

**UNIVERSITY OF EXETER
SCHOOL OF EDUCATION AND LIFELONG LEARNING**

**TOWARD INCLUSION OF HIGH SUPPORT NEEDS STUDENTS IN MAINSTREAM
PRIMARY SCHOOLS: A COMPARATIVE STUDY OF TEACHERS' ATTITUDES,
PROVISION AND ROLES OF EDUCATIONAL PSYCHOLOGISTS
IN BRUNEI AND THE UK**

**SUBMITTED BY
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**TO THE UNIVERSITY OF EXETER
AS A THESIS FOR THE DEGREE OF
DOCTORATE OF EDUCATIONAL PSYCHOLOGY
IN EDUCATIONAL, CHILD AND COMMUNITY PSYCHOLOGY**

MAY 2010

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Signature

موستره

ACKNOWLEDGEMENTS

Syukur Alhamdulillah, I praise in the name of the Almighty for giving me the strength to finish this research. I would like to express my gratitude to His Majesty's Government of Brunei Darussalam for giving me the opportunity to pursue this course at Exeter University.

A special measure of gratitude is expressed to Ms Teri-Anne Hornby, for her continuous invaluable support and assistance.

Sincere appreciation is extended to the Principal and Assistant Principal of Educational Psychology Service in the UK, all the EPs, the staff, the headteachers, and especially the teachers who took part in the research. Sincere appreciation is also extended to the Director of Schools, Ministry of Education, Brunei Darussalam, all the headmasters, headmistresses and teachers in Brunei who took part in the research. Without their assistance, this study would not have been completed. A sincere thank you to Andrew Richards, Tim Maxwell, Brahm Norwich and Jo Rose, for their help with the construction of the questionnaire and the analysis of the data.

A special measure of gratitude goes to the Special Educational Needs Co-ordinators (SENCOs) in the UK, and the Special Educational Needs Assistance (SENA) teachers in Brunei for their tireless effort in distributing and collecting the survey forms from the teachers. A special thank you to all the teachers who took time to complete the survey, were willing to be interviewed and shared their opinions and comments regarding inclusion of HSN students and their perception of the role of EPs. Many thanks to all the EPs in Brunei and the UK who contributed and shared their perceptions and experience in this research. Without everyone's co-operation, my research would not have been completed.

To my husband, Mohamad Murad and my son, Qoid Rafif, thank you so much for your understanding, patience and encouragement throughout these three difficult years. Thanks also go to my mother who has always encouraged me to pursue my dreams and who shows her love in her cooking and to my siblings who have supported me with their kind words and their understanding.

I would like to thank my friends, staff and colleagues who have been supportive, and encouraging. A special thank you goes to my friends, Pauline, Dr Huraini and Rafizah who has assisted me in translating and editing this paper.

I would like to express my appreciation to all my supervisors, for their personal and professional support. To everyone else at the Psychology Team and everyone in the course, thank you so much for allowing me to be part of your lives for three years.

OVERVIEW

This paper reports the two parts of a comparative study of teachers' attitudes towards, and the provision and role of, Educational Psychologists (EPs) in the inclusion of high support needs (HSN) students in mainstream primary schools in Brunei and the UK. In Study 1, the extent to which teacher attitudes towards inclusion were affected by two variables—teacher-related variables and educational environment-related variables—were examined. Teachers of Reception and Key Stage 1 classes in Brunei, and in a county in the south-west of England were asked to respond to a questionnaire concerning their willingness to include HSN students in their class. The questionnaire was designed as a means of obtaining information concerning the teachers' background variables, teachers' attitudes towards inclusion and the availability of support structures and services received by the teachers. The data were analysed using a series of statistical methods which included analysis of variance (ANOVA), t-test and Pearson correlation. The major finding was that both the Brunei and UK teachers held positive attitudes towards inclusion of HSN students, with the teachers in the UK being more positive than teachers in Brunei. Factors associated with more positive attitudes are discussed with reference to background variables, support structures and service deliveries, as well as cultural and policy differences between these two countries.

Following this study, Study 2 was carried out in which the provision of support services, including the role of EPs in the inclusion of HSN students in mainstream schools in Brunei and the UK, was further explored. In this descriptive study, the support structures in Brunei were compared to those in the UK, with specific regard to the roles of EPs towards the inclusion of HSN students. This study examined the perspectives of teachers and EPs in Brunei and the UK regarding the provision, support structures and service delivery currently operating in the class and/or school. A specially designed questionnaire was administered to the teachers, and a sample of teachers and EPs were interviewed. While quantitative data was analysed using the SPSS package, qualitative data including

interview transcripts were analysed using identification, coding and comparing common themes. Results showed that teachers in Brunei and the UK indicate the issues of resources and teaching materials, support from SENCOs, TAs and EPs and more aide time, as support structures currently operating in the class or school for successful inclusion to take place. While Brunei teachers rate the involvement of EPs towards the inclusion of HSN students as very important, teachers in the UK rate EPs' involvement as important. With regard to the role of EPs, teachers in Brunei gave important ratings to all the ten Educational Psychology services listed. Teachers in the UK gave important ratings to eight of the services while their role in conducting research and constructing IEPs were considered as neither important nor unimportant.

On the other hand, EPs in Brunei and the UK perceived their roles in consultation as important. Teachers in both countries wanted EPs to be available on a daily basis at their schools. Implications for future Educational Psychology practice and research are discussed.

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PAPER 1

TOWARD INCLUSION OF HIGH SUPPORT NEEDS STUDENTS IN MAINSTREAM

PRIMARY SCHOOLS: A COMPARATIVE STUDY OF TEACHERS' ATTITUDES

IN BRUNEI AND THE UK

ABSTRACT

This paper reports the first part of a comparative study of teachers' attitudes towards the inclusion of high support needs (HSN) students in mainstream primary schools in Brunei and an equivalent group of pupils within the UK. Specifically, in this non-experimental, descriptive design study, the extent to which teachers' attitudes towards inclusion are affected by two variables—teacher-related variables and educational environment-related variables—were examined. Teachers of Reception and Key Stage 1 classes in Brunei, and in a county in the south-west of England were asked to respond to a questionnaire. The questionnaire was designed as a means of obtaining information concerning the teachers' background variables, teachers' attitudes towards inclusion using a sixteen-item, six-point, forced-choice Likert scale, and the availability of support structures and support services received by the teachers. The questionnaire was written in two languages—Malay and English. The data were analysed using a series of statistical methods which included ANOVA, t-test and Pearson correlation. Attitudes towards inclusion of HSN students were positive in both countries and were slightly related to personal characteristics and availability of support. More positive attitudes towards inclusion in the UK teachers were associated with age, training in special education and availability of support. In comparison, Brunei teachers' desire to take training in special education was more related to positive attitudes. The findings were discussed in terms of an interactionist perspective, and associated to differences in special education policy, provision and possible cultural differences between these two countries.

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1. INTRODUCTION

The philosophy promoting inclusive education is widespread in schools across countries throughout the world (Farrell & Ainscow, 2002; Mittler, 2000). Students with special educational needs (SEN), including those with high support needs (HSN) are increasingly being educated in mainstream schools (Norwich, 2008). The argument for education in the mainstream is based on the idea that it will permit SEN/HSN students to observe peer models for social behaviour and make genuine friendships with members of their local community. In this context, research focusing on factors that may influence or impede efforts to include SEN/HSN students is important. Specifically, researchers over several decades have found that teachers' attitudes are one of the most crucial factors in the success of the implementation of inclusion (Avramidis, Bayliss & Burden, 2000; Hastings & Oakford, 2003; Vaughn, Schumm, Jallad, Slusher & Saumell, 1996). Although the idea of inclusion has been accepted by many, not all teachers accept the trend enthusiastically. Teachers might feel challenged, hopeful and desirous of what could be accomplished. Moreover, teachers might also feel frustration, burden, fear, lack of support and inadequacies about their ability to teach students with different kinds of problems (Loucks-Horsley & Roody, 1990).

Inclusion could be described as the provision of educational services to students with a full range of abilities and disabilities in the general education classroom with appropriate in-class support. Students with SEN participate partially or fully in regular classroom activities with students who do not have any SEN, with the level of inclusion dependent upon the severity and number of disabilities and the level of additional support available for those students (Fuchs & Fuchs, 1994). Children in the UK have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision. This means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in LEA schools (Department for Education and Skills, 2001). A recent report based on an international literature

review provides findings from case studies in 15 European countries. It discusses preconditions for, and efficient practices to achieve inclusive classrooms. Important preconditions mentioned are teachers' attitudes, skills, knowledge, approaches, material and time, the support offered to teachers inside and outside the school and government backing (Brusling & Pepin, 2003). When all students are included in the classroom, many benefits can be observed. One of the benefits for SEN/HSN students is increased social skills and acceptance by typically developing peers (Cunningham, Glenn, Lorenz, Cuckle & Shepperdson, 1998; Johnson, 2006). At the same time, 'regular' students are more aware of differences between people and display more comfort around SEN students (Roberts & Wells, 2009).

In the UK, the history of educational provision for children with HSN (children with PMLD), has reflected both legislation and the government agenda of the time. Prior to 1970, children with PMLD were provided for under the 1959 Mental Health Act. The 1970 Education Act stated that education should be provided for all children regardless of the severity and multiplicity of their handicaps, and saw a move of educational provision from the health service to education. The move to include SEN/HSN children in mainstream schools was initiated by the Warnock report (Department for Education and Science, 1978) which stated that the aims of education were the same for all children. Since then inclusion has become increasingly central to the UK government agenda (Wills, 2006). The rights of SEN/HSN students to be educated in the mainstream were re-emphasised by the subsequent Education Acts of 1981, 1993, and 1996 (Lewis & Norwich, 2005; McLaughlin, Dyson, Nagle, Thurlow, Rouse, Hardman et al., 2006).

In Brunei, there is a growing awareness of the needs of SEN/HSN students and a growing sensitivity to the rights of people with disability, since the establishment of the Special Education Unit (SEU), Ministry of Education (MoE), in 1994. The aims of the SEU are to assist in the planning, co-ordinating and implementation of special educational programmes and support services for SEN students. The

MoE supports the inclusion of special needs children.

Special Education is based on the assumption that all children are special and should receive a good education in order to develop their potential to become full, active and contributing members of society. We must look at how the system can better serve all children, including children with special needs who require special education and related services if they are to realise their full potential (MoE, Brunei, 1996, p. 2).

Brunei moved towards inclusion before the establishment of the SEU (See Hurairah, 2009; Koay, 2004; for reviews on inclusive education in Brunei). Previously, SEN/HSN students were accepted in primary schools but many of them were unsuccessful within the education system because, firstly, the system was strongly oriented towards academic performance and, secondly, teachers' knowledge and skills in SEN were limited. Now, SEN/HSN students attend their neighbourhood school with their peers. Special Education Programmes, support services and appropriate resources are in place in the schools in order to meet their specific individual needs (Khalid, Yusof, Pang & Mak, 2004; Pang, 2001).

An issue that teachers face today is implementing a policy which supports inclusion (Norwich, 2008; SEU, 1997). Impairments are identified and hence, the SEN/HSN students gain access to special education and education-related services. Within Brunei and the UK, a regular classroom was traditionally defined as a study place which accommodated regular or ordinary students and now increasingly provides for SEN/HSN students.

1.1 Teachers' Attitudes and SEN/HSN Students

Many papers have offered empirical support for practice with regard to SEN/HSN students (Fox,

Farrell & Davis, 2004; Laws, Byrne & Buckley, 2000). Thomas (1985) identified factors which serve as predictors of teachers' attitudes to including students with an intellectual handicap. Conservatism as a dimension of personality, type of teaching, the tradition of special educational organisation in the area, and the teacher's perception of his or her competence in selecting appropriate methods were shown to be significant factors in teachers' support/opposition to inclusion.

Fox et al. (2004) focused on the inclusion of 18 Down's syndrome students and the factors that contributed to the success of inclusion. Evidence suggested that there was no single way to guarantee effective inclusion. The extent to which a student is effectively included in a mainstream class is likely to be influenced by a number of key factors, including the way in which the Teaching Assistant (TA) works with the class teacher.

Inevitably, the findings are complex and sometimes contradictory. Although the researchers spent some time in each of the project schools, this can only provide a relatively superficial insight into the range of interconnecting issues that can have an impact on the successful inclusion of HSN students. The majority of these research studies were taken from other countries; hence there could be relevant cultural differences that need to be taken into account when making comparisons to the Brunei context. Few research studies with regard to HSN students have been conducted in Brunei.

1.2 Variables Affecting Teachers' Attitudes

Previous studies have found that teachers' attitudes towards inclusion differ depending on the types and severity of the disability (child-related variables). For example, a study by Forlin (1995) discovered that teachers were more willing to include children with physical disabilities than a child with cognitive disability. The degree of acceptance for part-time inclusion was high for children considered to have mild/moderate SEN. About 95% of teachers believed that mild physically disabled children should be included part-time into mainstream classes, and only 6% of teachers

considered full-time placement of children with severe physical disability as tolerable. Similarly, 86% of teachers believed that only children with mild intellectual disability should be included part-time into mainstream classes. About 1% of teachers considered full-time placement of children with learning difficulties possible because of their belief that it would be more stressful to cope with children with SEN full-time than part-time. Forlin's findings showed that the inclusion of SEN children in mainstream schools declined rapidly with a converse increase in the severity of the disability across both physical and cognitive categories, and placement should be part-time rather than full-time. More recent study also showed that teachers support inclusion of children with mild/moderate physical, sensory or medical handicaps, who do not require the teacher's help (Lifshits, Glaubman & Issawi, 2004). Children with severe behavioural, intellectual or physical disability increase teachers' distress (Houck & Rogers, 1994). Studies by Hastings and Oakford (2003), and Soodak, Podell and Lehman (1998) found that teachers favour inclusion of children with hearing impairment or physical handicap, rather than children with learning difficulties or emotional and behavioural problems.

Two other variables affecting teachers' attitudes are teacher-related, and educational environment-related (Avramidis & Norwich, 2002; Bradshaw & Mundia, 2006). Each of these variables will be examined briefly in turn.

1.2.1 Teacher-Related Variables

Many studies have sought to determine the relationship between teacher characteristics and their attitudes towards SEN/HSN students. Researchers have explored several variables, such as gender, age, years of teaching experience and other personality factors.

Results of gender studies seem to be inconsistent. Female teachers were more positive towards inclusion of SEN students (Eichinger, Rizzo & Sirotnik, 1991; Leyser & Tappendorf, 2001). Other studies show that gender was not related to attitudes (Berryman, 1989; Marshall, Ralph & Palmer,

2002; Parasuram, 2006). Mushoriwa (2001) commented that both male and female teachers equally rejected the ideas of inclusion towards students with visual impairment. In a Brunei study, Tujuh (2001) found that there was no significant attitude difference between genders.

Age and teaching experience are other variables having an influence on teachers' attitudes. Younger teachers have been found to be more supportive of inclusion (Avramidis & Norwich, 2002; Berryman, 1989). Tujuh (2001) claimed that Brunei teachers do not differ significantly in their attitudes towards inclusion based on their age and length of teaching experience. However, Tujuh (2001) revealed that teachers within the age group of 51 and above had the highest rate of positive attitudes compared to the other age groups. Other studies suggested that teachers with more experience show less positive attitudes toward inclusion (Forlin, Douglas & Hattie, 1996; Harvey, 1985).

Some studies have shown that teacher acceptance/resistance to inclusion of SEN/HSN students is related to their knowledge base (Koutrouba, Vamvakari & Steliou, 2006; Stoler, 1992; Taylor, Richards, Goldstein & Schilit, 1997). Shoho, Katims and Wilks (1997) argued that increasing the knowledge of teachers and ways to address SEN students may be a means of increasing positive teacher attitudes. Other studies have pointed out that positive teacher attitudes appear to be related to the ability of teachers to instruct the pupils (Schumm & Vaughn, 1991; Taylor et al., 1997). Experience of contact with SEN students is another variable in determining teacher attitudes (Avramidis & Norwich, 2002; Scruggs & Mastropieri, 1996). Findings from research are conflicting. Some studies show that teachers with more contact with SEN students are more positive than teachers with modest contact (Janney, Snell, Beers & Raynes, 1995; Leatherman & Niemeyer, 2005; Van Reusen, Shoho & Barker, 2000). Conversely, Parasuram (2006) claimed that the frequency of contact did not affect the teachers' attitudes towards inclusion of SEN students.

Stoler (1992) claimed that teachers with differing levels of education had different perceptions of inclusion. The higher the education level, the more negative the attitudes towards inclusion. Tujuh (2001) revealed that in a Brunei study, there was no difference in the attitudes of teachers with respect to academic qualification. In a study by Koay (2009) which examined the attitudes and perceptions of SENA teachers and regular teachers towards inclusion in Brunei, significant differences in the attitudes and perceptions towards inclusion were found. The SENA teachers had the most positive attitude and perceptions towards inclusion. In contrast, regular teachers with minimal teaching experience with SEN students had the least positive. With regard to grade level taught, some studies found a relationship between grade and attitude with lower level teachers being more supportive towards inclusion than higher level teachers (e.g., Hannah & Pilner, 1983) while another study found no positive relationship (Jamieson, 1984).

One vital factor which is commonly identified in research is pre-service training (Moran & Abbott, 2002; Shade & Steward, 2001; Wilkins & Nietfeld, 2004). A more aggressive approach is essential in preparing teachers with more information regarding how to include the SEN students (Martinez, 2003; Synder, 1999). Beare (1985) concluded that teacher attitudes are difficult to change and the best approach is an increase in pre-service education. The most effective strategy was to provide contact with SEN students plus lectures (Naor & Milgram, 1980; Van Reusen et al., 2000). This type of hands-on experience most often improves teachers' attitudes towards inclusion. Tujuh (2001) claimed that teachers who had attended SEN training have more positive attitudes than those teachers who had not.

Dew-Hughes and Brayton (1997) claimed that more than half the interviewed teachers felt that their college training had not prepared them for "the diversity and dimension of SEN in mainstream schools". More recent research showed that there has been little change since then. Marshall et al. (2002) conducted a questionnaire survey where 200 postgraduate student teachers reported that

the lack of training was one of the major obstacles to inclusion of students with speech and language impairments. Although a 2% improvement on the previous year, in the Teacher Training Agency survey (2004), only 45% of newly qualified teacher respondents reported that their preparation for working with SEN student was either very good or good. Other studies (Bruneau-Balderrama, 1997; Hsien; 2007; Mastropieri & Scruggs, 2000; Salend, 2001) also highlighted the impact of inadequate training of teachers on attitudes towards inclusion of SEN students.

1.2.2 Educational Environment-Related Variables

Many studies have explored environmental factors and their influence on teachers' attitudes towards inclusion (Anderson, Robert & George, 2007; Lewis & Doorlag, 1991; McNally, Cole & Waugh, 2001). One factor found to be associated with more positive attitudes is the availability of support services at the classroom and the school levels. Support could be seen as physical, e.g., resources and teaching materials; human, e.g., TAs and EPs; and other support, e.g., more aide time and more preparation time (Avramidis & Norwich, 2002; Bradshaw & Mundia, 2006).

Teachers are generally anxious about inclusion because of their lack of knowledge and lack of support (Koutrouba et al, 2006; Martinez, 2003; Wilkins & Nietfeld, 2004). A team of people could be provided for the teacher as additional assistance (Martinez, 2002; Paige, 2004; Stainback & Stainback, 1992). Some teachers have had little experience in adapting curriculum to meet the diversity of needs in an inclusive classroom. Teachers will need assistance from administrators, special educators, parents, classmates, occupational and physical therapists, and EPs (Hamdan, 2006; Khalid et al., 2004).

Buyse and Bailey (1993) recognised factors which influence the development and implementation of inclusion, including: the importance of class size, adequacy of classroom facilities, quality of child care, and time spent planning and coordinating special services to ensure the most effective

education and inclusion. Research has shown the impact of information technology (IT) to enhance the effectiveness of students' learning environment, for example, research by Clifford and Miles (1998) and Cox (1997) indicated raised levels of attainment and skills, and improvements in self-esteem. Tschannen-Moran and Woolfolk Hoy (2002) reported the importance of support including resources and interpersonal support from colleagues and school administrators.

The importance of support from parents and carers, as well as the role of TAs for successful inclusion was demonstrated by Feiler (2003). Feiler (2003) conducted a study designed to support two children struggling with literacy, through the provision of weekly home visits during the children's first year at school. The researcher described the work of the TAs. There is evidence that the additional support was effective. Moran and Abbott (2002) focused on the vital part played by TAs in developing inclusive practices in Northern Ireland. They claimed there is still a need to improve teacher training and in-service training in the management of adults in the classroom, and of enabling teachers to clarify the roles and responsibilities of the TAs. Mushoriwa (2001) concluded that it was difficult to promote inclusive practices in situations where classes are large and resources are rare.

1.3 Theoretical Framework and Research Questions

In the *Dictionary of Psychology*, Reber and Reber (2001) defined attitude as some internal affective orientation that would explain the actions of a person. An attitude generally comprised of several components, namely: *cognitive* (consciously held belief or opinion); *affective* (emotional tone or feeling); *evaluative* (positive or negative); and *conative* (disposition for action). There is considerable dispute as to which of these components should be regarded as more or less important. Cognitive theorists usually maintain that the underlying belief is fundamental, whilst behaviourally oriented theorists focus on the conative component and other researchers feel that all of these components are interactive and can influence the manner in which a person perceives the world. When a group is

established, stereotypical beliefs are attached to the group since stereotyping effects are inevitable products of human cognitive processing (Allport, 1967). SEN/HSN students fall into a group, and powerful stereotypes are held toward them. Attitudes toward inclusion of SEN/HSN students in mainstream schools reflect beliefs about SEN/HSN students and as such may guide behaviour towards inclusion of SEN/HSN students. When regular teachers are expected to carry out their roles as inclusive education implementers, their attitudes become vital. Referring back to the previously discussed research, there are a number of variables which may affect teachers' attitudes. Appendix 1 depicts the three factors highlighted in previous studies that may determine the attitudes of teachers toward inclusion of HSN students.

My review of the literature revealed that there was little about the attitudes of Brunei teachers towards the inclusion of HSN students. Hence, in view of the need to provide services for HSN students, I deemed it imperative to study Brunei teachers' attitudes towards inclusion. The aim of this study is to examine and compare the attitudes of primary teachers in Brunei and the UK. These two countries differ in their tradition of providing education to SEN students and may have different commitments towards the inclusion of HSN students in mainstream schools. The literature indicates that more research has been conducted in the UK as compared to that in Brunei. A comparison of the two countries would therefore be interesting, as essentially this would be a study of the two cultures. In addition, it could be useful exercise in helping to identify elements of teacher attitudes which could contribute to good practice, which could be shared across these two very different contexts. This study also investigates the relationship of selected teacher background variables on their attitudes towards inclusion. The study focuses on HSN students because it is the acceptance of these students that seems to raise the most sensitive issues for the teachers and provokes the most disagreement about the wisdom of inclusion (Norwich, 2008; Thomas, 1985). This study is based on the following research questions:

1. Do teachers from Brunei and the UK differ in their attitudes towards the inclusion of HSN students in mainstream schools?
2. Are there any differences in the attitudes held by subgroups of teachers determined by their personal characteristics, including gender and age, towards the inclusion of HSN students in mainstream schools?
3. Are there any differences in the attitudes held by subgroups of teachers determined by their professional preparation, including highest qualification, grade level taught, training in SEN, length of teaching experience, length of teaching experience SEN/HSN students, and level of expertise, towards the inclusion of HSN students in mainstream schools?
4. Is there a relationship between teachers' attitudes towards inclusion of HSN students and the availability of support structures and support services in Brunei and the UK?

Appendix 2 shows the relationship between the independent and dependent variables. Using this theoretical framework, therefore, could provide a better understanding of teachers' attitudes towards the inclusion of HSN students.

2. METHOD

2.1 Participants

Surveys were distributed to 110 primary teachers in Brunei and 170 primary teachers in schools in the south-west of England (In the remainder of these papers, I will refer to this as Westshire). They were Reception, Year 1 and Year 2 teachers who had one or more HSN children in their classes. The surveys were accompanied by a cover letter explaining the purpose of the study, informing teachers that participation was voluntary and that anonymity would be assured.

2.2 Instruments

Questionnaires were used to collect data. Questionnaires were particularly suitable because the responses were anonymous; teachers were free to give their real views without fear of reprisals (Anderson et al., 2007). The instruments included:

1. Background Information Questionnaire (BIQ)
2. The Attitude Towards Inclusive Education Scale (ATIES)
3. Support Structures/Services Questionnaire (SSSQ)

2.2.1 *Background Information Questionnaire (BIQ)*

Respondents were requested to provide information related to the following aspects: gender, age, highest academic qualification, class level taught, experience of working as a teacher, experience of working with SEN/HSN students, training in SEN, whether they wanted SEN training and the level of expertise in SEN (See Appendix 3)

2.2.2 *The Attitude Towards Inclusive Education Scale (ATIES)*

A modified version of the ATIES developed by Wilczenski (1992, 1995) was used. The scale contains 16 items rated on a six-point Likert-type classification ranging from 1 (*Strongly disagree*) to 6

(*Strongly agree*). Respondent's overall attitude rating was evaluated relative to the possible score range of 16 to 96, with higher scores indicating more favourable attitudes. The questionnaire was modified to suit the present study. The major modifications were mainly semantic and grammatical. The scale was adopted for an English context (e.g. words like 'cannot move without help from others' were replaced by 'require help with mobility'). I translated the instrument from English to Malay for the use of teachers in Brunei. I chose to use the ATIES because it is an easily administered instrument with satisfactory construct validity and internal consistency (Wilczenski, 1992). Although the scale was developed for use in the USA, it has been used and accepted as a valid and reliable instrument in various parts of the world, for example, in Bostwana by Mangope (2002) and in India by Parasuram (2006). The final version comprised of three parts: Part 1 requiring the respondents to identify the categories of HSN students in their class; Part 2 required the respondents to indicate the number of HSN students in their class; and Part 3 is the ATIES (See Appendix 4). The researcher's supervisors established the content validity of the questionnaire and its cultural relevance. Although the Likert-type questionnaire was adopted from Wilczenski (1992, 1995), I felt it essential to run a pilot since the subjects and circumstances were different. The questionnaire was piloted with a group of 20 teachers (10 in Brunei and 10 in the UK) to test its validity and reliability. The reliability analysis during its initial validation by Wilczenski showed a Cronbach's Alpha value of 0.92. The reliability analysis for the ATIES measure in this study is internally reliable since the Cronbach's Alpha coefficients for the Brunei and UK teachers are 0.94 and 0.88 respectively.

2.2.3 Support Structures/Services Questionnaire (SSSQ)

This questionnaire was developed for the purpose of investigating the type of support structures and services available in schools in Brunei and the UK, and divided into 3 areas: Physical, human and other support (after Avramidis & Norwich, 2002) (See Appendix 5). The SSSQ was also used for the second part of the study; the provision and role of EPs towards the inclusion of HSN students in Brunei and the UK.

2.3 Research Design and Procedure

A survey research design was used in this study. Surveys are appropriate for this type of research because they allow the collection of data which could be used to assess current practices and conditions and to make intelligent plans to improve them (Cohen, Manion & Morrison, 2007). The purpose of this study was to assess the current attitudes of teachers towards the inclusion of HSN students and the support structures currently operating in the class/school that may lead to successful inclusion. The results of this study could be used to chart the future of inclusion especially in Brunei, in the UK and elsewhere.

Permission to conduct the study was obtained from key personnel in Brunei and the UK (See Appendix 6-10). The headteachers and SENCOs were notified of the study. In Brunei, teachers were identified from the HSN student lists obtained from the co-ordinators of the HSN programmes (VI, HI, Speech and Language, and Intellectually Disabled). In the UK, teachers were identified from students lists obtained from the *School Action Plus 2008/2009 Data*. The questionnaires were posted to headteachers and SENCOs, and passed on to relevant teachers and returned to the researcher in a sealed self-stamped envelope.

2.4 Data Collection

All respondents were required to complete the BIQ, the ATIES and the SSSQ. From the initial 280 surveys, 90 usable surveys were received from Brunei teachers (81.8%) while 42 usable surveys were received from teachers in the UK (24.7%). In the UK, despite efforts of following-up on the administration to increase the response rate, i.e. by sending out emails to remind the SENCOs/headteachers and contacting the school via telephone, several schools chose not to respond. Those who responded explained that they had problems with time constraint together with other school commitments.

2.5 Data Analysis

The *Statistical Package for Social Sciences (SPSS)* was used to analyse the data (Bryman & Cramer, 2005; Field, 2005). In order to answer the research questions posed, a number of analyses were undertaken:

1. After computing the means (M) and standard deviations (SD) of the two groups of teachers on the attitudes scale, an independent sample t-test was employed to evaluate differences between the attitudes of teachers in Brunei and the UK towards inclusion of HSN students.
2. A series of ANOVA and multiple regressions were conducted to determine how the demographic variables contributed to the formation of the attitudes of the two groups of teachers.
3. An analysis of Pearson correlation and multiple regressions were conducted to determine how the availability of support structures and services contributed to the formation of the attitudes of the two groups of teachers.

3. RESULTS

The Tables supporting the discussion of the results will be found in Appendix 11 pages 131 to 140.

3.1 Types and Number of HSN Students

An evaluation of the collected data verified that the majority of teachers in Brunei (61.1%) and the UK (88.1%) had encountered *students with complex learning difficulties* in their classroom. The second highest category was *students that needed individual support* as reported by Brunei teachers (48.9%) and the UK teachers (81.0%). Students who were not independently mobile were the lowest category as reported by teachers in both countries (See Table 1).

While the majority of teachers in Brunei (79%) and the UK (64%) had one HSN student in their class, 21% of the teachers in Brunei and 36% of the teachers in the UK had two or more HSN students in their class (See Table 2). These findings may cause concern especially if the teachers had little or no support in their classes.

3.2 Attitudes Towards Inclusion of HSN Students

Table 3 shows the response on the ATIES. The overall mean of respondents in Brunei (N = 90) towards inclusion was $M = 54.33$ ($SD = 15.64$) while in the UK (N = 42) was $M = 72.31$ ($SD = 10.43$). These values represent a positive attitude of teachers in Brunei and the UK towards including HSN students (See Table 4).

An independent samples t-test was performed to determine if there was a significant statistical difference in the attitudes of teachers in Brunei and the UK (See Table 5). Statistically significant difference between the attitudes of teachers in both countries were found, $t(130) = -6.77$, $p = .001$. This result indicates that Brunei teachers' attitudes do differ from the UK teachers' attitudes towards

the inclusion of HSN students in mainstream schools, with the UK teachers exhibiting more positive attitudes.

3.3 Relationship of Attitudes Scores to Personal and Professional Characteristics

Table 6 shows the summary table of teacher background variables and attitudes towards inclusion of HSN students.

3.3.1 Gender

In Brunei, the mean attitudes for female teachers (N = 74) was M = 55.23 and for the male teachers (N = 16) was M = 50.19, while in the UK the mean for female teachers (N = 35) was M = 72.89 and for the male teachers (N = 7) was M = 69.43. Although the results on gender showed that female teachers in Brunei and the UK held more positive attitudes compared to their male colleagues, no significant differences in attitudes were observed for the variable of gender in both countries (See Table 7).

3.3.2 Age

The comparison of four age levels of Brunei teachers revealed that teachers within the age group of 51 to 60 (M = 63.43) had the highest positive attitudes compared to the rest of the teachers within the other three age groups. Teachers within the youngest group (20 to 30) had the lowest positive attitudes (M = 52.06), although there was no significant difference between the groups.

For the UK teachers, due to low N on the age group of 20 to 30, data had to be eliminated from analyses. The comparison of three age levels results revealed a statistically significant difference between groups ($F(2, 34) = 5.54; p < .05$). The post hoc analysis (Games-Howell) indicated that (a) the attitude scores of age category 41-50 years (M = 77.25, SD = 8.12) were significantly higher than

those age category 31-40 years ($M = 66.63$, $SD = 9.95$); and (b) the attitude scores of age category 51 to 60 years ($M = 75.62$, $SD = 7.47$) were significantly higher than age category 31-40 years (See Table 8).

3.3.3 Level of Qualification

A one-way ANOVA between the means scores showed no significant difference between the mean of Brunei and UK teachers, and showed that teachers with differing levels of qualifications in Brunei and the UK do not vary significantly in their attitudes towards inclusion (See Table 9).

3.3.4 Teaching Experience

No significant differences in attitudes were observed for the variable of teaching experience in the Brunei and the UK teachers (See Table 10).

3.3.5 Teaching Experience with SEN/HSN Students

The ANOVA comparing six groups revealed that teachers in Brunei and the UK do not differ significantly in their attitudes based on teaching experience of SEN/HSN students (See Table 11).

3.3.6 Grade Level Taught

No significant differences in attitudes were observed for the variable of grade level taught for Brunei and the UK teachers (See Table 12).

3.3.7 Training in SEN

No significant difference in attitudes of teachers in Brunei were observed ($F(1, 88) = .45$, $p = .507$). In contrast, the analysis of the UK teachers showed a statistically significant difference ($F(1, 40) = 16.74$, $p = .001$). This result indicated that teachers in the UK who had taken SEN training ($N = 32$, $M = 75.44$) had more positive attitude towards inclusion than were those who had not taken such

training (N = 10, M = 62.30) (See Table 13).

3.3.8 Wants Training in SEN

A significant difference in attitudes of teachers in Brunei was observed ($F(1, 88) = 6.87, p = .01$); while no significant difference was found in the UK teachers' attitudes ($F(1, 40) = .13, p = .719$) with regard to wants training. This result indicated that teachers in Brunei who want SEN training (N = 49, M = 58.16) had the more positive attitude towards inclusion than were those who do not want such training (N = 41, M = 49.76) (See Table 14).

3.3.9 Level of Expertise in SEN

On this variable, the comparison of three levels of expertise in SEN (i.e. none, minimum and adequate) revealed no significant difference was found in Brunei teachers' attitudes toward inclusion. Similarly, on this variable, the comparison of four levels of expertise in SEN (i.e. none, minimum, adequate and high) showed no significant difference was found in the UK teachers' attitude. These results indicated that teachers in Brunei and the UK do not differ significantly in their attitudes towards inclusion based on their level of expertise in SEN (See Table 15).

3.4 The Relationship Between Teachers' Attitudes and Availability of Support Services

Respondents were asked to indicate the type of support services available. Given that the form is represented as binary data, the support services data was the total number ticked in each set of the 3 composite variables, i.e. physical, human and other support. The relevant types of support were grouped together (i.e. all the human types of support put together) and then I correlated them with attitudes.

Results showed that a majority of the UK teachers indicated support services are available while Brunei teachers indicated less availability in all the three areas of support. The only exceptions were

with regard to smaller class size, peer and administration support and more aide time.

The Pearson correlation coefficients were calculated between the total attitude score and the total score of each of the 3 support structures and services variables (see Table I below). For Brunei data, results showed no significant correlation between attitude towards inclusion and the availability of support. Support services do not significantly predict a positive attitude toward inclusion in Brunei teachers. Conversely, for the UK data, results showed that availability of 'other support', $r(42) = .428, p < 0.01$, and the availability of all the support structures, $r(42) = .324, p < 0.05$, significantly and modestly predicted a positive attitude toward inclusion in the UK teachers. Upon further examination of the 'other support' variable, the UK teachers indicated that additional training (50%), additional programme for HSN students (47.6%) and nurture provision (42.9%) were currently the support widely available to them in supporting inclusion of HSN students in mainstream schools.

Table I

Significant Correlation Coefficient

Variables	Place	Total Attitude
		Scale
Physical	Brunei	.171
	UK	.167
Human	Brunei	.076
	UK	.238
Other	Brunei	-.005
	UK	.428 **
Total support	Brunei	.089
	UK	.324 *

* Correlation is significant at the 0.05 level (two-tailed).

** Correlation is significant at the 0.01 level (one-tailed).

3.5 Comparing the Relationship Between the Different Variables and Attitudes Towards Inclusion

A multiple regression was completed to compare the relative contribution of the variables individually related to inclusion attitudes. Two separate analyses were carried out for each group: first, entering the entire personal and professional characteristics; and second, entering personal and professional characteristics and the support services variables. Regression analysis results are exhibited in Table II and Table III below. The results showed that when entering only the personal and professional characteristic variables, attitudes towards inclusion were better predicted in the UK teachers than Brunei teachers—22% compared to 12% of the variance in the inclusion attitudes. While the desire to take training variable contributed significantly to predicting inclusion attitudes in Brunei teachers, having SEN training was the only variable which contributed significantly to predicting positive attitudes in the UK teachers.

Table II

Results of Regression Analysis Explaining Attitudes Towards Inclusion Based on Background Variables

	<i>Brunei</i>			<i>UK</i>		
	<i>Beta</i>	<i>R² change</i>	<i>R²</i>	<i>Beta</i>	<i>R² change</i>	<i>R²</i>
<i>Background Variables (BV)</i>		<i>0.12</i>	<i>0.21</i>		<i>0.22</i>	<i>0.39</i>
<i>Gender</i>	<i>-0.11</i>			<i>-0.17</i>		
<i>Age</i>	<i>0.44</i>			<i>0.19</i>		
<i>Qualification</i>	<i>0.06</i>			<i>0.01</i>		
<i>Teaching experience</i>	<i>-0.22</i>			<i>-0.39</i>		
<i>Teaching exp. SEN student</i>	<i>-0.10</i>			<i>0.34</i>		
<i>Grade taught</i>	<i>-0.07</i>			<i>0.21</i>		
<i>Has SEN training</i>	<i>0.04</i>			<i>0.60*</i>		
<i>Wants SEN training</i>	<i>0.29*</i>			<i>0.14</i>		
<i>Expertise</i>	<i>0.16</i>			<i>-0.02</i>		

When availability of support services variables was included in the analyses, the effects were different in the two groups. In addition to their desire to attend training, age-group variable and physical support variable also made independent predictive contributions to positive attitudes in the Brunei teachers.

Table III

Results of Regression Analysis Explaining Attitudes Towards Inclusion Based on Background Variables and Support Services

	<i>Brunei</i>			<i>UK</i>		
	<i>Beta</i>	<i>R₂ change</i>	<i>R₂</i>	<i>Beta</i>	<i>R₂ change</i>	<i>R₂</i>
<i>BV and Support Services</i>		<i>0.17</i>	<i>0.28</i>		<i>0.21</i>	<i>0.46</i>
<i>Gender</i>	<i>-0.15</i>			<i>-0.06</i>		
<i>Age</i>	<i>0.58*</i>			<i>0.09</i>		
<i>Qualification</i>	<i>0.10</i>			<i>-0.05</i>		
<i>Teaching experience</i>	<i>-0.36</i>			<i>-0.37</i>		
<i>Teaching exp. SEN student</i>	<i>-0.07</i>			<i>0.39</i>		
<i>Grade taught</i>	<i>-0.94</i>			<i>0.11</i>		
<i>Has SEN training</i>	<i>0.04</i>			<i>0.58*</i>		
<i>Wants training</i>	<i>0.35*</i>			<i>0.08</i>		
<i>Expertise</i>	<i>0.16</i>			<i>-0.04</i>		
<i>Physical support</i>	<i>0.29*</i>			<i>0.80</i>		
<i>Human support</i>	<i>-0.13</i>			<i>1.13</i>		
<i>Other support</i>	<i>-0.27</i>			<i>1.11</i>		

Note: * $p < 0.05$

Conversely, for the UK teachers, only training in SEN was a significant predictor. The proportion of variance accounted for in the full analysis continued to be higher in the UK teachers than Brunei teachers—21% compared to 17%.

The Brunei teachers indicated that resources and teaching materials (58.9%) and IEPs (57.8%) were currently the 'physical support' variables widely available to them in supporting inclusion of HSN students in mainstream schools (See Table 16).

4. DISCUSSION

The main purpose of this study was to compare and investigate the attitudes of teachers towards the inclusion of HSN students. Other aims were to examine possible relationships between teachers' attitudes, personal characteristics and the availability of support services. Both Brunei and UK teachers hold positive attitudes towards the inclusion of HSN students; with the UK teachers' attitudes being more positive.

The variables associated with more positive attitudes in Brunei were age, the desire to undertake training and the availability of physical support services whereas the variables found to be associated with more positive attitudes in the UK teachers were age, training, and availability of all the types of support. Each of these factors is a necessary component for operating inclusive education successfully (Avramidis & Norwich, 2002; Scruggs & Mastropieri, 1996).

The overwhelmingly positive attitudes towards inclusion in the samples may be attributed to several variables. Teachers in both countries received some sort of support in the classroom and school. The availability of support may have led to positive attitudes. This study supports previous research that teachers reflect more positive attitudes toward inclusion when they are provided with support (Hammond & Ingalls, 2003; Leatherman & Niemeier, 2005).

From previous research, the positive attitude of teachers in the UK was already expected, while the positive attitude of teachers in Brunei was surprising. Eight years ago, Tjueh (2001) found that teachers' attitudes towards inclusion in Brunei were negative. The findings of the present study are encouraging, suggesting that positive attitudes may lead to more successful inclusion. The positive attitudes could be explained in terms of the interest of the teachers to undertake SEN training which is highlighted by the results. Literature has pointed out the effect of training in teachers' attitudes

towards inclusion i.e., the more interested the teachers are in increasing their knowledge in SEN, the more positive their attitudes are towards inclusion (Martinez, 2003; Shoho et al., 1997; Van Reusen et al., 2000). Age-group variable was also made independent predictive contributions to positive attitudes in the Brunei teachers, i.e., those within the age group of 51 to 60 had the most positive attitudes towards inclusion. This is consistent with Tujuh's (2001) Brunei research in which more senior teachers were more receptive to the inclusion of SEN students. However, this finding is somewhat intriguing since a large number of studies have shown younger teachers to be more positive towards inclusion (Avramidis & Norwich, 2002; Berryman, 1989).

Conversely, the reasons for the less positive attitudes of Brunei teachers give rise to a number of possible explanations, that teachers indicated that they wanted training. The demographic data showed that only 22 out of 90 teachers had been trained in SEN. The teachers claimed that their level of expertise was minimal when compared to that of the UK teachers. Positive attitudes towards inclusion are associated with teachers' knowledge and confidence in the implementation of the inclusion policy (Anderson et al, 2007; Koutrouba et al, 2006; Martinez, 2003). It is not surprising to find that Brunei teachers were less in favour of including HSN students. This could be related to their lack of knowledge and training, as claimed by Miller and Stayton (1996) and Proctor and Niemeyer (2001) which found that specific strategy was needed to work with SEN students.

Lack of internal and external support for schools could be another reason for Brunei teachers having less positive attitudes. Research shows that teachers are more positive towards inclusion when they are provided with adequate support (Avramidis & Norwich, 2002; Leatherman & Niemeyer, 2005). Support can be material resources or human resources. It is not surprising to see that Brunei teachers held less positive attitudes.

The comparisons between the attitudes of teachers revealed some differences. One reason is

differences in policy between Brunei and the UK. Since the Warnock Report (DES, 1978), inclusion has become increasingly central to UK government agenda. The rights of SEN students to be educated in the mainstream were re-emphasised by the subsequent Education Acts of 1981, 1993, and 1996 (McLaughlin et al., 2006). In Brunei, however, no such rights were formally acknowledged until 1994.

The Salamanca 'Framework for Action' (UNESCO, 1994) states that inclusive schools must recognise and respond to the diverse needs of their learners, accommodating all learners, regardless of any difficulties or differences. The state should offer a continuum of educational support services for the development of inclusive schools. In line with world trends towards inclusion, Brunei embraced the concept of inclusion in 1994.

All children are able to learn given an appropriate learning environment. Appropriate learning environment can be created within the inclusive school. The inclusive school is one that provides appropriate instruction for all children based on their level (SEU, 1997, p.2).

Current education legislation and policy affect the commitment of the UK and Brunei governments to address the diversity in the learner population and provide a continuum of educational support.

Another explanation is the cultural differences between teachers. Empirical studies have shown that these factors were linked to the formation of attitudes towards SEN students (Berryman, 1989; Bowman, 1986; Leyser, Kapperman & Keller, 1994). A study of 14 nations for UNESCO by Bowman (1986) produced wide differences in the response patterns. The teachers were found to favour different types of students for inclusion. Bowman claimed that in countries which had clear laws requiring inclusion, teachers expressed more positive attitudes. A similar finding has also been

reported by Leyser et al. (1994) in their cross-cultural study in six nations. Positive attitudes in the USA were attributed to inclusion being widely practiced there as the result of Public Law 94-142. The positive views expressed by the German teachers were seen as surprising because, at the time of the study, Germany had no SEN legislation and their teachers had no training. These findings challenge the simple relationship between legislative system and inclusive attitudes as per Bowman's. The writers speculated that the positive attitude expressed by the German teachers represented an overall sensitivity of Germans towards minorities and thus, towards SEN people. Teacher attitudes were significantly less positive in the other four countries. The writers reasoned that this could probably be due to limited or non-existent training, limited opportunities for inclusion, and the overall small percentage of children who receive services at all. In Brunei, the inclusion of HSN students could be hindered by a number of issues: lack of sensitivity of Bruneians towards SEN students; lack of training; a limited supply of teachers; and inadequate school facilities. Other difficulties include the absence of financial incentives for teachers and lack of special aids, materials and equipment (Alimin, 2005; Hamdan, 2006).

The more positive attitudes in the UK teachers could be related to their SEN training. Results indicated that teachers in the UK who had taken SEN training were more willing to include HSN students in their classes. The majority of the teachers in the UK also claimed that their level of expertise in SEN was either adequate (54.8%) or high (33.3%). This result is consistent with earlier studies (Koutrouba et al., 2006; Van Reusen et al., 2000).

Another reason for the more positive attitudes in the UK teachers could be the availability of support structures and services in the classroom. Support is more readily available to teachers in the UK. It is not surprising to find that teachers in the UK held more positive attitudes. This was shown in previous research (Hammond & Ingalls, 2003; Mushoriwa, 2001). Most of the TAs in the UK have had training. Consistent with previous studies, inclusion will be more successful when the class teacher

can manage the TAs effectively and when they have had training (Fox et al, 2004; Moran & Abbott, 2002). There is also a possibility that teachers hold positive attitudes because they can pass the HSN student on to someone else to deal with, i.e., the TAs. However, the presence of TAs might act to exclude (rather than include) children from the mainstream curriculum and provide a partial education. For example, TAs are working with the student all the time, providing an alternative curriculum outside the classroom, and making the student more dependent on the TAs. As claimed by a robust finding from Blatchford et al (2009) that the more support a child receives the less progress they make.

4.1 Limitations of the Study

There are some limitations to this study. One limitation is that the response rate for Brunei (81.8%) and the UK (24.7%) was very different making comparison less valid. Although the Brunei teachers might be a representative sample, the samples from the UK are unlikely to be. The UK non-returners (~75% of questionnaires) may not have returned them because of negative attitudes or lack of interest in HSN issues. Evidence in favour of this interpretation is that returners had a high 'level of expertise in SEN' and 'SEN training' (see data on page 135). Data have shown that this group are more likely to hold more positive attitudes than a more balanced sample. Despite efforts to increase the response rates, several schools chose not to respond. Competing demands on teachers' time might account for these difficulties. It may also indicate some anxiety aroused by this topic. It may be that teachers in the UK are often asked to fill in forms and the pressure of paperwork might be off putting. Another limitation could be that as this study focused on Reception/Key Stage 1 teachers, the results may not reflect the attitudes of teachers with older children.

Although a survey questionnaire was used for data collection, it would have been interesting to conduct ethnographic research to include in-depth interviews and observations of a small number of teachers. The questionnaire contained mainly closed questions and the sample may have been

biased towards those participants with an interest in the topic. For these reasons, it is sensible to be cautious in making generalisations from the findings.

5. RECOMMENDATIONS AND CONCLUSIONS

5.1 Recommendations—Implications for Practice

With a mixture of psychological and educational skills, EPs are exclusively placed to address the implementation of inclusion of HSN students in mainstream primary schools.

5.1.1 Training

Teachers, especially in Brunei indicated that they do not have sufficient training, nor do they possess the expertise necessary to teach HSN students. EPs could focus more on providing training for teachers in working with students with SEN/HSN. Training may also assist teachers in developing more positive attitudes. In Brunei, EPs could work together with institutions (such as University Brunei Darussalam) that are responsible for planning, developing, and implementing education programs for teachers. Training modules should be geared towards equipping all prospective teachers and serving teachers with the skills and confidence needed in teaching and working with SEN/HSN students. The focus should not be solely on the cognitive and psychomotor aspects of learning, but should also address the affective domain so as to change teachers' attitudes towards HSN students and to increase teachers' self-efficacy.

For teachers already in schools, there can be no single way of addressing training that is suited to everyone. Each teacher will certainly have particular issues they wish to tackle. A planning session with senior administration and other staff may be helpful. The EP may wish to establish what the concerns of the teachers are, reasons for training, what training took place in the past, and who on the team had been most involved in this. Rather than working with class teachers only, EPs could involve all the staff, including the TAs, in order to give a message that their work is valued and everybody has a potential role to play, and that ideas and practices are shared.

5.1.2 Supporting School Staff

EPs can play a part in helping headteachers, SENCOs, teachers and support staff members such as TAs. Where suitable, they may be able to offer input with specific teachers, or help in planning interventions with a class. EPs can assist teachers maintain links between school and home, particularly when the HSN student is unable and/or have not attended school.

5.1.3 Policy Development

Although the lack of national guidelines has had disadvantages, it means that the views of the staff, especially teachers, at each school can be reflected in any policy that is developed, increasing the likelihood of this being followed. Policy development may develop through staff training, and could include:

- Availability for consultation for school staff;
- Information on availability of support structures and support services;
- Flexible guidelines for responding to HSN students and contact with parents/carers;
- Helping schools and families seek funding or special arrangements for HSN students;
- Useful and specific guidelines on assessing the needs of HSN students.

5.2 Conclusions

Over the past few decades, there has been a strong movement in various education systems to educate SEN/HSN students together with their peers in mainstream primary schools. Including HSN students in mainstream has led to several controversies among educators about how to educate them. Research has indicated that it is important to increase the capabilities of the regular education programme to meet the needs of all students. Results have shown that there are many advantages of placing HSN students in mainstream. Inclusion of HSN students has become a possibility within the Brunei and British systems, and it becomes necessary to determine if there is any relationship between the attitudes of teachers, their background information and availability of support services

in the classrooms and the schools.

The results of this study revealed to what extent personal and professional characteristics and availability of resources have influenced attitudes towards inclusion. Given the importance of quality of life and psychosocial adjustment to the school experience, the impact teachers can have on students within that environment, understanding and improving teacher attitudes towards HSN, need to be a priority. Although this study represents only a small step towards a broader understanding of current teachers' attitudes, the results suggest Brunei teachers' attitudes towards inclusion of HSN students are less positive compared with the UK teachers' attitudes, but they are more positive than earlier research in Brunei suggests (Tujuh, 2001). This may be due to some personal characteristics, and the provision and availability of resources. This study therefore has implications for stakeholders such as the Government bodies and teacher training providers, administrators and teachers involved in educating HSN students in mainstream primary schools.

For Brunei:-

- teachers require training to increase their knowledge
- they perceive additional support as being important for the successful inclusion of HSN students.

For the UK teachers, positive attitudes towards inclusion are associated with:-

- age
- SEN training
- the availability of support services at the classroom and school levels.

Educational administrators could use these insights to determine the type and level of additional support that could be distributed to HSN students. Some support that is available in the UK, is not available in Brunei, including resources and teaching materials, information technology, nurture

provision, and financial incentives for teachers. In terms of human support, Brunei and the UK teachers revealed that support from administration staff, SENCOs, TAs, parents and carers, and various professionals are necessary for successful inclusion.

Teachers need to be prepared to teach HSN students in regular classrooms. Inclusion is now a major educational reality and this study has demonstrated the importance of training in SEN and that training itself is required to enhance positive attitudes towards inclusion. Teacher training at pre-service and in-service levels should address individual student differences and promote the necessary individual adaptation methods and practice opportunities.

This paper has explored the relationships between teachers' attitudes, background variables and availability of support. Lack of training and lack of support services in schools mean teachers are less able to meet the needs of this group of students. More research is required to increase our understanding of the experience of teachers.

An evaluation of the collected data verified that the majority of teachers in Brunei and the UK had encountered students with complex learning difficulties in their classroom. While a majority of teachers who participated in the study in Brunei (~79%) and the UK (~64%) had at least one HSN student in their class, approximately 21% of the teachers in Brunei and about 36% of the teachers in the UK had two or more HSN students in their class. These findings may cause concern especially if the teachers have little or no support in their classes. An interesting question that may arise is that teachers might be over classifying a child as HSN. The specification might not be true. Teachers might be over judgemental identifying their students as HSN.

Experience worldwide reveals that, for inclusion to be a success, a general change in culture is needed (Evans & Lunt, 2002; Norwich & Kelly, 2005). The present study has confirmed that in Brunei,

such change is necessary. Brunei teachers seem to be willing to make an effort, in order to improve their professional competence and to promote inclusion. These would be possible provided that relevant authorities support their efforts on the basis of curricular adaptations, material resources and the establishing of university departments for undergraduate and postgraduate studies in special education (Koay, 2004).

Teachers might also need initial and ongoing support from professionals, including EPs in order to successfully implement inclusion. To address these issues and promote the success of inclusion in Brunei and the UK, a second part of the study was conducted which investigated the perceptions and expectations of teachers with regard to the role of EPs. An EP with a mixture of psychological and educational skills is exclusively placed to address the implications of inclusion of HSN students in mainstream. EPs could support teachers in direct work, helping to develop a culturally sensitive policy, and liaise with wider networks or work in multi-agency groups. In Study 2, I further explore the role of EPs towards the inclusion of HSN students in mainstream primary schools.

PAPER 2

TOWARD INCLUSION OF HIGH SUPPORT NEEDS STUDENTS IN MAINSTREAM PRIMARY SCHOOLS: A COMPARATIVE STUDY OF THE PROVISION AND ROLES OF EPs IN BRUNEI AND THE UK

ABSTRACT

There is an increasing need for the provision of support structures and methods of service delivery, including educational psychology services (EPS) for successful inclusion of high support needs (HSN) students in mainstream primary schools to take place. Therefore, it is vital to explore and understand the perspectives of educational professionals on the provision, support structures and service delivery required for successful inclusion. In this descriptive study, the perspectives of teachers and educational psychologists (EPs) in Brunei and the UK were compared and examined on their perceptions of service delivery and the importance of the involvement of educational psychology services. In addition, perceptions of the EPs were also explored to see if there are any similarities and/or differences in their views of support and service delivery, including EPs' roles, with those of the teachers. Results showed that while the majority of teachers in Brunei (62.2%) rate the involvement of EPs towards the inclusion of HSN students as very important, teachers in the UK (59.5%) rate EPs' involvement as important. With regard to the role and educational psychology service delivery, teachers in Brunei gave important ratings to all the 10 services listed. Teachers in the UK gave important ratings to eight of the 10 services while the EP's role in research and constructing IEPs were considered as neither important nor unimportant. EPs in both countries, on the other hand, perceive their roles in consultation as important. While wanting more aide time from the SENCOs in Brunei, and the LSA in the UK, as perceived needs for successful inclusion, teachers in both countries also wanted EPs to be more available on a daily basis at their schools. Implications for practice in the field of educational psychology are discussed.

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1. INTRODUCTION

The provision, support structures and service delivery for high support needs (HSN) students are areas in which much development work remains to be done (Foreman & Arthur, 2002). The needs of HSN students are complex and multifaceted. In this context, HSN students may be restricted in their ability to interrelate with their environment and may not be able to move independently. Meeting these needs requires the support and involvement of many people. A range of disciplines and agencies need to come together to form a co-operative team if the best interests of HSN students are to be protected.

Teachers have often recommended that SEN/HSN students should be educated in inclusive schools (DfEE, 1997; Lewis & Norwich, 2005; SEU, 1997). Regardless of the rapid developments in inclusion, it remains a complex and controversial issue that tends to generate intense debates (Farrell, 2004; Forlin, 1995; Lunt & Norwich, 2002). Even the definition of inclusion can create a great deal of ambiguity (Farrell & Ainscow, 2002). In this context, the term inclusion refers to partial or full inclusion in mainstream schools, with the level of inclusion being dependent upon the severity and number of disabilities and the level of additional support available (Fuchs & Fuchs, 1994).

In the UK, educational policy has a long history of being grounded in communication approaches to social justice in which the rights of the individual can be understood only within the context of the rights of the broader community. Systems are designed to benefit the group instead of individual entitlement (McLaughlin, Dyson, Nagle, Thurlow, Rouse, Hardman et al., 2006). The EP often plays a role as advocate for justice and champion of the rights of the individual (Farrell, 2004).

1.1 Support Structures and Services for Successful Inclusion

There is an increasing need for provision, support structures and service delivery including the

educational psychology services (EPS), for successful inclusion of SEN/HSN students in mainstream to take place (Anderson, Robert & George, 2007; Hamdan, 2006). It is vital to explore and understand the perspectives of educational professionals regarding the provision. Under the umbrella of inclusion, teachers are expected to assume new roles in including HSN students, and are expected to plan and work collaboratively with the SENCOs, speech therapists, and EPs (Khalid, Yusof, Pang & Mak, 2004; McNally, Cole & Waugh, 2001; Stainback & Stainback, 1992).

The degree to which teachers provide effective inclusion may depend to a large extent on their attitudes, beliefs and willingness to take the responsibility for the achievement of all students (Stainback & Stainback, 1996; Van Reusen, Shoho, & Barker, 2000). Vaughn, Schumm, Jallad, Slusher and Saumell (1996) viewed inclusion as a means to diminish or eliminate special services for SEN students. In conflict is the availability of special services and the teaching of alternative methods of communication (Westwood, 1998).

From the previous study, these key factors emerged: teachers perceive additional support as being important for successful inclusion; and the use of TAs is vital for inclusion (Farrell, Balshaw & Polat, 1999; Giangreco & Doyle, 2007; Maidin, 2009; Moran & Abbott, 2002). There are a number of reasons why the concept of inclusion may have not been supported: inadequate personnel support (Avramidis & Norwich, 2002; Eigenbrood, 2005; Salend, 2001); larger class size (Mastropieri & Scruggs, 2000; Mushoriwa, 2001; Schumm & Vaughn, 1991); insufficient administrative support (O'Neil, 1995; Pang, 2001); lack of training (Koutrouba, Vamvakari & Steliou, 2006; Marshall, Ralph & Palmer, 2002); and lack of resources (Buysse & Bailey, 1993; Marshall et al., 2002).

Van Reusen et al. (2000) have recommended the importance of ongoing support and training to offset the frustration and anxiety of teachers. Additional time also needs to be allocated for collaboration, support, discussions and planning which are all very realistic needs (Villa, Thousand,

Meyers & Nevin, 1996). Collaboration requires time for face-to-face dialogue (Taha, Wong & Koay, 2004). This dialogue is necessary for problem-solving and planning teaching activities. A school climate that fosters collaboration is needed for successful inclusion of SEN/HSN students (Taha et al., 2004; Wilkins & Nietfeld, 2004).

1.2 Educational Psychologists (EPs)

The EP service works with schools regarding the inclusion of SEN/HSN students (Presland, 1989). EPs have specialised training in both psychology and education. They tackle the problems encountered by students and carry out a wide range of tasks with the aim of enhancing students' learning and enabling teachers to become more aware of the social factors affecting teaching and learning. In the UK, LEAs employ the majority of EPs, working in schools, colleges, nurseries and special units.

The profession of educational psychology is going through a period of change and development (Farrell, Jimerson, Kalambouka & Benoit, 2005; Love, 2009; Squires, Farrell, Woods, Lewis, Rooney & O'Connor, 2007). Research shows that EPs are recognised as having an important and highly valued role within schools (Farrell, Woods, Lewis, Rooney, Squires & O'Connor, 2006). The UK government has introduced legislation that has had a deep impact on the work and professions of EPs who provide services for children. There are issues about the distinctive contribution of EPs, their optimal training route and the development of more effective multi-agency working (Eloff, Maree & Ebersohn, 2006). With regard to SEN/HSN students, EPs can influence policy and practice by promoting inclusion, by influencing placement decisions, and by developing training programmes for teachers and TAs (Farrell, 2004). There may be a lack of role clarity and understanding amongst teachers, parents and EPs themselves on what constitutes their roles and activities (Cooper, Hough, & Loynd, 2005; Farrell & Kalambouka, 2000; Jacob-Timm, 1999). The diverse perceptions of responsibilities may be further confounded by various professionals providing support to HSN students in schools.

EPs have become increasingly aware that professional practice is informed by both psychological theories and research evidence (Gameson, Rhydderch, Ellis & Tim, 2003). EPs' enthusiasm may reflect a strong desire to emphasise, firstly, that they have a unique contribution to make through the application of psychology and, secondly, that good practice should be informed by evidence of effectiveness. Given the wide variety of theoretical, organisational, cultural and practical contexts within which practitioners work; it is not surprising that there is considerable disagreement about what constitutes applied psychology, research evidence and good practice (Gameson et al., 2003).

1.3 Previous Research Examining Teachers' and EPs' Perspectives

The EPs' role can be ambiguous, especially if the school personnel are unaware of the duties, obligations, training and skills of the EPs (Alimin, 2005; Kelly & Gray, 2000). Some studies agreed that EPs need to embrace alternative assessment techniques to develop more intervention strategies (Hagemeier, Bischoff, Jacobs & Osman, 1998; Peterson, Waldron & Paulson, 1998). The aim of assessment is to identify difficulties for each child individually and then try to agree on a programme of action to address these (Mittler, 2003). A study by MacKay (1997) showed that while traditional models of service delivery which focused on individual children were still most strongly authorised by schools; wider roles including a research contribution were also valued.

In a survey of educational psychology practice in England, a key finding was the notable difference between what EPs think they should be doing and what users perceive their role to be (Kelly & Gray, 2000). Among teachers, there was often an over-emphasis on individual assessment, in contrast to a broader role. The main work teachers wanted from their EP was related to individual assessment and case work (Dowling & Leibowitz, 1994; Evans & Wright, 1987).

Key issues arising from other studies suggest that:

- the amount of time EPs spend in schools varies;

- teachers appreciated the quality of the service they received from EPs;
- teachers would like to see more EPs;
- teachers would like EPs to spend more time on activities that they currently undertake less frequently (Farrell et al., 2005; Watkins, Crosby & Pearson, 2007).

Other studies revealed both similarities and differences between teachers, principals and EPs regarding perspectives about EPs' roles. These three groups shared similar perspectives that EPs should:

- conduct research on issues relevant to the school;
- be up-to-date on relevant research;
- conduct psychological assessment;
- provide counselling to students;
- organise group programs for students;
- organise workshops;
- inform primary students' parents of their child's participation in counselling.

However, the three groups also differed in their perspectives about some aspects of the EPs' role (Thielking & Jimerson, 2006). More international study is necessary to further understand teachers' perceptions regarding the activities of EPs.

1.4 Current Study and Research Questions

Previous studies have provided useful and necessary data on the support structures and service deliveries that are available to teachers for successful inclusion and the support that they want from EPs (Anderson et al, 2007; Forlin, 1995). However, these data, for example, Anderson et al. (2007) was limited to teachers' perceptions without considering the EPs' perceptions. Research shows that among the EPs' numerous and diverse roles and responsibilities, teachers and EPs may not be

placing priority on the same functions.

EPs can play a central role in bridging the gap between research and practice, through the use of evidence-based practices (Hoagwood & Johnson, 2003). Recent publications offer guidelines on approaches to developing effective inclusive policies and practices (e.g., Farrell & Ainscow, 2002; Mittler, 2000; Mittler & Farrell, 1987). These publications highlight two central interconnected themes for effective inclusion (1) The views and experiences of mainstream class teachers, and (2) The way in which support is provided to SEN/HSN students (e.g., Balshaw & Farrell, 2002; Howes, Farrell, Kaplan & Moss, 2003).

Little research has compared teachers' and EPs' perceptions in different parts of the world, and none have been undertaken in Brunei. The aim of the present study to compare views in Brunei and the UK will redress this balance. Although this is a comparative study, the aim is not to look at differences but both similarities and differences of provision and service delivery especially from EPs in Brunei and the UK. By conducting a comparative study, this would familiarize the researcher with currently available intervention techniques and strategies by EPs especially in the UK for managing issues of inclusion of HSN students. The insightful information will enable the researcher to fully understand more about the processes at work in a properly functioning inclusive practice. This study also compared and examined the types of support that are provided by EPs in both countries. Research shows that the level and nature of support that teachers receive is an influential factor (Anderson et al., 2007; Avramidis, Bayliss & Burden, 2000). Two main factors arose from the literature review (1) Teachers' positive attitudes are related to the availability of support and service delivery including EPs, (2) Teachers noted that EPs were part of the structure that successfully supports inclusive practice. The present paper explored the perceptions of teachers, as well as EPs.

Research Questions

1. What support services are available to teachers in the inclusion of HSN students in mainstream schools in Brunei and the UK?
2. What provision is needed to increase teachers' confidence in including HSN students in mainstream schools in Brunei and the UK?
3. What are the barriers to successful inclusion, with particular reference to the support structures and services in Brunei and the UK?
4. What are the perceptions of teachers and EPs on their role in inclusion?
5. How do teachers perceive their needs with regard to EP provision, and how do EPs perceive their role in this?

Appendix 1 shows the relationships between the variables, teachers' and EPs' perceptions of the support structures and perceptions of the roles of EPs in Brunei and the UK.

2. METHOD

2.1 Participants

Ninety teachers from mainstream schools in Brunei and 42 teachers from Westshire took part in the study. These are the same teachers from Study 1. Teachers completed a questionnaire on their views of provision, especially the EPS. They were Reception, Year 1 and Year 2 teachers who taught at least one HSN student in their class.

Qualitative interviews were carried out with a sample of eight teachers (five from Brunei, three from the UK). While the questions in the semi-structured interviews and the questionnaires were alike, the interviews enabled respondents to introduce material not covered in the questionnaire. In addition, eight EPs (four from Brunei, four from the UK) were also interviewed to see if there is any similarity and/or differences in teachers' and EPs' views on provision especially from EPs to HSN students. Appendix 2 shows the background information of the interviewed teachers and EPs.

2.2 Instruments

Semi-structured interviews were conducted following the questionnaire to allow probing into subtle issues which I felt could not be exposed through the questionnaire alone (Cohen, Manion & Morrison, 2008). The Support Structure/Service Questionnaire (SSSQ) was constructed with the support of tutors to examine the current level of support in schools and teachers' perceived needs for additional support including the EPs. Support services were divided into three categories: physical, human and other (Avramidis & Norwich, 2002; Bradshaw & Mundia, 2006).

110 surveys were sent to teachers from Brunei government schools. 92 (83.6%) subjects returned the survey. Two of the returned surveys were incomplete and therefore omitted from the present study (81.8% response rate).

In the UK, 170 surveys were sent to teachers. Data was gathered from the *School Action Plus (2008/2009)* list. 43 (25.3%) teachers returned the survey; one was omitted (24.7% response rate).

Eight EPs and eight teachers were interviewed to investigate their perceptions on provision.

2.3 Research Design and Procedure

Once permission was granted from key personnel, letters which clarified the research aims, together with the questionnaire, were sent to headteachers and SENCOs. The combination of quantitative and qualitative research served several purposes. The quantitative and qualitative findings could be used by the researcher to investigate teachers' perceived needs on the services delivery and roles of EPs. Also the qualitative findings informed the development of measures through the questionnaires, so that these "would be reliable and valid for the various cultural sites" (Bryman, 2007).

2.4 Data Collection

Bryman (2007) claimed that for data collection to be useful, multiple sources of evidence must converge on the same set of findings. Three data sources were used for this study: (1) the SSSQ; (2) interviews of teachers in Brunei and the UK; and (3) interviews of the EPs in Brunei and the UK (See Appendix 3).

2.4.1 Survey Questionnaire

I developed the questionnaire to investigate teachers' perceptions of support services including the EPs. Part of the questionnaire asked the respondents to rate along a five point scale (5 = *Very important*, 4 = *Important*, 3 = *Somewhat important*, 2 = *Fairly important*, 1 = *Not important*). Teachers were also asked to specify the services that they perceive they need from an EP and were provided with an opportunity to comment at the end of the questionnaire.

2.4.2 Teachers' Interview

Semi-structured interviews were conducted to provide insight into teachers' perceptions. The open-ended statements allowed participants to talk about issues and areas most important to them. The individual interviews ranged from 15 to 30 minutes and were conducted either at the teachers' work place or by phone. A pilot interview conducted with one teacher revealed that the questions were clear and easy to understand, so no modifications were made.

2.4.3 EPs' Interview

EPs were interviewed in person at their work place. Answers to open-ended questions were recorded (tape recorder). The questions were an extended version of the one provided to the teachers. It also included an important question "*Can you give some examples of how you apply psychology with regards to the inclusion of HSN students in the mainstream school?*"

Interviews were recorded, transcribed and analysed qualitatively. For the telephone interviews, notes were taken of selected relevant excerpts. In Brunei, the interviews were conducted in English or Malay. For the pilot stage, an EP was interviewed and no modifications were necessary.

The *BERA* and *BPS Guidelines* were applied. The participants were informed that the questionnaires, the interviews and transcripts were made anonymous, recorded tapes were recorded over and all identifying information or names were removed. The questionnaires were accompanied by a cover letter explaining the purpose of the study, and informing teachers that participation was voluntary. Participants were sent a summary of the findings.

2.5 Data Analysis

Quantitative data were reported with frequencies and/or percentages. Statistical techniques were used to analyse the data (Field, 2005).

For the qualitative data, I adopted the framework developed by Miles and Huberman (1994) to describe the major phases of data analysis: data reduction, data display, and conclusion drawing and verification. I recorded the qualitative data, which consisted of teachers' additional comments in the questionnaire, teachers' responses in the interview, and the EPs' responses on service deliveries including their roles. For the interview data, participant responses were transcribed against the research questions; and later I coded the main points arising from the content of the material. On re-reading and systematic inspection of the material, I identified the key themes emerging. Data from the semi-structured interviews and questionnaires were initially analysed separately, i.e., I analysed one interview (one case) at the time and then I did cross case analysis. Later, I grouped the data together.

3. RESULTS AND DISCUSSION

The results provided an interesting comparison of provision. For clarity, the responses were organised into two subheadings: (1) Support structures and support services, and (2) The role of EPs. The Tables supporting the discussion of the results will be found in Appendix 5, pages 157 – 160.

3.1 Support Structures and Support Services

The focus of Study 2 is to represent responses on EP service delivery. Teachers answered some of the questions regarding support (See Study 1). I have provided a short summary of teachers' responses before going on to the EP responses for questions on support services.

3.1.1 RQ1: What support services are available to teachers in the inclusion of HSN students in mainstream schools in Brunei and the UK?

Teachers' responses

Table 1 shows the percentage of support structures and services available to teachers in Brunei and the UK. The majority of Brunei teachers indicated that resources and teaching materials (58.9%), IEPs (57.8%), and support from SENCOs (63.3%) were currently available to them in supporting inclusion whilst teachers in the UK claimed that resources and teaching materials (78.6%), IT equipment (83.3%), SENCO (78.6%), LSA (61.9%), EPs (61.9%), parents (57.1%) and additional training (50%) were available.

EPs' responses

Brunei EPs commented that support received by schools was in the form of follow-up visits and reviews by UPK officers, including specialist teachers, EPs and Speech and Language Therapists.

Many schools now receive the support of trained relief teachers (LSA). Brunei EPs reported that modification to buildings and supportive teachers and peers were important.

The UK EPs claimed that the support structures presently operating include:

- Careful and open preparation before pupil joins school;
- Involvement of the young person throughout;
- Awareness raising with teachers, TAs and also peers prior to pupil entering the school;
- Ongoing regular planned review and planning, not just when crises or problems occur, involving all stakeholders including carers and other agencies;
- Planning time available for teachers with SENCO, EP and so forth;
- Ensuring that the inclusion is not merely the pupil being in the lesson; making sure that the pupil is learning.

The UK EPs highlighted training opportunities were important; and that school could be funded to help them support HSN children.

3.1.2 RQ2: What provision is needed to increase teachers' confidence in including HSN students in mainstream schools in Brunei and the UK?

Teachers' responses

Table 2 and Table 3 show the percentage and mean of support structures and services available to teachers need to feel more confident. Consistent with the survey response, most of the Brunei teachers highlighted the importance of resources and teaching materials (~90%), support provided by the SENA teachers (~98%), support from parents (~98%) and support from the EPs (~87%). Teachers also said that they wanted more aide time (~92%) and more training (~79%) and strategies on how to manage the HSN students. Similarly, the UK teachers highlighted the importance of

support from the TAs (100%), and support from parents (~86%). Teachers in the UK also wanted more aide time (80%), especially from the TAs.

EPs' responses

Brunei EPs were aware of the importance of training and additional support for teachers:

“...relevant PD opportunities, provision of a Teacher Aide and class composition are important considerations” (BrEP1).

According to Brunei EPs, training is not only for teachers but also for SENCOs and TAs to enhance their existing skills and to meet with the growing number of SEN/HSN students.

UK EPs were aware that teachers need ample time to plan their programmes with the SENCO, EP or specialist support teacher. Teachers also need full understanding of pupils' needs:

“Teachers and support staff should have regular supervision with an appropriate member of senior management and peer supervision where possible which allows them the opportunity to reflect on their practice and plan appropriate ways forward” (UKEP1).

The UK EPs also highlighted the importance of training.

3.1.3 RQ3: What are the barriers to successful inclusion, with particular reference to the support structures and services in Brunei and the UK?

Teachers' responses

Table 4 shows the percentage of the responses. Brunei teachers highlighted the lack of resources (71.1%), lack of support from parents (56.7%), not enough time for preparing different programmes for HSN students (67.8%), and class size (37.8%). Brunei teachers also mentioned the lack of funding

for HSN students. Similarly, teachers in the UK also voiced their frustration about funding, lack of support from parents (52.4%), and insufficient support from TAs (31%).

EPs' responses

Several barriers to successful inclusion were highlighted by the Brunei EPs; lack of funding, lack of regular support from the referring agency, little provision for Teacher Aide, and inadequate school facilities.

Brunei EPs commented that lack of awareness, and education into the nature of the student's physical or medical condition, acted as a barrier to inclusion, as did teachers' perception of their "teaching power" and "willingness to try something new".

The UK EPs highlighted:

- Limited understanding of pupil's needs;
- Insufficient individualised support e.g., TA;
- Pressure on school and teachers to achieve in National Curriculum standards;
- Worry that teachers are not giving other pupils sufficient time;
- School feeling that there is a special school that will meet the pupils' needs better.

According to Brunei teachers, the support structures widely available to them are resources, teaching materials, and support from SENCOs. The majority of teachers see these as necessary to boost their confidence and they claimed that lack of these may cause barriers to successful inclusion.

The UK teachers claimed that support from TAs is more available in schools. Teachers see support from TAs as boosting their confidence, and lack of this support may cause barriers to successful inclusion.

The present result is not a surprise. From previous studies, the most commonly noted successful support for inclusion was TAs, resources and teaching materials (Maidin, 2009). Teachers in Brunei and the UK were generally positive about the support provided by TAs, although a number of teachers noted that aide time was difficult to access.

“For pupils that require intensive attention in the class, they should be given a TA in the class to attend to the pupil who may be a disturbance to others in the class and interfere with the lessons” (BrTr62).

Many teachers welcome support from TAs, but noted that training was lacking.

Teachers **and** the EPs were clear that for education to become more inclusive, specific training in SEN, and more teacher aide time was needed. Comments about training were clear:

“More training please! I need more strategies for how to manage the HSN students” (BrTr2).

A few of the comments reflected the frustration felt by teachers when they encountered insufficient support:

“HSN students with severe needs *must* have 1:1 support in the classroom if they are to succeed. But the funding for an additional person is normally not available, so some children have lost out on valuable learning” (UKTr31).

Consistent with previous studies, the most important factor creating doubts about inclusion of SEN/HSN students felt by Brunei teachers was a lack of training (Koay, 2004; Maidin, 2009). The above findings also revealed that not all support was readily received by all teachers. The UK and Brunei teachers highlighted the issues of large class sizes, lack of preparation time, and lack of personnel support as barriers. A resourced and supportive school infrastructure and provision of

specialised staff in schools were considered to be absolute requirements. The design of the school environment should include features that foster access. This could decrease the need for adult support. The characteristics of the student group—including class size, the number of other students with SEN, the intensity of the other pupils' needs, or relationships with classmates—are also of concern. The social and cultural dimensions of the school environment are of particular importance, such as the extent to which it respects individual needs and allows for flexibility and adjustment.

This study also revealed teachers' views and beliefs that a TA is required to give the HSN students attention and also to control them, i.e. nothing about supporting their learning needs. This confirmed the earlier study (Maidin, 2009) where teachers were seen to hold more positive attitudes towards inclusion of HSN students when they can pass them on to someone else to deal with, i.e., the TAs. Hence, the presence of TAs might act to exclude (rather than include) children from the mainstream curriculum and provide a partial education (Blatchford et al., 2009).

Other studies showed that there were problems associated with support staff and teachers working together to support and include HSN students. *Inclusive schooling* (DfES, 2001) suggests that EPs should collaborate with other agencies in training sessions for teachers and TAs. TAs are becoming increasingly important for support in the mainstream classroom (Farrell et al, 1999). Recently a study by Blatchford et al (2009) highlighted the important role that EPs might have in supporting pedagogic practice, and in training of TAs and teachers such that staffs are deployed effectively so that HSN students can be included in the curriculum and not become dependent on TAs or others. EPs can support TAs in setting up programmes which have the potential to provide HSN students with meaningful personal experiences. EPs could also help develop TA's skills in collaborative planning with teachers and for working as part of a larger multidisciplinary team (Wright & Kersner,

1998) cited in Wills (2006). However, such specialised TA support should be realistically and widely available in mainstream schools. Further role of EPs are discussed below.

3.2 The Role of EPs

For the purpose of the statistical comparison, the categorical variables on teachers' perceptions on EPs' role and the teachers' perceived their needs with regard to EP provision, was recoded so that it represented three groups: a) The term 'unimportant' was to be used for rating 1; b) ratings 2 and 3 were combined together and recoded to rating 2. The term 'neither important nor unimportant' was to be used for rating 2; and c) ratings 4 and 5 were combined together and recoded to rating 3. The term 'important' was to be used for rating 3.

3.2.1 RQ4: What are the perceptions of teachers and EPs on their role in inclusion?

Teachers' responses

Teachers were asked to select from a list of 10 service deliveries. Results show that there were group similarities and differences. Table I shows the basic descriptive statistics of the items. Most ratings were highly skewed and kurtotic, which suggests that medians, rather than means, may be the most informative measure of central tendency. Using this metric, it is clear that Brunei respondents felt that all roles were important. Respondents in the UK felt that 8/10 roles were important, constructing IEPs and research were considered as 'neither important nor unimportant'.

From the interview, teachers in both countries revealed that they valued the advice and support they receive, mainly at the earlier stages of intervention. Brunei teachers also stated that the EPs roles were to give training, and to provide suggestions on how to manage the HSN students.

Table I

Teachers' Perceptions of the Importance of the EPS Roles

Roles	Brunei				UK			
	Mean	Median	Mode	SD	Mean	Median	Mode	SD
Assessment	2.81	3.00	3.00	.42	2.85	3.00	3.00	.36
Intervention	2.81	3.00	3.00	.39	2.69	3.00	3.00	.47
Consultation	2.97	3.00	3.00	.18	2.90	3.00	3.00	.31
Verbal information	2.90	3.00	3.00	.30	2.87	3.00	3.00	.34
Written information	2.87	3.00	3.00	.34	2.95	3.00	3.00	.22
Making suggestions	2.92	3.00	3.00	.27	2.92	3.00	3.00	.27
Support others	2.92	3.00	3.00	.27	2.87	3.00	3.00	.34
Constructing IEPs	2.92	3.00	3.00	.27	2.37	2.00	2.00	.63
Training	2.87	3.00	3.00	.34	2.63	3.00	3.00	.49
Research	2.80	3.00	3.00	.40	2.21	2.00	2.00	.62

The UK teachers stated the EPs roles were: consultation with school staff and parents, guiding teachers about the planning for the whole class, and guiding teachers and parents before and during placement of HSN students.

EPs' responses

Brunei EPs identified the following roles as crucial:

- identify and assess issues and needs;
- liaise between home, school and the appropriate external agencies;
- facilitate discussions;
- problem solving; acting as an advocate for the student;
- support person for both the home and school;
- provide information and resources.

The UK EPs stated their key roles as conducting psychological assessment, providing information about working with HSN students and exploring interactive factors when they arise.

3.2.2 RQ5: How do teachers perceive their needs with regard to EP provision, and how do EPs perceive their role in this?

Teachers' responses

Teachers were asked to select from the list of 10 services they needed from the EPs. Results show that there were group similarities and differences (See Table II). Most ratings were highly skewed and kurtotic. Using this metric, it is clear that Brunei teachers rate perceived needs of all the 10 services roles as important. For respondents in the UK, their perceived needs were on 8/10 services, which they rated as important. The construction of IEPs, and research were considered as neither important nor unimportant.

Table II

Teachers' Perceived Needs From the EP

Roles	Brunei				UK			
	Mean	Median	Mode	SD	Mean	Median	Mode	SD
Assessment	2.87	3.00	3.00	.34	2.89	3.00	3.00	.31
Intervention	2.86	3.00	3.00	.35	2.84	3.00	3.00	.37
Consultation	2.98	3.00	3.00	.15	2.95	3.00	3.00	.23
Verbal information	2.96	3.00	3.00	.21	2.95	3.00	3.00	.23
Written information	2.93	3.00	3.00	.25	2.97	3.00	3.00	.16
Making suggestions	2.94	3.00	3.00	.23	2.95	3.00	3.00	.23
Support others	2.97	3.00	3.00	.18	2.92	3.00	3.00	.28
Constructing IEPs	2.96	3.00	3.00	.21	2.32	2.00	2.00	.63
Training	2.88	3.00	3.00	.33	2.59	3.00	3.00	.60
Research	2.80	3.00	3.00	.40	2.30	2.00	2.00	.62

Note: 1 (Unimportant), 2 (Neither important nor unimportant), 3 (Important).

From the interview, the Brunei teachers want the following from their EPs:

- Workshops or training;
- Suggestions and strategies on how to manage the HSN students;
- More resources and teaching aids.

Two of the UK teachers wanted their EPs to give advice and guide parents and teachers.

EPs' responses

Brunei EPs perceive that teachers want them to:

- Provide support on a regular basis;
- Provide information and resources;
- Coordinate meetings;
- Facilitate during meetings;
- Ensure the teacher's concerns and ideas are voiced during meetings;
- Provide and/or brainstorming ideas and strategies in addressing issues as they arise.

One of the Brunei EPs raised an interesting issue that teachers may not fully understand the role of the EP and therefore may have different expectations. An EP claimed:

“No matter what they see as the role of the EP, it is certain they (teachers) require support”
(BrEP1).

When asked about what EPs could do to support teachers' beliefs and needs, Brunei EPs commented:

“EPs could support teachers about having more time with teachers, training on specific areas of needs.....conducting training on targeted areas such as on visual communication or behaviour management and modelling expected teaching techniques” (BrEP1).

The UK EPs stated that through consultation they could support teachers' beliefs and needs.

“...we should be working in a solution focused way to support the generation of appropriate ways forward. Sometimes wider issues are identified at initial planning meetings and we agree to undertake training and workshops” (UKEP1).

The results above are consistent with recent findings in the international literature and suggest that clarification of the roles and responsibilities of EPs is important (Farrell et al., 2005). The emphasis on assessment services is consistent with a recent report that most of the EPs carried out assessment as one of their main tasks (Kelly & Gray, 2000). As shown in the survey, the significant majority of teachers claimed that they currently get EP input in assessment and they want to continue to receive this service. Similarly in Brunei, EPs are expected to carry out assessment as one of their main tasks, especially before placing HSN students in mainstream schools (consistent with MacKay, 1997).

Conversely, one of the UK teachers commented: “EPs' involvement with assessment is not really that important. However, in terms of consultation and guiding adults, they are very good”. Teachers are largely positive in their comments about the role and contribution that EPs make (e.g., Kelly & Gray, 2000). Teachers in both countries are clear that they want more support from their EPs, and they continue to see an important role for EPs. EPs in both countries perceived their role in consultation with school staff as the main task in inclusion. EPs and teachers perceived many of the tasks the EPs undertake involved working with teachers in the schools e.g., consultation, providing training for school staffs, and working with teachers on whole school development (Farrell et al., 2006; Wagner, 2000).

While the role of EPs in IEP construction and conducting research are perceived by the UK teachers as neither important nor unimportant, more than 90% Brunei teachers value help and support from

EPs in setting targets for HSN students and they want this to continue. In the UK, teachers and SENCOs received training to improve their skills in writing IEPs, hence reducing their dependence on EPs. This is consistent with a previous study (Kelly & Gray, 2000).

While teachers in Brunei perceive EPs role in conducting research as important, teachers in the UK perceive this role as neither important nor unimportant, in contrast to an earlier study by MacKay (1997) where EPs' wider roles including research were valued.

3.2.3 Meetings and the Importance of EPs' Involvement

Teachers were asked if they had met an EP with regard to the inclusion of HSN students. Surprisingly, a majority of the teachers in Brunei (57.8%) claimed that they had never met an EP, "I never met the EPs. Only the SENA teacher met him or her, and the SENA teacher later talked to me". In contrast, the majority of teachers in the UK (66.7%) had met EPs. A surprising contradiction is that Brunei EPs claimed that they usually meet with teachers.

When asked about the importance of meeting with the class teacher, one of the Brunei EPs declared, "How could you *not* meet the teacher to discuss the student's needs?" (BrEP2).

The UK EPs also claimed that it is important to see class teachers and other school staff: "In facilitating positive change it is necessary to meet with those that know the child the best" (UKEP1).

The UK EPs claimed that meetings between the EP and the class teacher are not always necessary: "There is a specialist advisory teacher, who is better placed to be planning with the schools". This is also reflected in teachers' responses when asked about the importance of the involvement of EPs where the majority of the Brunei teachers (62.2%) rated the role of EPs as very important and 27.8%

rated the role as important, about 16.7% of the UK teachers rated the role of EPs as very important while the majority (59.5%) rated the role as important (See Table 5).

In the UK, the involvement of the EP is considered as not that important (e.g. if the HSN student has a physical disability). This finding was already expected as the service in Westshire is co-ordinated, by bringing together all the LEA support services as one service. There is clarity over the respective roles and a genuine commitment to working collaboratively to the benefit of the HSN student and school.

EP's involvement in the inclusion of HSN students was reported as being helpful/very helpful by teachers from both countries.

“Honestly, I have no complaints about our EP; she was spot on in all instances!” (UKTr2)

When asked about EPs' involvement, Brunei EPs claimed that it is either important/very important.

“EP involvement is very important. We co-ordinate and facilitate meetings with the parents, teachers, TA, school staff and the appropriate external agencies” (BrEP2).

The UK EPs commented that EPs' involvement is important when there were interactive issues beyond the nature of the pupil's HSN. Another UK EP claimed that EPs' involvement depends on each individual case and situation. “We work as agents for change and promote inclusion as part of our daily practice, so it is a big part of our role. That said, there is some amazing practice in our schools and some really committed and highly skilled staff, so we definitely can't take all the responsibility” (UKEP1).

Brunei EPs rated their service as helpful: “We give support but not hands on, may need to change this” (BrEP1). The UK EPs also claimed their involvement is helpful, “...given that our specialist

advisory teacher would be the main support service involved” (UKEP2).

When asked about school visits, UK EPs highlighted the system of *Time Allocation* where more needy schools have a greater number of visits. When asked about the number of visits, one EP replied, “It varies too much to be able to say” (UKEP1). This is confirmed by the teachers of whom a majority mentioned the system of *Time Allocation*. Not all teachers are happy with this system.

“We have a high level of HSN children. The biggest issue we have is the way educational psychologists’ time is limited;their time is very stretched across many schools” (UKTr19).

EPs visits in relation to particular HSN children vary.

“For an average PDR (Plan-Do-Review) cycle, we would visit the school for an initial planning visit, and then we would review the actions agreed between six to eight weeks later. If the pupil was making pleasing progress, we may not visit again, but if things were continuing to prove problematic we would arrange further reviews” (UKEP1).

Brunei EPs claimed that they could visit the HSN students more than five times in a year, depending on each case. However, when the same question was asked of the teachers, three of them claimed that they had never seen an EP, while the rest claimed that they recalled seeing the EPs only once. All the teachers interviewed wished to see the EP in their school more often.

Overall, this study raises a number of issues for consideration by psychological services. It may also provide a useful framework within which the question of promoting overall service delivery for the inclusion of HSN students may be approached.

3.3 Applied Psychology

When asked about some examples how EPs applied psychology with regards to the inclusion of HSN

students in mainstream schools, one of the Brunei EPs summarised:

- Assessment of the student's needs (needs analysis);
- Analysis of the environment (ecological assessment);
- Personality (student, teacher and Teacher Aide);
- Identification of issues and effective ways of addressing these.

The examples of applied psychology given by the UK EP include:

- Personal construct work;
- Resilience — what do they offer the school community;
- Self-esteem;
- Locus of control — how we can encourage independence.

EPs in both countries claimed that they used Solution Focused Brief Therapy when working with others. The tasks and activities that EP carried out with children are grounded in Personal Construct Psychology, as this approach was found to be the most effective means of gaining more of an understanding of pupils' perceptions of their current situation.

"I frequently use forms of dynamic, or interactive assessment to develop a relationship with children and gather information about their learning potential and the strategies that help them to learn. I often draw on psychological research around issues related to attachment. Interactionist Theory is a useful approach to draw on when encouraging staff to reframe difficult situations" (UKEP1).

EPs need to maintain the highest level of professional integrity and ensure that their work is consistently informed by relevant theories and research evidence. It is important, however, that they are able to do so within an inclusive culture that values and embraces a diversity of discourses and constructions without favouring some at the expense of others.

One of the UK EP commented: “With regard to inclusion, the most useful and effective work takes place within good working relationships between school staff and EPs. These relationships are dependent on the EP being measured, calm, empathic and understanding” (UKEP1).

(See Appendix 5 for additional factors and comments by teachers and EPs).

3.4 Limitations of the Study

The findings from this study are limited in their generalisation. The study was completed within a restricted time to meet academic demands and certain methodological deficiencies were accepted. The sample in the study was small and may not reflect the greater population of teachers and EPs in Brunei and the UK. Moreover, as could be seen from the data (see Appendix 2), the matching group of teachers is problematic, for example, I interviewed 5 teachers in Brunei and 3 in the UK. Selection was based on teachers’ willingness to be interviewed or voluntary bases as indicated from the feedback of questionnaire of Study 1. The UK teachers had more ‘SEN training’, more teaching experience and a high ‘level of expertise in SEN’ compared to Brunei teachers. Hence, there is not a fair match between the Bruneian teachers with the UK ones. The study also only focused on Reception and Key Stage 1 teachers; hence the results may not reflect the views of other teachers teaching at other levels of the education system.

Another limitation of the study is the data analysis. The use of different response sets for some of the questions is biased. The Likert scale ranges from 1 (*not important*), 2 (*fairly important*), 3 (*somewhat important*), 4 (*important*) to 5 (*very important*). All the responses except 1 suggest that the EPs contribution is important. In order to minimise the problem, I combined responses 2 and 3 to represent one group, i.e., as neither important nor unimportant, and responses 4 and 5 are combined together to represent another group, i.e. important.

Notwithstanding the deficiencies, the study provided valuable insights into similarities and differences in teachers' and EPs' perceptions about the support structures and service deliveries including service deliveries from EPs in Brunei and the UK.

4. SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

4.1 Summary

This is the first study that has compared teachers' and EPs' views of the role of EPs in Brunei and the UK. It represents a contribution to knowledge and has the potential to inform the development of EP practice.

Five research questions were posed for the study which was supported by the data sources collected. The results of the survey indicated that most teachers in the UK had more provision and available resources for HSN students compared with Brunei teachers. Previous research shows that there is a relationship between teachers' attitudes and the amount of support they receive (Khalid et al., 2004; Maidin, 2009). It is not a surprise that the UK teachers are more positive towards inclusion (See Study 1). This could be explained in terms of greater amount of support received by teachers in the UK. Both groups of teachers claimed that it would be very difficult to include HSN students successfully without sufficient resources and support. One of these support services is identified as from the EPs.

There is little research to date on the EPs provision for successful inclusion of HSN students in mainstream schools. Because of the severity of disabilities, the number of HSN students is relatively low and it can be difficult to adequately identify individuals who have these complex and high needs (Foreman & Arthur, 2002). The provision of support in schools in both countries has grown at an unprecedented rate in the past decade (Koay, 2004; Norwich, 2008). The use of questionnaires for the present study was cost effective in terms of time in accessing a larger sample of teachers. It proved relatively easy to code and analyse. However, one of the disadvantages of using questionnaires was the lack of flexibility to probe responses for richer data. This was overcome by interviewing a small number of participants.

This research is concerned with the interaction of several issues that can affect the inclusion of HSN students; teachers' attitudes, the role of EPs and the provision of resources. The majority of teachers have positive attitudes towards inclusion of HSN students, and the benefits of inclusion. A number of teachers claim that EPs are part of structures that successfully support inclusive practices. Teachers also requested more EP time to boost their confidence to teach more inclusively. Results from previous studies and the current study show that teachers want more training in specific disabilities as well as additional time from EPs (Anderson et al., 2007; Kelly & Gray, 2004).

With a blend of educational and psychological skills, EPs are exclusively placed to address the implications of inclusion of HSN students in the mainstream schools; in supporting teachers and other staff in direct and indirect work, and liaison with wider networks. Teachers continue to see an important role for EPs in advising on, and supporting HSN students. In line with previous studies (Kelly & Gray, 2000; Farrell, 2004), teachers from the UK are largely positive in their comments about the contribution of EPs towards inclusion of SEN/HSN students.

The results show that a number of teachers in Brunei and the UK report feeling incapable of adequately serving the needs of HSN students and they could benefit from further training. This is consistent with an earlier study by Williams, Johnson and Sukhodolsky (2005) with ASD students. Here, teachers wanted more training in order to support the special students. As more students are being placed in mainstream schools, teachers are left with the task of making inclusion work, sometimes in the absence of clear guidelines. As has been advocated in the USA and UK, EPs need to be far more aware of how and why their working contexts have changed in order to meet new challenges in implementing inclusion (Farrell & Ainscow, 2002; MacKay, 2002). Redefining their roles will enable EPs (including Brunei EPs), to provide their services in a broad array of contexts, including facilitating change within organisations, schools and agencies; applying principles of learning and development both within and outside schools; and consulting and collaborating with educators and

other professionals (Villa et al, 1996). EPs should be able to affirm the position and status of the profession on a national and international level as a confident profession which has not only adapted successfully to change, but has been the facilitator of considerable change and development within the education system as a whole (MacKay, 1997).

4.2 Recommendations—Implications for the role of EPs in Brunei and the UK

One practical implication for the role of EPs, especially in Brunei, is that a consultation meeting between all key professionals needs to take place before HSN students are included. Absence of consultation could affect the services and support given to both teachers and the HSN students.

A multi-agency approach needs to be seriously addressed. In Brunei, there is a need for new legislation providing finance to support inclusive education. Standardising procedures including HSN students may also be beneficial.

The data generated in this study provide interesting perspectives on teachers' and EPs' views about the provision and support available. These data are timely in light of the increasing focus on partnerships between teachers and EPs, HSN students and families, related professionals, as well as researchers.

In Brunei, both EPs and teachers expressed concern over the lack of clarity regarding the respective roles of the differing support including the EPS. Brunei EPs need to ensure teachers fully understand their role, in order for them to have the same expectations. No matter how teachers see the role of EPs, it is certain they require support. Teachers expect the EPs to manage the inclusion of the HSN students although this could be achieved by the SENCOs and family members. As caseloads are high, compromises need to be made as follow up visits are done close together after the School Planning Meeting.

It was clear from the study that where the teachers and the EPs respected each other's roles, this helped to foster good working relationships. Most of the teachers interviewed claimed that there were insufficient EPs. For the most part, EPs' knowledge and skills are highly regarded by teachers. Teachers claimed that they want more EP time to help them make use of this expertise and more training from EPs to enable them to develop their own knowledge and skills base. Some teachers regarded the role of the EP as primarily to assess individual children and were not aware of the benefits of wider school-based work with groups of children and school staff.

EPs can provide valuable consultation to teachers who are seeing increasing numbers of HSN students being included. Teachers are now expected to teach HSN students, although they often do not receive formal training in educating and intervening with HSN students. They may be unfamiliar with educational and behavioural issues associated with HSN students. EPs play an important role in the inclusion process by offering support, information, and recommendations to teachers, school personnel and administration, and families. With their training and skills, and their position within school systems, EPs have the ability to help form cohesive educational support networks for HSN students. Inclusion of HSN students can be challenging, exciting and even frightening. It can depend on how much information there is about a particular student.

An important addition to the role of the psychological profession itself is to work together with the educational community to achieve a common understanding of the responsibilities associated with providing school-based psychological services and to educate the public, including teachers, headteachers, SENCOs, TAs and other employers, about what is and is not appropriate for EPs who are working in school settings. Further research into the developing role of EPs will assist in this area.

Collaboration between all professionals is an important element in the successful inclusion of HSN students (Taha et al., 2004; Villa et al., 1996). EPs need to create an empowering context for

teachers and parents. To foster such collaborative partnerships, EPs could emphasise the need for effective communication and in the development of trust and respect. This is not a new idea. There is a danger of paying lip service to many truths. EPs should adopt a proactive approach that will outline specific ways to accomplish and to evaluate these goals (Yssel, Engelbrecht, Oswald & Eloff, 2007). In light of the comments by the teachers of their difficulties in adapting their classrooms and practices to include students with HSN, it is clear that there is a need for ongoing training.

In the UK, there is no doubt that inclusion is on the agenda for all LEAs and schools. HSN students are more likely than ever before to be found in mainstream schools. Support services for HSN students vary enormously and HSN students who have additional and complex needs remain largely in SLD provision. In order to avoid over-reliance on assistants in schools, it is important to engage in careful decision-making about when and what type of assistance is appropriate. As claimed by many, the EPs could play an important role in the inclusion of HSN students. In the UK, the move from categorisation of a child, towards an account of specified provision to meet a child's identified needs, offered EPs useful experience in contributing to statutory assessment procedures. According to Selfe (1985), the 1981 Education Act requires much more specificity about the aims of any intended intervention. The assessment should therefore be prescriptive and centre on a description of needs. As a result, teachers in the UK perceived the role of EPs in conducting assessment as important. The service roles of EPs in Brunei and the UK are dominated by assessment activities, although EPs have consistently reported that they would like to reduce their assessment activities in favour of an increase in consultation, intervention and other diverse services.

4.3 Conclusion

Based on the results from this study, there is a need for further research on the topics of provision of services for HSN students and the role of EPs. Because the present study was the first comparative study of provision for HSN students and the role of EPs, replication of this study would be beneficial.

More specifically, future research could consider the views of parents, and other education professionals. Future studies involving bigger samples for better generalisation may also be beneficial and inclusion of other age groups could throw further light on this issue.

There are a few implications of the present study for EPs working in Brunei. Firstly, the shortage of EPs in practice and in academic fields has been well documented (Davis & McIntosh, 2004; Tharinger & Palomares, 2004). This includes in Brunei. EPs can be most effective when they are operating on a system-wide level, enacting change. However, unless current and predicted future shortages are reduced, EPs may be forced to concentrate more on a *test-and-place* approach and less on system-wide prevention, consultation, and addressing the mental health needs of the entire school and community. Hence, the recruitment of more EPs is necessary in Brunei.

Secondly, in order to be considered effective, EPs need to demonstrate that they have *added value* by empowering teachers to understand and manage their own questions and change issues effectively without fostering dependency. Psychology has much to offer the professional practice within different disciplines. However, in order to do so effectively, it needs to be seen as practical as well as scientific (Gameson et al., 2003). It also needs to respect pluralism and promote unity through diversity in order to integrate the benefits of many different theoretical perspectives.

Thirdly, the results provide valuable information regarding the importance of support structures and support delivery (including EPs) for successful inclusion. It is anticipated that through further research into the professional issues associated with the role of Brunei and UK EPs, a greater understanding of the role will be established. Further understanding will inform timely developments in this important area of psychological practice.

EPs are perfectly placed to promote inclusive education for HSN students. In order to improve the EP

service in Brunei, they need to first listen to the voices of teachers (Anderson et al., 2007). The results from this study suggest that teachers value the role of EPs with regard to supporting inclusion, and teachers do associate EPs' traditional psychometric practices with classroom implementation of inclusion. I agree with Anderson et al. (2007) and Farrell (2004) that EPs need to be more proactive in reaching out to teachers. EPs also need to have a *visible profile*, responding to teachers' requests for support with information about teaching strategies or resources that are educationally meaningful and relevant (van Kraayenoord, 2002).

EPs play a prominent role in teachers' understandings of what supports inclusion, with majority of the Brunei teachers (62.2%) rated the role of EPs as very important. EPs in many jurisdictions have much to offer teachers in implementing inclusive education policies, although it is equally not clear whether EPs have not had a strong influence on teachers' attitudes towards inclusion, at least in the case of Brunei. The results of this study suggest that teachers do view EPs' traditional practices (i.e. assessment, intervention, training, etc) as supportive of teaching more inclusively in the classroom. As EPs worldwide move away from the traditional psychometric roles, they will do well to listen to teachers' perceived needs and requests for support (Anderson et al, 2007).

In this study, teachers reveal that the services that schools want available on a regular basis are those directly related to support in the assessment of, and intervention on behalf of, the students. Where this had been provided as part of a consultation problem-solving approach, it is greatly valued. Teachers see EPs as an important source of advice and support. Where teachers received EP's reports, they welcomed them and they discussed this with parents, allowing parents the opportunity to ask questions. One of the main EP roles is to remove the barriers to inclusion, and help promote inclusive society. EPs are left with a moral and ethical dilemma. Do we wait for society to become more inclusive before we include HSN students or do we include them as part of affecting this change? EPs should be slowly and confidently building bridges (Wills, 2006; p. 28).

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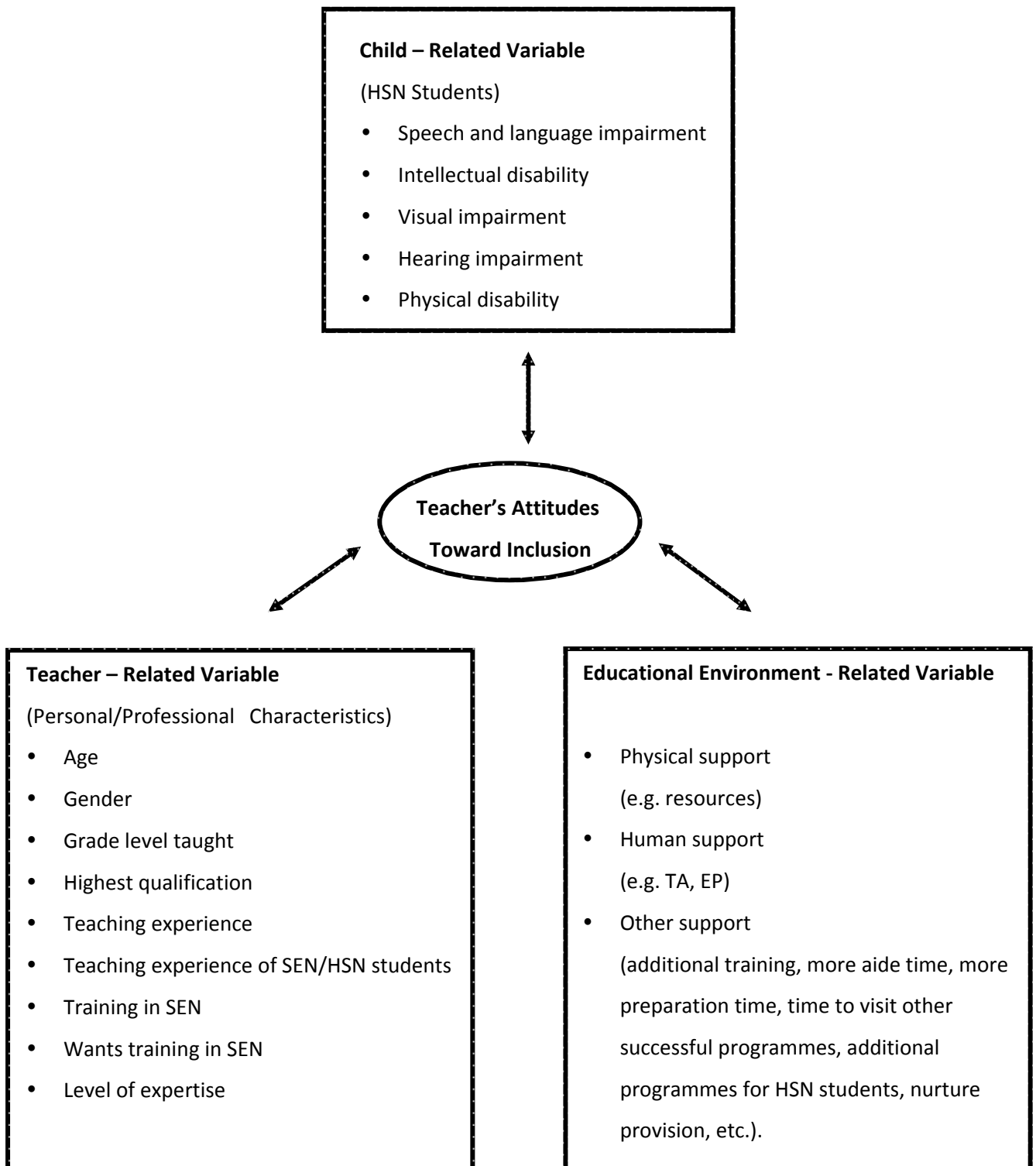
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APPENDICES

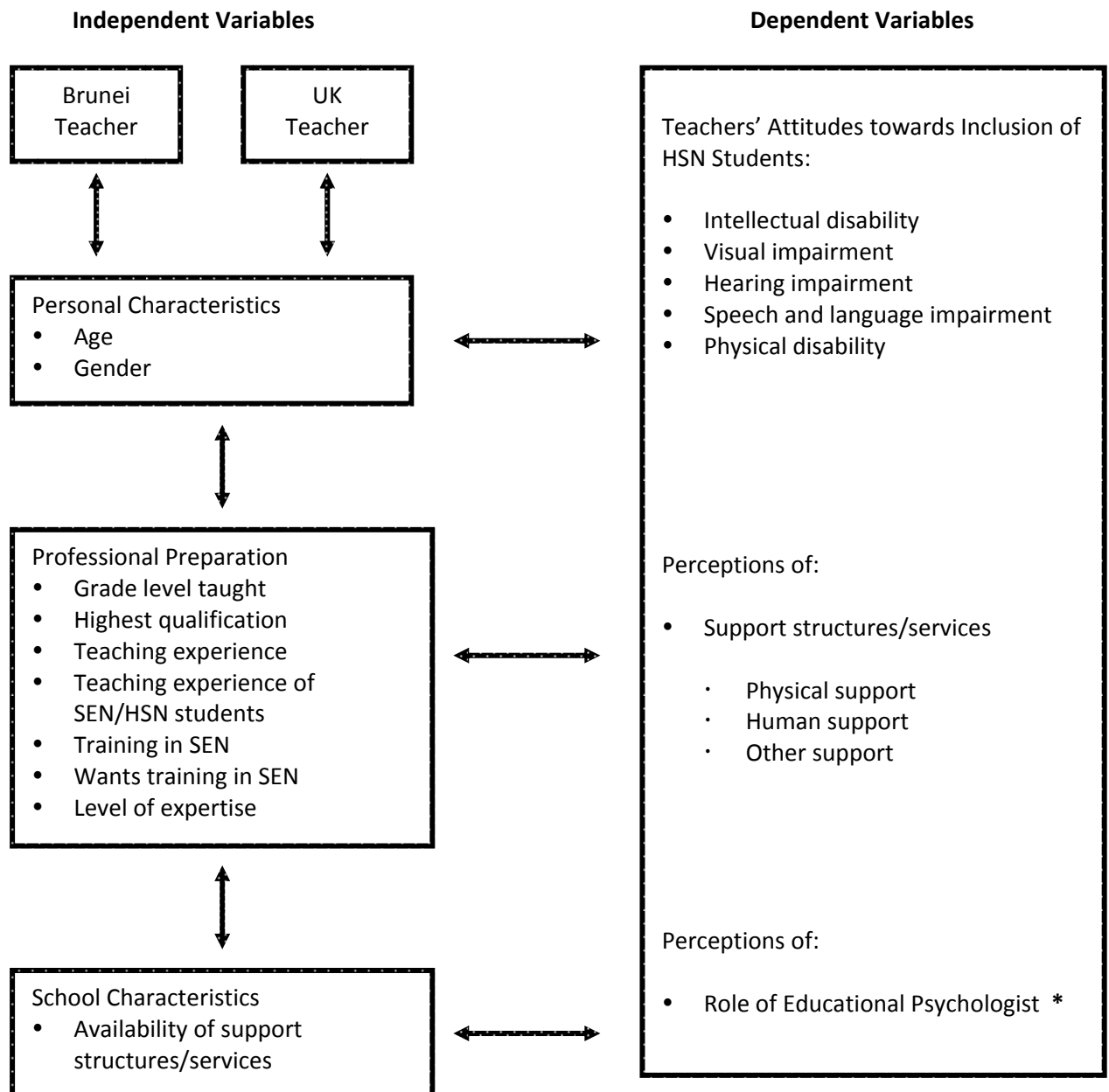
FOR

STUDY 1

A. FIGURES FOR THE STUDY



APPENDIX 1. THE RELATIONSHIPS BETWEEN THE VARIABLES AND THE ATTITUDE TOWARD INCLUSION.



APPENDIX 2. MODEL SHOWING RELATIONSHIPS BETWEEN INDEPENDENT AND DEPENDENT VARIABLES.

* **Note:** Teachers' perceptions on the role of EPs will be covered in Study 2.

B. SAMPLE OF INSTRUMENTS

Toward Inclusion of High Support Needs Students in Mainstream Primary
Schools: A Comparative Study of Teachers' Attitudes, Provision and Roles of
Educational Psychologists in Brunei and the UK

APPENDIX 3 – BACKGROUND INFORMATION QUESTIONNAIRES

PERSONAL PROFILE

1. Gender: Male Female

2. Age: 20 – 30 years 31 – 40 years
41 – 50 years 51 – 60 years

3. Highest academic qualification

Teaching Certificate
Teaching Diploma
Bachelor's Degree
Master's Degree
Doctoral Degree

4. Number of years in teaching

Less than 1 year 1 – 5 years
6 – 10 years 11 – 15 years
16 – 20 years More than 20 years

5. Number of years in teaching students with Special Educational Needs / High Support Needs (HSN).

Less than 1 year 1 – 5 years
6 – 10 years 11 – 15 years
16 – 20 years More than 20 years

6. Which age group do you teach now?

Reception	<input type="checkbox"/>
Year 1	<input type="checkbox"/>
Year 2	<input type="checkbox"/>

7. Have you taken any Special Education course /training before?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

8. Would you like to take any course/training in Special Education?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

9. How would you rate your level of expertise in Special Education?

None	<input type="checkbox"/>
Minimal	<input type="checkbox"/>
Adequate	<input type="checkbox"/>
High	<input type="checkbox"/>

APPENDIX 4 – ATTITUDE TOWARD INCLUSIVE EDUCATION SCALES (ATIES) QUESTIONNAIRE

(Adapted from: Wilczenski, 1992 & 1995)

INSTRUCTION

This survey is about your feeling and opinions towards the inclusion of High Support Needs (HSN) students. As Ashenden, Milligan and Quin (1994) proposed, HSN students:

- Are relatively easy to identify and there is usually no argument about their disability
- Frequently have specialized teaching needs such as interpreters, brailers, therapy input, building modifications, etc
- Usually require on-going intensive support throughout their schooling
- Are usually known to have special needs at an early age, prior to school and frequently at birth
- Occur in relatively small numbers which can be statistically predicted (approx. 2% of the population would be expected to have such disabilities)
- Are randomly distributed across all social and geographic groups in the community

1. Please tick in the box(s) below the category(s) of High Support Needs (HSN) students that you currently teach / have in your classroom.

• Impaired memory functioning	
• No spoken language	
• Need others to assist them with eating and hygiene needs	
• Have hearing and/or vision impairment	
• Limited in their ability to interact with their environment	
• Not independently mobile	
• Complex learning difficulties	
• Inability to speak or recognise written text, they may communicate better through symbols or signing	
• A need for specialist or individual support	
• A need for special equipment such as touch screens, voice synthesisers, etc.	

2. How many HSN students are there in your class?

1 2 3 4 More than 5

3. Please tick the boxes describing your agreement or disagreement with the following statements.

There are no correct or incorrect answers; the best answers are those that honestly reflect your feelings. This survey is NOT a test of your knowledge about inclusion.

1	2	3	4	5	6
Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree

No	Opinions on Inclusion of HSN students	Strongly Disagree				Strongly Agree	
		1	2	3	4	5	6
1	Students who require help with mobility should be in regular classes.						
2	Students who require Braille should be in regular classes.						
3	Students who use sign language or communication boards should be in regular classes.						
4	Students who cannot hear conversational speech should be in regular classes.						
5	HSN students whose academic achievement is 1 year below the other students in the grade should be in regular classes.						
6	HSN students whose academic achievement is 2 or more years below the other students in the grade should be in regular classes.						
7	HSN students who need an individualised functional academic program in everyday reading and math skills should be in regular classes.						
8	HSN students who need training in self-help skills and						

	activities of daily living should be in regular classes.						
9	HSN students who need support in their social emotional development should be in regular classes.						
10	HSN students who are verbally aggressive toward their peers should be in regular classes.						
11	HSN students who are physically aggressive toward their peers should be in regular classes.						
12	HSN students who cannot control their behaviour and disrupt activities should be in regular classes.						
13	HSN students who are shy and withdrawn should be in regular classes.						
14	HSN students who have difficulty expressing their thoughts verbally should be in regular classes.						
15	HSN students whose speech is difficult to understand should be in regular classes.						
16	HSN students who are frequently absent from school should be in regular classes.						

APPENDIX 5 – SUPPORT STRUCTURES / SERVICES QUESTIONNAIRE

1. What kind of support services or structures do you have in the classroom and in the school in supporting HSN students? [Please tick the box(s)]

A. PHYSICAL

- a) Resources & teaching materials
- b) Information Technology (IT) equipment
- c) Smaller class size
- d) Individual Education Plans
- e) Physical modification of school
- f) Others (Please specify) _____

B. HUMAN

- a) Home Support Provision (e.g. Portage Worker)
- b) Special Educational Need Coordinator (SENCO)
- c) Teaching Assistant (TA) or LSA
- d) Specialist Teachers
- e) Speech Therapist
- f) Clinical Psychologist
- g) Educational Psychologist
- h) Peer & administration support
- i) Parents & carers
- j) Others (Please specify) _____

C. OTHERS

- a) Additional training
- b) More aide time (e.g. SENCO)
- c) More preparation time
- d) Time to visit other successful programmes
- e) Additional programmes for HSN students
- f) Nurture provision

THANK YOU VERY MUCH FOR YOUR HELP.

If you would like to participate in the second part of the study, please write your name and your school on the space below. The second part of the study will involve a short interview on the provision and role of educational psychologist in the inclusion of HSN students. Your participation in these studies is highly appreciated.

NAME: _____

SCHOOL: _____

CONTACT DETAIL: _____
(Telephone / E-mail)

P/S: Any enquiries, please contact me at hmm204@exeter.ac.uk
(HP: 07858036706)

C. PROCEDURES

APPENDIX 6 - LETTER TO THE MINISTRY OF EDUCATION, BRUNEI GOVERNMENT

Hajah Mustazah Maidin
Bahagian Psikologi Pendidikan
Unit Pendidikan Khas
Kementerian Pendidikan
Negara Brunei Darussalam

09hb September 2008

Kepada,
Yang Mulia,
Dayang Hajah Aishah binti Hj Muhd Husain,
Pengarah Sekolah-Sekolah,
Jabatan Sekolah-Sekolah,
Kementerian Pendidikan,
Negara Brunei Darussalam.

Puan,

PER: KEBENARAN UNTUK MEMBUAT KAJI SELIDIK BAGI IJAZAH KEDOKTORAN

Saya adalah penuntut sepenuh masa di Exeter University dalam jurusan Doctorate in Educational, Child and Community Psychology (2006-2009). Pada masa ini saya sedang berada di Negara Brunei Darussalam untuk menyiapkan thesis bertajuk "A Comparative Study: Attitudes of Teachers, Provision and Role of Educational Psychologist in the inclusion of High Support Needs Students in Brunei and in a County in South-West of England" sebagai sebahagian syarat untuk memperolehi ijazah kedoktoran saya.

Untuk tujuan itu, saya memohon kebenaran dari pihak puan untuk menjalankan kaji selidik dikalangan guru-guru sekolah rendah yang mengajar dalam kelas tadika, darjah 1 dan darjah 2 yang mempunyai pelajar berkeperluan khas tahap tinggi di seluruh Brunei.

Besar harapan saya agar pihak puan dapat mempertimbangkan permohonan saya ini dengan secepat mungkin kerana saya perlu menyambung pengajian saya di United Kingdom pada penghujung bulan Oktober 2008. Di atas kebenaran yang pihak puan berikan itu terlebih dahulu saya ucapkan ribuan terima kasih.

Yang Benar,

Hajah Mustazah Maidin
Pegawai Psikologi Pendidikan

CC: Penolong Pengarah Bahagian Rendah

APPENDIX 7 - LETTER OF APPROVAL FROM THE MINISTRY OF EDUCATION, BRUNEI GOVERNMENT

TELEPHONE : 2230513/511
FACSIMILE : 2230515



جباڤن سڪولہ
ڪمٽين فنڊيقان
نڪارا بروني دارالسلام

JABATAN SEKOLAH-SEKOLAH
KEMENTERIAN PENDIDIKAN BB3510
NEGARA BRUNEI DARUSSALAM

DEPARTMENT OF SCHOOLS
MINISTRY OF EDUCATION BB3510
BRUNEI DARUSSALAM

Rujukan Kami :
Our Reference KP/DS/19:3

16 Ramadhan 1429
17 September 2008

Yang Mulia
Hajah Mustazah Maidin
Pegawai Psikologi Pendidikan
Unit Pendidikan Khas
Kementerian Pendidikan
Negara Brunei Darussalam

Dayang Hajah,

KEBENARAN UNTUK MEMBUAT KAJI SELIDIK BAGI IJAZAH KEDOKTORAN

Dengan hormat merujuk surat Dayang Hajah bertarikh 09 September 2008 mengenai perkara di atas.

Sukacita dimaklumkan bahawa Jabatan Sekolah-Sekolah tiada halangan bagi Dayang Hajah, yang sedang mengikuti jurusan Doctorate in Educational, Child and Community Psychology (2006-2009) di Exeter University United Kingdom untuk menjalankan kaji selidik dikalangan guru-guru sekolah rendah yang mengajar kelas tadika, darjah 1 dan 2 yang mempunyai pelajar berkeperluan khas tahap tinggi di seluruh negara seperti yang dipohonkan.

Walau bagaimanapun, sebelum memulakan kaji selidik, Dayang Hajah hendaklah berunding dengan guru-guru besar sekolah berkenaan untuk menerima arahan dan panduan serta mengelak gangguan pada pihak sekolah. Dengan salinan surat ini guru-guru besar adalah diminta memberikan kerjasama kepada beliau untuk membuat kaji selidik yang dimaksudkan.

Wassalam.

'KELUARGA BAHAGIA HIDUP BERJAYA'

(AWG JUNA BIN JUMAT)
bp. Pengarah Sekolah-Sekolah

s.k. Pengarah Perancangan, Perkembangan dan Penyelidikan
Penolong Pengarah (Rendah)
Ketua Unit Pendidikan Khas
Guru-Guru Besar Sekolah-Sekolah Rendah Kerajaan yang berkenaan

K1/...

APPENDIX 8 - LETTER TO THE PRINCIPAL EDUCATIONAL PSYCHOLOGIST OF WESTSHIRE

Ms Hajah Mustazah Maidin
Doctorate in Educational, Child and Community Psychology
Exeter University
United Kingdom

23th June 2008

Dear Mxxxxxx,

RE: RESEARCH PROJECT

I am currently working on my thesis in Doctorate in Educational, Child and Community Psychology. The topic I am researching is **A Comparative Study Of The Attitudes Of Teachers And The Role Of Educational Psychologists Towards The Inclusion Of Students With High Support Needs In Regular Classrooms In Brunei Darussalam And In A County in South-West of England.**

The purpose of the study is to compare the attitudes of teachers and the role of Educational Psychologists (EPs) towards the inclusion of students with high support needs (HSN) in the mainstream schools in Brunei and in a county in South-West of England (CSWE).

For the purpose of this study, high support needs (HSN) students means students that demonstrate complex medical conditions, as well as dependence on others. They may have severe hearing or visual impairment, physical disabilities, speech or communication disorders, attention or concentration deficits, behavioural disorders, psychological or social-emotional disorders, moderate to profound levels of intellectual disability or multiple disabilities, and a perceived lack of involvement with the environment.

I am seeking your permission for me to contact the headteachers and the SENCOs so that they could provided me with the names of the teachers that meet the requirement for the study, i.e. teachers in Reception, Year 1 and Year 2 that have at least one student with HSN in their class.

In Study 1, I am inviting the teachers to contribute to the current body of knowledge in the area of Inclusion by completing a survey questionnaire.

Participation in this study is entirely voluntary. All responses will be confidential and no individual will be identifiable from the analysis provided on the final report. The surveys are coded for the purpose of maintaining control over outstanding survey questionnaire during data collection. It would be helpful if participants were able to complete and return the questionnaire in the enclosed self-addressed stamped envelope within two weeks.

In Study 2, the role of EPs in relation to students with HSN in Brunei and CSWE will be examined. EPs and teachers from Brunei and CSWE (twenty in total) will be interviewed to study the support and provision and teachers' perceived needs from EPs. Teachers from Study 1 who would like to participate in the second part of the study will be requested to leave their name and contact detail at the end of the survey questionnaire. I will contact the teachers in the near future with the detail of the interview.

For the EPs, I will contact them via email as well as sending letters. Those volunteering to be interviewed will be contacted via e mail.

I will be in Brunei from 10th July 2008 to 28th October 2008 for the data collection of the research. I will return back to UK to pursue my study by the end of October 2008. I am happy to be contacted via e-mail at hmm204@exeter.ac.uk or MMaidin@xxxxxxx.gov.uk. I appreciate your help and cooperation with this project. Thank you in advance for your kind assistance.

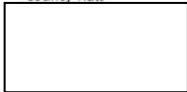
Yours sincerely,

Ms Hajah Mustazah Maidin
Trainee Educational Psychologist
XXXXXX House
United Kingdom

APPENDIX 9 – LETTER OF APPROVAL FROM THE PRINCIPAL EDUCATIONAL PSYCHOLOGIST OF WESTSHIRE

Children & Young People's Directorate

County Hall



Ms Hajah Mustozah Maidin
Doctorate in Education, Child and
Community Psychology
University of Exeter
DEVON
EX4 4QJ



Dear Ms Maidin

Thank you for your letter of 23 June 2008 regarding your research project.

The project sounds very interesting and well thought out. In addition to the attitudes of teachers, it will be particularly interesting for our service to hear of the different expectations teachers have of EPs and the different perspectives the EPs have of their own role.

I am very pleased that you will be conducting part of your study in **[REDACTED]** and can confirm our agreement to you contacting Headteachers and SENCOs as you indicate. I assume you will be able to target schools through reference to the School Action Plus data which could be used to identify schools where there are pupils with the needs you describe.

I am sure the Educational Psychology Service will look forward to having an update on the outcomes of the study towards the end of the academic year.

Yours sincerely

[REDACTED]

[REDACTED]
SEN Group Manager - Principal Educational Psychologist



APPENDIX 10 – LETTER TO HEADTEACHERS AND SENCOs IN WESTSHIRE

Ms Hajah Mustazah Maidin
Doctorate in Educational, Child and Community Psychology
Exeter University

19th January 2009

Dear Headteachers / SENCOs,

I am currently working on my thesis in Doctorate in Educational, Child and Community Psychology. The topic I am researching is **A Comparative Study Of The Attitudes Of Teachers And The Role Of Educational Psychologists Towards The Inclusion Of High Support Needs Students In Regular Classrooms In Brunei Darussalam And In A County in South-West of England.**

The purpose of the study is to compare the attitudes of teachers and the role of Educational Psychologists (EPs) towards the inclusion of high support needs (HSN) students in the mainstream schools in Brunei and in a county in the South-West of England (CSWE).

For the purpose of the this study, high support needs (HSN) students means students that demonstrate complex medical conditions, as well as dependence on others. They may have severe hearing or visual impairment, physical disabilities, speech or communication disorders, attention or concentration deficits, behavioural disorders, psychological or social-emotional disorders, moderate to profound levels of intellectual disability or multiple disabilities, and a perceived lack of involvement with the environment.

I am seeking your help to distribute the questionnaire to the teachers that meeting the requirement of the study, i.e. teachers in Reception, Year 1 and/or Year 2 that have at least one student with High Support Needs in their class.

In Study 1, I am inviting the teachers to contribute to the current body of knowledge in the area of inclusion by completing a survey questionnaire.

Participation in this study is entirely voluntary. All responses will be confidential and no individual will be identifiable from the analysis provided on the final report. The surveys are coded for the purpose of maintaining control over outstanding survey questionnaire during data collection. It would be helpful if participants were able to complete and return the questionnaire in the enclosed self-addressed stamped envelope within two weeks (if possible)

In Study 2, the provision and role of EPs in relation to students with HSN in Brunei and CSWE will be examined. EPs and teachers from Brunei and CSWE (twenty in total) will be interviewed to study the support and provision and teachers' perceived needs from EPs. Teachers from Study 1 who would like to participate in the second part of the study will be requested to leave their name and contact detail at the end of survey questionnaire. I will contact the teachers in the near future with the detail of the interview.

I am happy to be contacted via email at: hmm204@exeter.ac.uk OR MMaidin@xxxxxxx.gov.uk. Attached with this letter is the permission granted by MXXXXXXXX, SEN Group Manager / Principal Educational Psychologist Children and Young People's Directorate.

I appreciate your help and cooperation with this project. Thank you in advance for your assistance and participation.

Yours sincerely,

Mus Maidin
Trainee Educational Psychologist
XXXXXXXXX
UK

D. DATA COLLECTION AND DATA ANALYSIS

APPENDIX 11 – TABLES FOR THE RESULTS

Table 1

The Frequency and Percentage of the Categories of HSN Students in Brunei and the UK

HSN Categories	Brunei		UK	
	n	%	n	%
Impaired memory functioning	41	45.6	12	28.6
No spoken language	36	40.0	8	19.0
Need others to assist them with eating and hygiene needs	23	25.6	15	35.7
Have hearing and/or vision impairment	21	23.3	9	21.4
Limited in their ability to interact with their environment	40	44.4	19	45.2
Not independently mobile	10	11.1	6	14.3
Complex learning difficulties	55	61.1	37	88.1
Inability to speak or recognise written text; they may communicate better through symbols or signing	26	28.9	18	42.9
A need for specialist or individual support	44	48.9	34	81.0
A need for special equipment such as touch screens, voice synthesisers, etc.	11	12.2	6	14.3

Table 2

Number of HSN Students in the Class in Brunei and the UK

Number of HSN students in the class	Brunei		UK	
	F	%	F	%
1	71	78.9	27	64.3
2	10	11.1	9	21.4
3	4	4.4	6	14.3
4	5	5.5	0	0.0
5	0	0.0	0	0.0

Table 3

Response on the ATIES

No	Opinions on Inclusion of HSN students	Strongly Disagree						Strongly Agree	
			1 %	2 %	3 %	4 %	5 %	6 %	
1	Students who require help with mobility should be in regular classes.	Br	10	20	21.1	22.2	21.1	5.6	
		UK	0	0	7.1	11.9	54.8	26.2	
2	Students who require Braille should be in regular classes.	Br	17.8	22.2	28.9	10.0	20.0	1.1	
		UK	0	4.8	11.9	19.0	50.0	14.3	
3	Students who use sign language or communication boards should be in regular classes.	Br	17.8	22.2	22.2	15.6	18.9	3.3	
		UK	0	4.8	7.1	16.7	45.2	26.2	
4	Students who cannot hear conversational speech should be in regular classes.	Br	14.4	24.4	22.2	24.4	12.2	2.2	
		UK	0	14.3	11.9	16.7	38.1	19.0	
5	HSN students whose academic achievement is 1 year below the other students in the grade should be in regular classes.	Br	11.1	15.6	15.6	30.0	22.2	5.6	
		UK	0	0	4.8	9.5	40.5	45.2	
6	HSN students whose academic achievement is 2 or more years below the other students in the grade should be in regular classes.	Br	11.1	17.8	31.1	21.1	16.7	2.2	
		UK	0	4.8	16.7	31.0	21.4	26.2	
7	HSN students who need an individualised functional academic program in everyday reading and math skills should be in regular classes.	Br	7.8	16.7	17.8	32.2	21.1	4.4	
		UK	2.4	0	14.3	23.8	40.5	19.0	
8	HSN students who need training in self-help skills and activities of daily living should be in regular classes.	Br	5.6	18.9	18.9	28.9	24.4	3.3	
		UK	0	16.7	9.5	19.0	26.2	28.6	
9	HSN students who need support in their social emotional development should be in regular classes.	Br	11.1	12.2	10.0	20.0	37.8	8.9	
		UK	0	0	7.1	23.8	33.3	35.7	
10	HSN students who are verbally aggressive toward their peers should be in regular classes.	Br	10.0	17.8	16.7	32.2	16.7	6.7	
		UK	23.8	4.8	21.4	31.0	16.7	2.4	

11	HSN students who are physically aggressive toward their peers should be in regular classes.	Br	20.0	26.7	22.2	22.2	6.7	2.2
		UK	31.0	9.5	19.0	28.6	11.9	0
12	HSN students who cannot control their behaviour and disrupt activities should be in regular classes.	Br	32.2	27.8	13.3	21.1	3.3	2.2
		UK	21.4	14.3	35.7	21.4	7.1	0
13	HSN students who are shy and withdrawn should be in regular classes.	Br	5.6	3.3	13.3	23.3	38.9	15.6
		UK	0	0	4.8	14.3	28.6	52.4
14	HSN students who have difficulty expressing their thoughts verbally should be in regular classes.	Br	7.8	8.9	6.7	35.6	28.9	12.2
		UK	0	0	2.4	16.7	31.0	50.0
15	HSN students whose speech is difficult to understand should be in regular classes.	Br	11.1	8.9	13.3	38.9	21.1	6.7
		UK	0	0	2.4	9.5	45.2	42.9
16	HSN students who are frequently absent from school should be in regular classes.	Br	13.3	13.3	17.8	33.3	21.1	1.1
		UK	0	0	2.4	16.7	35.7	45.2

Table 4

Means and Standard Deviations on the ATIES

Place	N	Mean	Standard Deviation	Standard Error Mean
Brunei	90	54.33	15.64	1.65
UK	42	72.31	10.43	1.61

Table 5

The T-Test for Independent Variables—Attitudes of Teachers in Brunei and the UK Towards Inclusion

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig	t	df	Sig. (2-tailed)	Mean Difference
Total						
Equal variances assumed	8.99	.003	-6.77	130	.000	-17.98

RESULTS OF ANOVA

Analysis of variance is a statistical technique for analysing the differences between mean scores of the two groups of teachers in this study. It is based on comparing the spread of variance of individual scores within each group with the variance between groups. Multiple analyses of variance work on a similar basis but include several variables together in the analysis.

Table 6

Summary Table of Teacher Background Variables and Attitudes Towards Inclusion of HSN Students

Background Variable		Brunei			UK		
		N	Mean	SD	N	Mean	SD
Total		90			42		
Gender	Male	16	50.19	17.05	7	69.43	14.75
	Female	74	55.23	15.30	35	72.89	9.52
Age in years	20 – 30	48	52.06	14.71	5	74.00	15.60
	31 – 40	16	54.00	19.08	16	66.63	9.95
	41 – 50	19	57.00	14.66	8	77.25	8.11
	51 – 60	7	63.43	14.81	13	75.62	7.47

Highest academic qualification	Teaching Certificate	34	56.03	14.72	9	75.78	7.85
	Teaching Diploma	29	50.24	15.71	1	81.00	0.00
	Bachelor's Degree	27	56.59	16.41	32	71.0	10.97
Years of teaching experience	1 – 5	29	54.00	14.95	7	67.57	12.30
	6 – 10	29	52.93	15.65	7	70.71	14.20
	11 – 15	6	49.17	21.94	8	70.00	9.61
	16 – 20	7	50.71	11.15	7	73.71	9.62
	More than 20	19	59.95	15.98	13	76.38	7.59
Teaching experience	Less than 1 year	40	55.65	15.55	3	65.00	0.00
	1 – 5	40	54.83	15.63	10	69.20	12.64
SEN/HSN students	6 – 10	8	44.38	16.16	12	73.58	12.03
	11 – 15	1	65.00	0.00	3	75.00	5.20
	16 – 20	1	51.00	0.00	11	71.45	7.37
	More than 20 years	0	0.00	0.00	3	85.33	2.89
Grade level taught	Reception	33	57.18	16.87	11	71.64	7.63
	Year 1	27	52.44	12.83	11	68.00	11.80
	Year 2	30	52.90	16.58	20	75.05	10.57
Has SEN training	Yes	22	56.27	14.86	32	75.44	7.09
	No	68	53.71	15.95	10	62.3	13.26
Wants SEN training	Yes	49	58.16	14.72	28	71.89	11.86
	No	41	49.76	15.66	14	73.14	7.03
Level of expertise in SEN	None	16	48.25	13.15	3	65.00	0.00
	Minimal	70	55.46	16.22	2	69.50	27.58
	Adequate	4	59.00	9.42	23	71.83	11.25
	High	0	0.00	0.00	14	75.07	6.92

Table 7
Analysis of Variance for Gender

Place		Sum of Squares	df	Mean Square	F	Sig
Brunei	Between groups	334.47	1	334.47	1.37	.245
	Within groups	21445.53	88	243.70		
	Total	21780.00	89			
UK	Between groups	69.72	1	69.72	.64	.430
	Within groups	4387.26	40	109.68		
	Total	4456.98	41			

Table 8
Analysis of Variance for Age

Place		Sum of Squares	df	Mean Square	F	Sig
Brunei	Between groups	963.47	3	321.16	1.37	.271
	Within groups	20816.53	86	242.95		
	Total	21780.00	89			
UK	Between groups	852.43	2	426.22	5.54	.008
	Within groups	2614.33	34	76.89		
	Total	3466.76	36			

Post Hoc Tests

Dependent Variables: attitude total

Games-Howell

Place	(I) Age-group of respondents	(J) Age-group of respondents	Mean Difference (I-J)	Std. Error	Sig
Brunei	20 – 30	31 – 40	-1.938	4.491	.982
		41 – 50	-4.938	4.217	.606
		51 – 60	-11.366	6.295	.302
	31 – 40	20 – 30	1.938	4.491	.982
		41 – 50	-3.000	5.279	.955
		51 – 60	-9.429	7.050	.588
	41 – 50	20 – 30	4.938	4.217	.606
		31 – 40	3.000	5.279	.955
		51 – 60	-6.429	7.050	.761

	51 - 60	20 – 30	11.366	4.217	.302
		31 – 40	9.429	5.279	.588
		41 – 50	6.429	7.050	.761
UK	31 -40	41 – 50	-10.625	3.797	.032
		51 - 60	-8.990	3.274	.026
	41 – 50	31 – 40	10.625	3.797	.032
		51 – 60	1.635	3.940	.890
	51 - 60	31 – 40	8.990	3.274	.026
		41 - 50	-1.635	3.940	.890

* The mean difference is significant at the .05 level.

Table 9
Analysis of Variance for Level of Qualification

Place		Sum of Squares	df	Mean Square	F	Sig
Brunei	Between groups	721.20	2	360.60	1.49	.231
	Within groups	21058.80	87	242.06		
	Total	21780.00	89			
UK	Between groups	233.55	2	116.77	1.08	.350
	Within groups	4223.43	39	108.29		
	Total	4456.98	41			

Table 10
Analysis of Variance for Years of Teaching Experience

Place		Sum of Squares	df	Mean Square	F	Sig
Brunei	Between groups	910.93	4	227.73	.93	.452
	Within groups	20869.10	85	245.52		
	Total	21780.00	89			
UK	Between groups	447.33	4	111.83	1.03	.404
	Within groups	4009.65	37	108.37		
	Total	4456.98	41			

Table 11
Analysis of Variance for Years of Teaching SEN/HSN Students

Place		Sum of Squares	df	Mean Square	F	Sig
Brunei	Between groups	997.25	4	249.31	1.02	.402
	Within groups	20782.75	85	244.50		
	Total	21780.00	89			
UK	Between groups	815.07	5	163.01	1.61	.182
	Within groups	3641.91	36	101.16		
	Total	4456.98	41			

Table 12
Analysis of Variance for Grade Level Taught

Place		Sum of Squares	df	Mean Square	F	Sig
Brunei	Between Groups	425.72	2	212.86	.87	.424
	Within Groups	21354.28	87	245.45		
	Total	21780.00	89			
UK	Between Groups	359.48	2	179.74	1.71	.194
	Within Groups	4097.50	39	105.06		
	Total	4456.98	41			

Table 13
Analysis of Variance for SEN Training

Place		Sum of Squares	df	Mean Square	F	Sig
Brunei	Between groups	109.52	1	109.52	.45	.507
	Within groups	21670.48	88	246.26		
	Total	21780.00	89			
UK	Between groups	1315.00	1	1315.00	16.74	.000
	Within groups	3141.98	40	78.55		
	Total	4456.98	41			

Table 14

Analysis of Variance for Wanting SEN Training

Place		Sum of Squares	df	Mean Square	F	Sig
Brunei	Between groups	1577.75	1	1577.75	6.87	.010
	Within groups	20202.26	88	229.57		
	Total	21780.00	89			
UK	Between groups	14.58	1	14.58	.13	.719
	Within groups	4442.39	40	111.06		
	Total	4456.98	41			

Table 15

Analysis of Variance for Level of Expertise in SEN

Place		Sum of Squares	df	Mean Square	F	Sig
Brunei	Between groups	767.63	2	383.81	1.59	.210
	Within groups	21012.37	87	241.52		
	Total	21780.00	89			
UK	Between groups	288.24	3	96.08	.88	.462
	Within groups	4168.73	38	109.70		
	Total	4456.98	41			

Table 16

The Percentage of Support Available to Teachers in Brunei and the UK

	Brunei	UK
	%	%
A. PHYSICAL		
a) Resources and teaching materials	58.9	78.6
b) IT equipment	37.8	83.3
c) Smaller class size	25.6	19.0
d) Individual Education Plan	57.8	78.6
e) Physical modification of school	11.1	47.6
	Brunei	UK
	%	%
B. HUMAN		
a) Home Support e.g. Portage	8.9	26.2
b) SENCO/SENA teacher	63.3	78.6
c) LSA	52.2	61.9
d) Specialist Teachers	35.6	66.7
e) Speech Therapist	24.4	50.0
f) Clinical Psychologist	11.1	23.8
g) Educational Psychologist	25.6	61.9
h) Peer and administration support	44.4	33.3
i) Parent and/or carer	48.9	57.1
	Brunei	UK
	%	%
C. OTHERS		
a) Additional training	18.9	50.0
b) More aide time	57.8	35.7
c) More preparation time	14.4	23.8
d) Visit to a successful programme	15.6	28.6
e) Additional programme	20.0	47.6
f) Nurture provision	8.9	42.9

E. ETHICAL CONSIDERATIONS

APPENDIX 12 – ETHICAL ISSUES

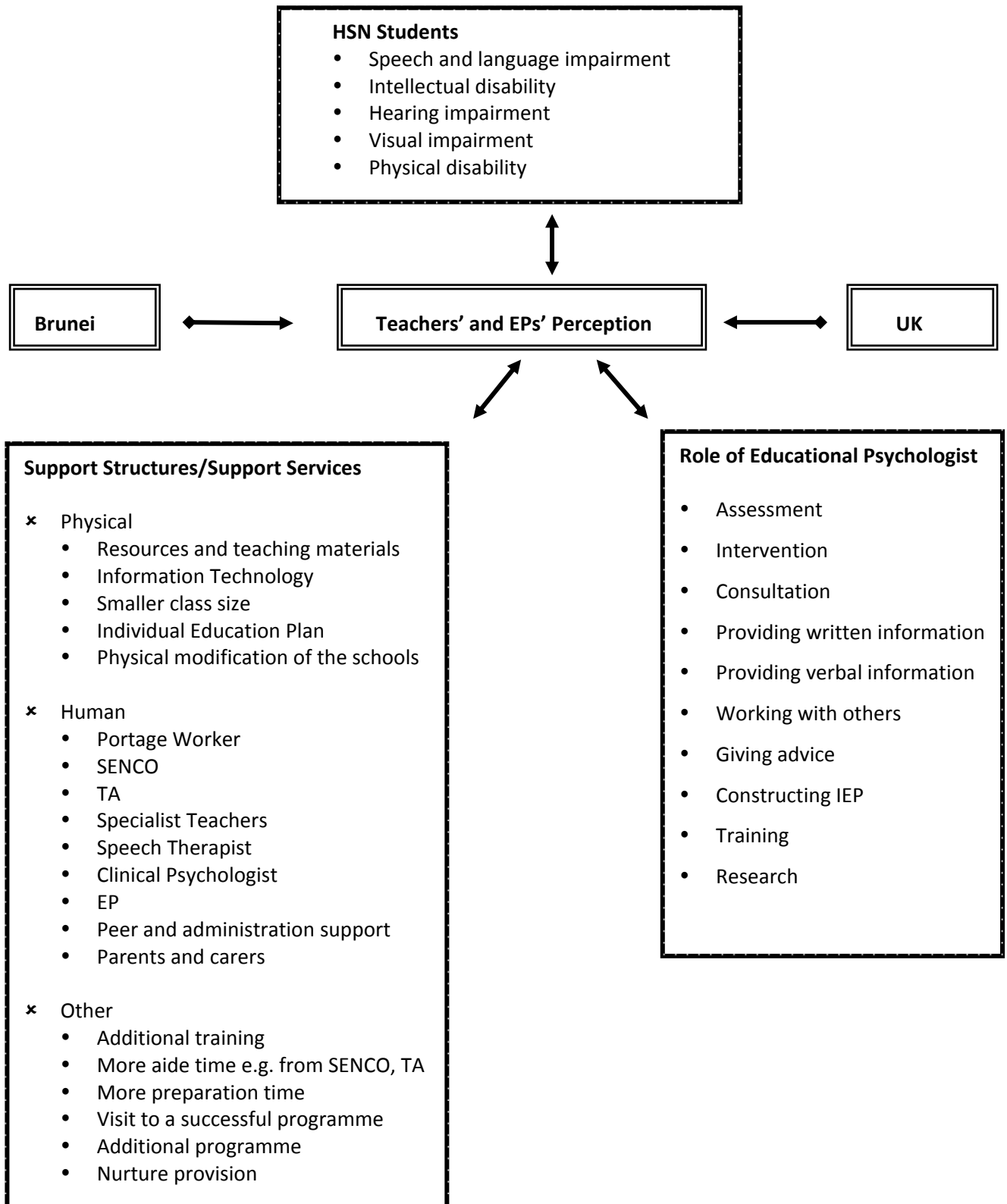
Throughout the research, I followed the Exeter University Code of Ethics for research, the British Education Research Association (BERA) Guidelines, as well as the British Psychological Society *Code of Conduct, Ethical Principles and Guidelines* (BPS, 2000) for use when dealing with human participants. I did not gather any data until I had my ethical approval from the Ethical Approval Committee of the School of Education and Lifelong Learning. I informed the participants that the questionnaires would be made anonymous, and any identifying information or names would be removed. The questionnaire was accompanied by a covering letter explaining the purpose of the study, and informing teachers that participation was voluntary and that anonymity was assured. The research findings were released in an accurate and responsible manner.

APPENDICES

FOR

STUDY 2

APPENDIX 1 - THE RELATIONSHIP BETWEEN THE VARIABLES AND TEACHERS' AND EPS' PERCEPTIONS IN BRUNEI AND THE UK.



APPENDIX 2 - BACKGROUND INFORMATION OF THE INTERVIEWED TEACHERS AND EPS

Teacher	Teaching Experience		Teaching Experience SEN/HSN student		Training in SEN	
	Less than 10 years	More than 10 years	Less than 10 years	More than 10 years	Yes	No
Brunei (N = 5)	3	2	5	0	2	3
UK (N = 3)	0	3	0	3	3	0

EP	Qualified as an EP		Specialise Role		Place of Training	
	Less than 5 years	More than 5 years	Yes	No	UK	Others
Brunei (N = 4)	1	3	1*	3	3	1
UK (N = 4)	1	3	3**	1	4	0

*One of the Brunei EPs is the co-ordinator of the EP service, while the rest do not have any specialised role but have some interest in Early Years, provision of professional supervision, counselling, cognitive and educational assessments to assist in the identification of gifted and talented students, and students who have dyslexia.

**Most of the UK EPs have a specialised role at the service (i.e., Early Years Specialist, Child in Care, Look after Children, Part time university lecturer and Youth Offender Team).

APPENDIX 3 - SAMPLE OF INSTRUMENTS

SUPPORT STRUCTURES / SERVICES QUESTIONNAIRE

a. What kind of support services or structures do you have in the classroom and in the school in supporting HSN students? [Please tick the box(s)]

A. PHYSICAL

- a) Resources & teaching materials
- b) Information Technology (IT) equipment
- c) Smaller class size
- d) Individual Education Plans
- e) Physical modification of school
- f) Others (Please specify) _____

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

B. HUMAN / MANUSIA

- a) Home Support Provision (e.g. Portage Worker)
- b) Special Educational Need Coordinator (SENCO)
- c) Teaching Assistant (TA) or LSA
- d) Specialist Teachers
- e) Speech Therapist
- f) Clinical Psychologist
- g) Educational Psychologist
- h) Peer & administration support
- i) Parents & carers
- j) Others (Please specify) _____

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

C. OTHERS / LAIN-LAIN

- a) Additional training
- b) More aide time (e.g. SENCO)
- c) More preparation time
- d) Time to visit other successful programmes
- e) Additional programmes for HSN students
- f) Nurture provision

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

2. What kind of support services /structures would you need to feel more confident about including students with HSN in your classroom?

A. PHYSICAL

	1	2	3	4	5
	Not Important At All	Less Important	Undecided	Important	Very Important
a) Resources & teaching material					
b) IT equipment					
c) Smaller class size					
d) IEPs					
e) Physical modification of school					

B. HUMAN

	1	2	3	4	5
	Not Important At All	Less Important	Undecided	Important	Very Important
a) Portage Worker					
b) SENCO					
c) TA or LSA					
d) Specialist Teachers					
e) Speech Therapist					
f) Clinical Psychologist					
g) EPs					
h) Peer & admin support					
i) Parent & carers					

C. OTHERS	1	2	3	4	5
	Not Important At All	Less Important	Undecided	Important	Very Important
a) Additional training					
b) More aide time					
c) More preparation time					
d) Time to visit other successful programmes					
e) Additional programmes for HSN students					
f) Nurture provision					

3. What do you feel could be the barriers to the inclusion of students with HSN in your class or school? (Please tick)

A. PHYSICAL

- a) Lack of resources & teaching materials
- b) Lack of IT equipment
- c) Bigger class size
- d) No IEP
- e) No physical modification of school

B. HUMAN

- a) No home support provision
- b) Lack of support from SENCO
- c) Lack of support from TA
- d) Lack of support from Specialist Teachers
- e) Lack of support from Speech Therapist
- f) Lack of support from Clinical Psychologist
- g) Lack of support from EPs
- h) Lack of support from peer & administration staff
- i) Lack of support from parent & carers

C. OTHERS

- a) Lack of training
- b) Lack of aide time
- c) Less preparation time
- d) No time to visit other successful programmes
- e) Lack of programmes for students with HSN

4. In the inclusion of HSN students in your class, have you ever spoken to Educational Psychologist?

Yes No

5. How important is the role of the Educational Psychologist in the inclusion of students with HSN?

- a) Not important at all
- b) Less important
- c) Somewhat Important
- d) Important
- e) Very important

6. What is the role of the Educational Psychologist in the inclusion of students with HSN in your class / school? (Please tick)

	1	2	3	4	5
	Not Important	Fairly Important	Somewhat Important	Important	Very Important
a) Assessment					
b) Intervention					
c) Consultation with school staff & parents					
d) Provide verbal information					
e) Provide written information					
f) Making suggestions for help					
g) Providing support for others who work with the child					
h) Construction of IEP					
i) Training					
j) Research					

7. What are your perceived needs from EP in the inclusion of HSN students in your class / school?
(Please tick)

	1	2	3	4	5
	Not Important	Fairly Important	Somewhat Important	Important	Very Important
a) Assessment					
b) Intervention					
c) Consultation with school staff & parents					
d) Provide verbal information					
e) Provide written information					
f) Making suggestions for help					
g) Providing support for others who work with the child					
h) Construction of IEP					
i) Training					
j) Research					

8. Do you have any other comments you wish to make about the inclusion of HSN students?

THANK YOU VERY MUCH FOR YOUR HELP.

INTERVIEW QUESTIONS FOR TEACHERS

1. Tell me about yourself.
How long have you worked as a teacher?
How long have you worked as a class teacher with High Support Needs students?
Have you taken any Special Education Course before?
2. What kind of support services or support structures presently operating in your class and/or in the school that are most useful in supporting the inclusion of students with HSN?
3. What kind of support services or support structure do you think you need to increase your confidence in including students with HSN successfully in your class?
4. What do you feel could be the barriers to the inclusion of students with HSN in your class/school?
5. In promoting / including HSN students in your class, do you meet with the Educational Psychologist? Yes No Not Sure
Please elaborate your answer.
6. In your opinion, how important is the role of the Educational Psychologist in the inclusion of HSN students in the mainstream school?
 - a) Very important
 - b) Important
 - c) Undecided
 - d) Less important
 - e) Not important at allPlease elaborate your answer.
7. What is the role of the Educational Psychologist in the inclusion of HSN students in your class / school?
8. What do you perceive you need from an Educational Psychologist in the inclusion of students with HSN in your class / school?
9. Please rate how helpful EPs are in supporting the inclusion of HSN students?
 - a) Very helpful
 - b) Helpful
 - c) Undecided
 - d) Less helpful
 - e) Very unhelpfulPlease elaborate your answer.

10. How do you rate of the Educational Psychologist Service specifically in relation to the inclusion of HSN students?

- a) Very important
- b) Important
- c) Undecided
- d) Less important
- e) Not at all important

Please elaborate your answer.

11. How important is an Educational Psychologist involvement in providing

- i. An assessment – psychometric testing/ observation
- ii. Intervention
- iii. Consultation with school staff and parents
- iv. Provide Verbal information
- v. Provide Written information
- vi. Making suggestions for help
- vii. Providing support for others who work with the child
- viii. Construction of Individualized Education Plan (IEP)
- ix. Training/Workshops
- x. Anything else?

12. How many visits did EPs make to your class/school in one academic year?

- a) None b) Once c) Twice d) Three times e) > five f) Don't know

13. How many visits did EPs make to your class/school in relation to one particular child with HSN?

- a) None b) Once c) Twice d) Three times e) > five f) Don't know

14. Would you like additional Educational Psychologist time to support you in the inclusion of students with HSN?

If yes, what do you need it for? (Prompt – giving workshop, training)

If no, why not?

15. How can Educational Psychologists best support or best respond to your beliefs and needs in the inclusion of student with HSN in your class?

16. Would you like to add any other comments regarding the role of EPs in the inclusion of HSN students?

INTERVIEW QUESTIONS FOR EPS

1. Tell me about yourself.
How long have you worked as an Educational Psychologist?
Where were you trained?
Do you have any specialized area in this service?
2. What kind of support services or support structures presently operating in the class and/or in the school are most useful in supporting the inclusion of HSN students?
3. What kind of support services or support structure do you think the teachers need to increase their confidence in including students with HSN in their class successfully?
4. What do you think could be the barriers to the inclusion of students with HSN in the class/school?
5. In promoting / including HSN students in the class, do you always meet with class teachers?
Yes No
Please elaborate your answer.
6. In your opinion, how important is the role of Educational Psychologist in the inclusion of students with HSN?
 - a) Very important
 - b) Important
 - c) Undecided
 - d) Less important
 - e) Not important at all
Please elaborate your answer.
7. What is the role of Educational Psychologist in the inclusion of HSN students in the mainstream school?
8. What do you think teachers want from EPs in the inclusion of students with HSN in the class / school?
9. Please rate how helpful EPs are in supporting the inclusion of students with HSN.
 - a) Very helpful
 - b) Helpful
 - c) Undecided
 - d) Less helpful
 - e) Very unhelpful

Please elaborate your answer.

10. How do you rate of the Educational Psychology Service specifically in relation to the inclusion of HSN students?
- a) Very important
 - b) Important
 - c) Undecided
 - d) Less important
 - e) Not at all important

Please elaborate your answer.

11. How important is the Educational Psychologist involvement in providing

- i. Assessment – psychometric testing, observation,
- ii. Intervention
- iii. Consultation with school staff and parents
- iv. Provide Verbal information
- v. Provide Written information
- vi. Making suggestions for help
- vii. Providing support for others who work with the child
- viii. Construction of Individualized Education Plan (IEP)
- ix. Training/Workshop
- x. Anything else?

12. In general, how many visits do you make to the class/school in one academic year?

- a) None
- b) Once
- c) Twice
- d) Three times
- e) > five

13. How many visits do you make to the class/school in relation to one particular child with HSN?

- a) None
- b) Once
- c) Twice
- d) Three times
- e) > five

14. Do you think teachers need additional Educational Psychologist time to support them in the inclusion of students with HSN?

If yes, what do you think they need it for? (Prompt – giving workshop, training)

If not, why not?

15. How can Educational Psychologists best support or best respond to teachers beliefs and needs in the inclusion of student with HSN in the class?

16. Can you give some examples how you apply psychology with regards to the inclusion of HSN students in the mainstream school?

17. Would you like to add any other comments regarding the role of EPs in the inclusion of HSN students?

APPENDIX 4 - TABLES FOR THE RESULTS

Table 1

The Percentage of Support and Services Available To Teachers In Brunei And the UK

A. PHYSICAL	Brunei	UK
	N = 90 (%)	N = 42 (%)
a) Resources and teaching materials	58.9	78.6
b) IT equipment	37.8	83.3
c) Smaller classroom size	25.6	19.0
d) Individual Education Plan	57.8	78.6
e) Physical modification of school	11.1	47.6

B. HUMAN	Brunei	UK
	N=90 (%)	N=42 (%)
a) Home support e.g. Portage	8.9	26.2
b) SENCO/SENA teacher	63.3	78.6
c) LSA/TA	52.2	61.9
d) Specialist Teachers	35.6	66.7
e) Speech Therapist	24.4	50.0
f) Clinical Psychologist	11.1	23.8
g) Educational Psychologist	25.6	61.9
h) Peer and administration support	44.4	33.3
i) Parent and carer	48.9	57.1

C. OTHERS	Brunei	UK
	N=90 (%)	N=42 (%)
a) Additional training	18.9	50.0
b) More aide time	57.8	35.7
c) More preparation time	14.4	23.8
d) Visit to a successful programme	15.6	28.6
e) Additional programme	20.0	47.6
f) Nurture provision	8.9	42.9

Table 2

The Percentage of Support Structures and Services Teachers' Need to Feel More Confident

PHYSICAL	Br	UK	Br	UK	Br	UK	Br	UK	Bru	UK
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
	5		4		3		2		1	
Resources and teaching materials	45.6	54.1	47.8	40.5	4.4	0	0	5.4	2.2	0
IT equipment	25.6	25.7	52.2	60	18.9	0	0	11.4	3.3	2.9
Smaller class size	23.3	52.8	35.6	19.4	25.6	19.4	8.9	5.6	6.7	2.8
IEP	43.3	63.9	46.7	27.8	7.8	5.6	0	2.8	2.2	0
Physical modification of school	25.6	34.3	22.2	28.6	37.8	17.1	7.8	20	6.7	0

HUMAN	Br	UK	Br	UK	Br	UK	Br	UK	Br	UK
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
	5		4		3		2		1	
Home Support e.g. Portage	8.9	48.6	26.7	31.4	57.8	17.1	5.6	2.9	1.1	0
SENCO/ SENA teacher	56.7	65.7	41.1	34.3	1.1	0	1.1	0	0	0
LSA	32.2	80	50	20	17.8	0	0	0	0	0
Specialist Teachers	55.6	37.1	41.1	22.9	3.3	40	0	0	0	0
Speech Therapist	37.8	37.1	38.9	48.6	22.2	14.3	1.1	0	0	0
Clinical Psychologist	33.3	22.9	41.1	28.6	24.4	40	1.1	5.7	0	2.9
Educational Psychologist	43.3	31.4	43.3	51.4	13.3	17.1	0	0	0	0
Peer and administration support	44.4	28.6	45.6	15.6	8.9	28.6	1.1	2.9	0	0
Parents and carers	68.9	51.4	28.9	34.3	2.2	14.3	0	0	0	0

OTHER	Br	UK	Br	UK	Br	UK	Br	UK	Br	UK
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
	5		4		3		2		1	
Additional training	22.2	42.9	56.7	37.1	18.9	8.6	1.1	11.4	1.1	0
More aid time	41.1	34.3	51.1	45.7	6.7	11.4	0	8.6	1.1	0
More preparation time	16.7	34.3	51.1	40	27.8	17.1	3.3	8.6	1.1	0
Visit successful programme	12.2	31.4	45.6	48.6	38.9	8.6	3.3	4.4	0	0
Additional programme	15.6	48.6	60	40	21.1	11.4	2.2	0	1.1	0
Nurture provision	31.1	51.4	41.1	31.4	27.8	14.3	0	2.9	0	0

Note: 5 (Very important), 4 (Important), 3 (Undecided), 2 (Less important), 1 (Not important at all).

Table 3

The Mean of Support Structures and Services Teachers' Need to Feel More Confident

Place		Maximum	Mean	SD
Brunei (N = 90)	Total physical support	5	1.91	1.42
	Total human support	9	3.14	2.03
	Total other support	6	1.36	1.55
	Total support	20	6.41	4.34
UK (N = 42)	Total physical support	5	3.07	1.45
	Total human support	8	4.60	2.40
	Total other support	6	2.29	1.76
	Total support	19	9.98	4.90

Table 4

The Percentage of the Support Structures and Services That are Lacking Which May Cause Barriers to Successful Inclusion

A. PHYSICAL	Brunei N = 90 (%)	UK N = 42 (%)
a) Resources and teaching materials	71.1	45.2
b) IT equipment	41.1	23.8
c) Smaller classroom size	37.8	45.2
d) Individual Education Plan	33.3	28.6
e) Physical modification of school	38.9	28.6

B. HUMAN	Brunei	UK
a) Home support e.g. Portage	64.4	50.0
b) SENCO/SENA teacher	20.0	31.0
c) LSA/TA	24.4	31.0
d) Specialist Teachers	53.3	31.0
e) Speech Therapist	54.4	40.5
f) Clinical Psychologist	54.4	23.8
g) Educational Psychologist	60.0	38.1
h) Peer and administration support	25.6	26.2
i) Parent and/or carer	56.7	52.4

C. OTHER	Brunei	UK
a) Additional training	80.0	47.6
b) More aide time	30.0	38.1
c) More preparation time	50.0	42.9
d) Visit to a successful programme	54.4	38.1
e) Additional programme	67.8	31.0
f) Nurture provision	30.0	31.0

Table 5

Teachers' Ratings of the Importance of the Role of EPs Towards the Inclusion of HSN Students in Mainstream Primary Schools

	Brunei	UK
	n = 90	n = 42
5 – Very important	56 (62.2%)	7 (16.7%)
4 – Important	25 (27.8%)	25 (59.5%)
3 – Somewhat important	6 (6.7%)	10 (23.8%)
2 – Less important	1 (1.1%)	0 (0%)
1 – Not important at all	2 (2.2%)	0 (0%)

APPENDIX 5 – ADDITIONAL FACTORS AND COMMENTS BY TEACHERS AND EPs

Issues on Support Structures/Services

“Things will be very difficult if I do not have a TA to manage special needs children in the class” (UKTr1)

“Without Teaching Assistance, things will be out of hand” (UKTr3)

“As long as there is support for the HSN child, and parent needs to be involved as well” (UKTr6)

“Need more guidance from the Specialist Teachers and more programmes for HSN students” (BrTr12).

“Inclusive education is good, but support from all agencies is needed, not fair to put burden on SENA and class teacher only. Teachers have other responsibilities especially other students with difficult behaviour” (BrTr51)

“For pupils that require intensive attention in class they should be a relief teacher in class. S/he may be a disturbance to others in class and interfere with the lessons” (BrTr62)

“If manageable with enough support (TAs) and resources and support from external agencies including EPs, it’s lovely for the child to be included for some reasons that will influence their life in their local community. For example, friends in schools who understand their needs, for them to socialise outside school with” (UKTr22).

Issues on Training

“For sure the teachers need the extra hand but also training as well to ensure the TA support is given appropriately” (BrEP2).

“Providing support and training for the Teacher Aide is also important in order for him or her to be able to meet the needs of the student as well as support the teacher in class” (BrEP4).

Issues on Inclusion

“Insufficient funding available; should have 100% funding for high level support, 8.30 to 3.30

everyday. Currently only 80% funding” (UKTr25).

“I have found that the most effective practice when working with HSN students usually takes the form of a collaborative team approach. This should involve, in addition to the Support Team, parents or caregivers, school staff, other relevant professionals from external agencies” (BrEP2)

“Sometimes the many pressures and demands on teachers’ time lead to high stress levels and minimal opportunities to update knowledge, understanding and skills with regard to SEN issues. Schools can find it difficult to implement a graduated response to SEN for various reasons—on occasion there is no-one with a vested interest in SEN on the Senior Management Team which makes it difficult to disseminate good practice. Sometimes there is a ‘within-child’ focus which hampers the ability of staff to think positively about ways forward for individual pupils; instead there is a focus on finding an answer, or searching for a diagnosis. Occasionally we see a reluctance to take ownership of children with complex needs; there can be a belief that some difficulties are outside the realm of responsibility of mainstream class teachers. This is less of an issue when the supportive systems are in place as they should be” (UKEP1)

Issues on Role of EPs

“It depends on the situation and the teacher involved. Usually they want somebody supportive with psychological knowledge and skills to work with them to generate ways forward. Sometimes there is a need for reassurance that they are doing the right things and the appropriate strategies are in place. On occasion there is a feeling that we can support them and parents in achieving an *answer* to the difficulties that they are experiencing” (UKEP3).

“By first, listening to the teacher’s beliefs and concerns with the aim of identifying his or her needs, these needs can then be best addressed, for example, by providing PD opportunities, resources such as books and websites, facilitating communications with relevant external agencies and organisations. The EP can also provide training workshops for the teacher and school staff to ensure insight into the nature of the student’s HSN” (BrEP2)

“Very rarely see EP in class in mainstream school, SENCO sees at consultation” (UKTr9)

“In early years setting saw EP much more for assessment of young children” (UKTr10)

APPENDIX 6 - ETHICAL CONSIDERATIONS

ETHICAL ISSUES

Throughout the research, I followed the Exeter University Code of Ethics for research, the British Education Research Association (BERA) Guidelines, as well as the British Psychological Society *Code of Conduct, Ethical Principles and Guidelines* (BPS, 2000) for use when dealing with human participants. I informed the participants that the questionnaires, the interviews and transcripts would be made anonymous, recorded tapes were wiped and any identifying information or names would be removed. The questionnaire was accompanied by a covering letter explaining the purpose of the study, and informing teachers that participation was voluntary and that anonymity was assured.

Informed consent was collected as a letter or an email letter was sent to the teachers and EPs explaining the purpose of the research project, which was then followed by a letter with the confirmation date of the interviews. The participants were also reminded that they had the right to withdraw at any point during the research. At the end of the research, questions raised by the teachers and the EPs were answered. The research findings were released in an accurate and responsible manner.

ABBREVIATIONS

ASD – Autistic Spectrum Disorder

BERA – British Educational Research Association

BrEP – Educational Psychologist from Brunei

BrTr- Teacher from Brunei

BPS – British Psychological Society

EP – Educational Psychologist

EPS – Educational Psychology Service

HSN – High Support Needs

IEP – Individualised Education Programme

LEA – Local Education Authority

LSA – Learning Support Assistant

LSS – Learning Support Services

OT – Occupational Therapist

MDCM – Multi Disciplinary Consultation Meeting

MOE – Ministry of Education

PD – Professional development

PMLD – Profound and Multiple Learning Difficulties

PT – Physiotherapist

SA – School Action

SA+ – School Action Plus

SEBBS – Social, Emotional and Behavioural Support Team

SBT – School-Based Team

SEN – Special Educational Needs

SENA – Special Educational Needs Assistance (SENA) teachers

SENCO – Special Educational Needs Co-ordinators

SEU – Special Education Unit

SLD – Specific Learning Difficulties

SLT/SALT – Speech and Language Therapist

TA – Teaching Assistant

Tr – Teacher

UKEP – Educational Psychologist from the UK

UKTr – Teacher from the UK

UPK – Unit Pendidikan Khas

DEFINITIONS

Assessment

Within this paper, assessment refers to the process of gathering information in order to find out what students know and what their strengths and needs are.

Disability/Difficulties/Disorder/Handicap/Impairment

In the context of this study, the term special educational needs will include students with learning disabilities, difficulties, impairment, disorder and/or handicap.

Educational Psychologist

Those with specialised training in both psychology and education. Also known as School Psychologist in the USA.

High Support Needs (HSN) Students

Within this paper, HSN refers to students who have complex medical conditions, as well as dependence on others. They may have severe hearing or visual impairment, physical disabilities, speech or communication disorders, attention or concentration deficits, behavioural disorders, psychological or social-emotional disorders, moderate to profound levels of intellectual disability or multiple disabilities, and a perceived lack of involvement with the environment. This study also includes students with *severe disabilities*, which refers to those whose difficulties in learning are not mild or moderate; a distinction which, although not clear-cut, is often used to refer to low incidence special needs (Gray, 2006).

Inclusion

In this context, the term inclusion refers to partial or full inclusion in regular primary classrooms, with the level of inclusion being dependent upon the severity and number of disabilities and the level of additional support available for that student.

Individualised Education Programme

A written programme designed for a student with special needs to provide explicit instructional goals and objectives. This involves adaptations and/or modifications to the curriculum content and the development of teaching strategies. It also outlines relevant resources and/or support services needed.

Learning Support Assistant (LSA)

Can also be known as: Classroom Assistant, Teaching Assistant, Child Support Assistant, or Special Needs Assistant. In the broadest of terms, the role of LSA can be defined as the person employed to work with one or more special needs students.

Learning Support Programmes

Equivalent to *Special Education Programmes*. Learning Support Programmes are in place in mainstream primary schools in order to meet specific individual needs. In Brunei, some of the programmes for SEN/HSN students that have been undertaken by SEU are: support services for students with hearing impairments; support services for students with visual impairments; support services for students with an intellectual disability; and support services for students with speech and language impairments.

Nurture Provision

Provision for children who present emotional and behavioural difficulties in the UK.

Nurture groups provide a safe and nurturing learning environment where each child is valued, understood and has their emotional needs met appropriately (Nurture Group, 2009, p. 1).

PMLD

In the UK, the term *profound and multiple learning difficulties* (PMLD) is widely used to describe complex learning difficulties, with added sensory or motor impairments. The individual with PMLD, who has complex causal factors, will often remain in the very early stages of development for the whole of their life.

Portage

A home visiting, educational service for pre-school children who have special needs in the UK. It is based on the common sense principle that parents are the key figures in the care and development of their child. Portage assesses the needs of young children with learning difficulties and then, in partnership with parents, builds on the abilities the child already has, teaching skills the child has yet to master. A Portage Team of home visitors offers a carefully structured, but flexible system to help parents to become effective teachers of their own children (The National Portage Association of Great Britain, 1993, p. 1).

Social, Emotional and Behavioural Support Team (SEBBS)

One of the support team in the county in the south-west of England.

Special Educational Needs (SEN)

Children in the UK have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local education authority (LEA), other than special schools, in the area (DfES, 2001).

School-Based Team (SBT)

In Brunei, the School-Based Team is a problem solving group that meets to discuss how to meet the specific needs of students with special needs. It consists of the headteacher, SENA teachers, parents, class teachers and outside agencies such as the educational psychologist and Resource Support Team from the Ministry of Education, and health personnel such as the speech therapist and occupational therapist from the Ministry of Health.

Special Educational Needs Assistance (SENA) teachers

Previously known as Learning Assistance Teachers (LAT) in Brunei. The SENA teacher is a specialist teacher who has been trained to recognise the problems learners may have with learning. S/he has the skills to diagnose the various problems faced by the learners and would be the teacher to draw up strategies needed to overcome them.

SENCO

In the UK, a SENCO is the specialist teacher in the school. In Brunei, the term SENCO is used to describe the officer in the Special Education Unit, who is in charge of the Learning Support Programme in schools.

Special Education Programmes

Equivalent to *Learning Support Programmes*.

Teaching Assistant (TA)

Equivalent to Learning Support Assistant.

Unit Pendidikan Khas (UPK) Officers

Include the EPs and other professionals from various sections at the Special Education Unit in Brunei – speech therapists, occupational therapists and special educators/teachers with various qualifications and experiences in special education.

Westshire

In this context, Westshire refers to a county in the south-west of England.