating "5"	% Rating "6"	% Rating "7"	% Rating "8"	% Rating "9"	% Rating "10"
1	0	9.8	7.8	13.7	5.9	21.6	15.7	15.7	3.9	5.9
2	1.9	1.9	9.4	9.4	5.7	5.7	9.4	22.6	32.1	1.9
3	9.6	23.1	17.3	7.7	7.7	13.5	3.8	3.8	5.8	7.7
4	11.3	22.6	20.8	13.2	13.2	7.5	3.8	1.9	3.8	1.9
5	58.5	15.1	9.4	0	3.8	7.5	1.9	3.8	0	0
6	0	0	1.9	3.7	0	1.9	5.6	1.9	14.8	70.4
7	1.9	5.6	3.7	1.9	3.7	7.4	27.8	24.1	16.7	7.4
8	3.8	9.6	11.5	23.1	15.4	19.2	1.9	7.7	1.9	5.8
9	1.9	1.9	3.8	11.3	20.8	5.7	13.2	13.2	18.9	9.4
10	13.2	1.9	5.7	5.7	13.2	15.1	11.3	15.1	11.3	7.5

**ATTITUDES OF PROFESSIONALS AT SCHOOLS
TOWARDS MAINSTREAMING CHILDREN WITH
SPECIAL NEEDS.**

C.D. Christie

Author Christie Cd

Name of thesis Attitudes Of Professionals At School Towards Mainstreaming Children With Special Needs Christie Cd 1998

PUBLISHER:

University of the Witwatersrand, Johannesburg

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