Model Development for Inclusive Education Management: Practical Guidelines for Inclusive Schools

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Abstract

Inclusive education is a central step of education management in the new millennium: it, allow every child to learn, which is a human right. Education management for the children who have special needs is based on a belief that every of them has capability and potential to learn and develop if appropriate learning opportunities are granted. This study aims to answer the following research questions: 1) What are the current status of, problems of, and needs for inclusive education in Thailand ? 2) What are the inclusive best practices in other countries ? 3) How can this body of knowledge be applied to Thailand's inclusive schools ? The researcher is therefore interested in investigating and developing the inclusive education model for the entire school system. This is accomplished by conducting research and applying development design, using mixed methods and both quantitative and qualitative approaches (John W.2007). The results of this study will yield the following expected benefits of: 1) Acquired knowledge on the current need for inclusive education in mainstreaming schools, The problems will be clearly identified, leading to a plan for the development of an effective inclusive education model relevant to the actual situation in schools. 2) A body of knowledge from the inclusive best practices in other countries, applicable to Thailand's core mainstreaming schools; and 3) An inclusive education model that will benefit children with special needs, teachers, school administrators, parents, communities, and special needs education management organizations in Thailand.

Keywords: Inclusive education management, Inclusion, Mainstreaming school pilot

1. Introduction

Inclusion has now been accepted by countries worldwide in line with the Universal Declaration of the Rights of the Child. The UNESCO declaration emphasized that schools are to provide inclusive education for all children, including both disabled and normal without discrimination (UNESCO, 1999; Jackie, 2007; Susan, 2004). Inclusion has increasingly gained attention internationally, and a number of schools and classrooms are under instructional transformation to become inclusive regardless of differences in learning, ability, and level of impairment (Zalizan, 2000; Melannie & Shereen, 2004). "…Since disability is only one among diverse characteristics of human beings occurred in every society…"(Jittima, 2008, p.2) supporting education rights for all children is thus a basic right, and it is the right of every single child to be treated with respect of his or her human dignity.

The current definition of inclusion has been adopted from collective meetings with mutual agreement by the World Declaration on Education for All Children. Every child is entitled to education without distinction, and that education is provided to children without discrimination. Children are legally protected to access education irrespective of impairment, religion, language, gender, ability, or other factors (UNESCO, 2003, p.4-5; Sandkull, 2005, p.1). This refers to inclusion as the provision of education on the basis of Human Rights underlying educational management, initiated at the International Conference on human rights following the Universal Declaration of Human Rights with a significant statement "…Every single child shall have the rights to equal education and shall acquire school education for as high as possible, based on their potential and capacity. Education should enable children to use and improve their capability and potential. Children should be taught to live their life peacefully, preserve the environment, and respect the rights of others…". Apart from taking into account the human rights and legal provision, inclusion is also defined in terms of practical guides for schools. Stainback and Stainback (1996, p.3) defined inclusion as "education provided by schools for all children regardless of their impairment, economic, social and cultural backgrounds. Schools seek means to facilitate children learning together and sharing learning benefits".

Similarly, Kuyani and Desai (2007) stated that "inclusion in school settings is to provide education for all, as it is a place in which everyone participates, accepted and supported by peers and staff as well as the community, in response to needs for student development".   Hence, inclusive management takes into account education that allows every child to learn together, to be recognized and provided with equal education opportunities.

Thus, a key issue in special education is inclusive education.   However, application of this idea and understanding this social phenomena are crucial as they effect the education system and society, and also involve all children. It is explicit that Thailand adopts and applies the knowledge of the universal approach to education provision for special children taking into account the diversity of children.   The history of special education in the Thai school system, as observed from relevant phenomena is similar to those in many countries.

Thailand has been consistently and progressively providing education for children with disabilities for more than 70 years now, formally introduced in 1939. In 1951 the first school for the blind was established by a blind American woman, Miss Genevieve Caulfield. Later, the Ministry of Education (MOE) extended education for children with disabilities of various types by establishing disability-specific schools under the implementation of the Department of Formal Education, including schools for delayed learning, the blind, the deaf, and those with physical impairments and chronic illness. The program was subsequently expanded in 1986 by the Office of the National Primary Education Commission to implement inclusion under the project of model development of mainstreaming primary education for disabled children, by mainstreaming children with hearing impairment and mental retardation in ordinary classes with typical children. Mainstreaming education received much attention during the period of 1999 educational reform, in which the government declared the policy that "any disabled persons who wish to go to school, can do so", and promoted mainstreaming education under the mainstreaming school pilot project for basic education. In 2000, this policy was augmented to include the development of their quality of life to enable their self and social development, in line with the policy on educational quality assurance. The whole-school approach was adopted to implement mainstreaming learning (Kingphet, 2009).In addition, Thailand's education management is in the initial phase of creating knowledge and understanding on universal inclusive education. Relevant literature suggests that a number of problems exist in Thailand, such as personnel, children's classification tools, measurement and evaluation, including monitoring and supervision, all of which hinder pedagogical management (Nilabol, 1997; Rachaneeboon, 2008; Sermsap, 2008).Therefore, Thailand's efforts to provide education corresponding to the needs of children with special needs originated with universal inclusion in accordance with the Constitution and legal provisions for special children. It considered the practical guidelines as stated in the Education Management for Persons with Disabilities Act of 2008 (2010, Online) that:

" …   the rights and equal opportunities to obtain basic education, and the rights to access

facilities, media, service, and other forms of educational support including choices of education

service, setting, system and type, and with education standard and assurance and management of

appropriate curricula, learning process, examination, relevant to the need for each type of

disabilities and individual   …"

As noted earlier, inclusive education is intended for all children without distinction between special and typical children and in respect to human rights and diversity, rather than the differences in this globalized society. Therefore, Thailand has exerted much effort to provide special education with supportive laws and regulations necessary to its operation in the same direction. The next issue of interest is its transition from mainstreaming to inclusion. Although differences are found in their detailed concept and meaning, the manifested representation in school reflects the role and expansion of this idea into the broader society.

1.1 Transformation from mainstreaming toward inclusive education
Previously, education management systems relied on one form of education, excluding children with disabilities and special needs from typical schools. Disability-specific schools were later established under the special education program. After a period of time, when a group of special children had demonstrated substantial developmental progress, this group was relocated to typical schools under mainstreaming education management. Educators were convinced that this type of service provides children with opportunities to interact with their typical peers in a normal

system. Inclusion was then introduced to promote social recognition of and familiarity with children with special needs; inclusion was increasingly accepted by teachers and peers. The transformation toward inclusion focuses on changes in the major school system that allow education management for all children. This idea holds that recognizing individual differences will create better values (Alan Dyson and Alan, 1999) consistent with the whole-school approaches and that school restructuring should allow education for all children. Later, educators began advocating for the right to education for all children as a basic human right that every child is entitled to be treated equally with human dignity. A new movement thus emerged: inclusive education.

Inclusive education is defined by the level of participation of students with special needs in normal education, as presented in the figure below.

Exclusion

Regular Education

Movement for the rights of individuals with disabilities

Education provision in response to

individual needs and disabilities

Mainstreaming Education

Screening and referring students with

special needs for inclusive education

Adaptation of curriculum, an education provision plan,

and a specific plan for students with special needs

Inclusive Education

Inclusive education respecting each child's rights,

and equity that is beneficial to every child

Community participation,

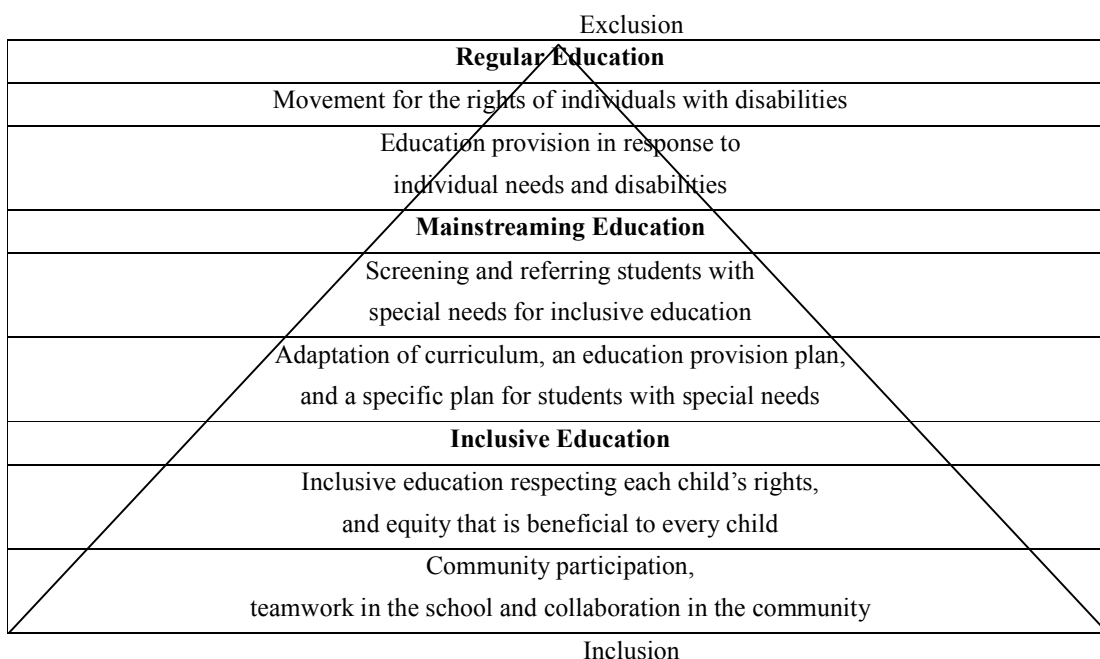teamwork in the school and collaboration in the community

Inclusion

Figure 1 Levels of Inclusion

1.2 Significance of inclusive education in Thailand

A review of relevant literature on the management of mainstreaming special needs and ordinary children in Thailand suggested that schools are a significant setting for successful education management. Thailand has implemented mainstreaming for special needs children with normal children; however, problems arose in terms of personnel, children's classifications and the instrument for, measurement and evaluation. , Difficulties monitoring and supervision, posed obstacles to effective learning and teaching management (Nilabol, 1997; Rachaneeboon, 2008). Sermsap (2008) revealed that school leaders in Thailand are still lacking insights in to the ways to appropriately inclusive schooling. A fundamental reconfiguring of factors such as school size, and the promoting and training of teachers are required. Ineffective educational management has resulted from misconceptions, and problematic mechanisms are caused by both internal and external factors.   Internal factors include the following:, a lack of education personnel with thorough understanding of educational management for children with special needs:, while school leaders and teachers are not knowledgeable, or are insufficiently educated about divers characteristics of disabled children with disabilities and their pedagogical management, and may embrace negative attitudes toward mainstreaming. Others include the lack of school readiness in terms of facilities, materials, personnel, and curriculum. External factors include parents' lack of knowledge and understanding in caring for and enhancing their child's potential, coupled with the fact that inclusion is sometimes disregarded by parents and the community (Office of the National Primary Education Commission, Ministry of Education, 2002, p. 4-5; Supaporn, 2007, p.3-4; Daranee et

al.,2003, p.23). These issues have prevented a success of transition from mainstreaming to inclusion. It is important to appreciate the differences between mainstreaming and inclusive approaches, with teachers and education administrators contributing to the success and efficacy of the program, and with schools emphasizing collective efforts among all concerned individuals. The above discussion illustrates the current status and problems of Thai inclusive education management. There is a need for improvement, especially regarding both special needs and normal children to meet their maximum potential. The value of inclusive education management is appreciated, but substantial work is required to attain quality and tangible outcome. It is essential to extend and improve inclusive education.

The models of inclusive education in Thailand are both similar and different from those in other countries.   These include: 1) instructional adjustment:, 2) development of teaching and learning activities, for example, learning activities based on multiple intelligence theory:, 3) research on instructional approaches for students in different classes using co-teaching:, 4) multiple instructional approaches:, 5) and a peer tutoring approach. The research results revealed that the development of an inclusive model yielded positive effects on teaching and learning management. That is, teaching is more individualized to meet the needs of each child in inclusive education. Teachers believe that ordinary students and students with special needs are to be educated equally. Multilevel inclusive classrooms widen the scope of the learning and development of children with disabilities alongside their peers. Shannon K. (2006) and Tontaleya (2007) explored students' perspectives and attitudes and found that those with special needs held positive attitudes toward impairments, and preferred the classroom setting with assistance from school staff. In addition, they interacted positively with their classmates.   However, inclusive management is still a problem and challenges persist. A number of studies suggested education management problems arising from teachers lack of expectation. Lyndsay (2008) and Beth (2007) noted that teachers are sometimes not ready to teach children with special need in inclusive classroom and these children are not successful in a regular co-taught. Major problems arise when fail to plan, appropriately to learn new teaching methods, and discipline typical children as well as children with disabilities. It is fail apparent that the problems and challenges of inclusive management are rooted in the experience and knowledge of teachers, Furthermore   disability make it more complicated for teachers to manage the child's unique needs (Ahmed & Ishwar, 2009).

Inclusion is problematic however, and its success is difficult. One problem regarding teachers is that teachers are not ready to teach children with special need in inclusive classrooms and children with special need were not successful in regular classroom that adopted teaching approaches.   Other major problems for teachers were that they failed to plan and need to learn new teaching approaches and establish disciplines among typical students rather than children with impairments.   These problems were related to teachers' experience and history, and each type of   children's disabilities made inclusive provision more complicated in terms of variable arrangement (Melanie and Shereen, 2009; Kuyini and Desai, 2009). These are some of challenges of inclusive education management. To create an effective in education management program, it is recommended that schools take multiple steps. First, schools should must identify policies and strategies for education management that serve diverse needs of children. Second, schools need to undergo fundamental. Most importantly, the following factors need to be enhanced: the attitudes of administrators and teachers, teaching and learning processes, and parents and community involvement.

The above mentioned problems the researcher to develop a model of inclusive education for Thailand, specifically in the core mainstreaming schools for children with special needs. This was accomplished by exploring the inclusive best practices in school in the the United States of America and by suitably applying such knowledge to inclusion in Thailand. The researcher employed mixed methods approach.

2. Research Objectives
1. To explore the current status of, problems of, and need for inclusive education in Thailand.
2. To study the inclusive best practices in other countries that are applicable to inclusive schooling in Thailand.
3. To examine the effectiveness of inclusion model for children with special needs in the core inclusive schools.

3. Research methodology
This study uses the process called "Research and Development" by using "Mixed method Research" The quantitative research uses the survey of current status, problems, and requirement of inclusive education, and considers the opinions of the specialists. While the quantitative research uses a field work, in-depth interview, and implement the model of inclusive education. This research is carried out in 4 phases.

Phase 1 To explores the current status of, problems of, and need for inclusive education in Thailand.
Phase 2 To study the inclusive best practices in the United States of America.
Phase 3 To formulate the inclusion model.
Phase 4 To find out the efficiency of the inclusive education model.
For this time, the phase 1 and 2 have already been completed. So, the details of the phase 1 and phase 2 are described as follows: Phase 1 and phase 2 had already been undertaken as follows.

Phase 1 explores the current status of, problems of, and need for inclusive education in Thailand. The data was analyzed to identify the research conceptual framework and inclusion issues to be studied in the United States of America. The sample in phase 1 comprises 39 schools in Thailand with altogether 276 people including school administrators, teachers, school board members, and parents.

Phase 2 is to study the best practices model of inclusive schools in the United States of America. The schools are Twins Oak School and Cesar Chavez Elementary School which involve observations, and   in-depth interviews with concerned people including principles and a special teacher, a speech pathologist and teachers so as to learn about the best practices of inclusive education. The data was interpreted, concluded, and prepared for a tentative inclusion model suitable for Thailand.

The next Phase 3 to be proceeded will involve the formulation of inclusion model. This phase comprises 3 steps which include outlining the inclusion model, review by 12 experts, and revision and improvement in major details.

For the final one, Phase 4, there will be an examination of the effectiveness of inclusion model by tying out the model in core inclusive schools to find out if it is applicable.

4. The results of phase 1 and phase 2
4.1 The results of analysis on the problems of inclusive provision are illustrated in Table 1

Table 1 Problems of inclusive provision

Operation of inclusive provision	Mean	Standard deviation	Level of problem
Student quality	3.47	.54	Moderate
Instructional process	3.55	.54	High
Administration and management	3.32	.52	Moderate
Development of a learning community	3.17	.80	Moderate
Total	3.38	.49	Moderate

As show in table 1, the analysis results suggested that the problems of inclusive provision are at a moderate level, with an overall mean value of 3.38.   Regarding individual aspects, the analysis showed a moderate level for student quality with a mean of 3.47; , a high level for instructional process with a mean of 3.55; , a moderate level for administration and management with a mean of 3.32; , and a moderate level for the development of a learning community with a mean of 3.17.

As seen in table 1, inclusive provision with high level of problem is on the aspect of instructional process.   Further analysis of this instructional issue showed that the problem with highest mean is the management of individual educational program for children with special need.

4.2 The results of analysis on the level of need for inclusive provision are illustrated in Table 2

Table 2   The level of need for inclusive provision

Operation of inclusive provision	Mean	Standard deviation	Level of need
Student quality	3.63	.76	High
Instructional process	3.68	.67	High
Administration and management	3.59	.61	High
Development of a learning community	3.43	.82	Moderate
Total	3.60	.58	High

Table 2 suggests a high level of need for inclusive education management, with an overall mean value of 3.60. Regarding individual aspects, it showed a high level of need for student quality with a mean of 3.63, the instructional process with a mean of 3.68, and administration and management with a mean of 3.59, and a moderate level of need for the development of a learning community with a mean of 3.43.

Considering the data in terms of the current status of, problems of, and need for inclusive education in Thailand, it is possible to identify the best practice in other countries that would be useful enhancing education in Thailand. The conceptual framework includes 3 aspects for the development of an inclusive education model, as shown below.
    1. Planning for the development of each special needs child using an individual education Plans(IEPs).
    2. Conducting student development activities for the management of inclusive education in schools.
    3. The measurement and assessment of the actual situation for the development of each student.
The result from exploring the need of inclusive education is used as the conceptual framework to study the best practice of inclusive education in the United States of America.

4.3 Inclusive Education Model – Whole School System
This paper drown on the finding of the Inclusive Education Model that was developed from exploring the current situation of problems and need of inclusive education in Thailand. It suggests that such need involves three important aspects:1) Planning for the development of each child with special needs using an Individual Education Plans (IEPs); 2) Conducting student development activities for inclusive education; and 3) Measuring and evaluating the real situation for enhanced development of individual students.
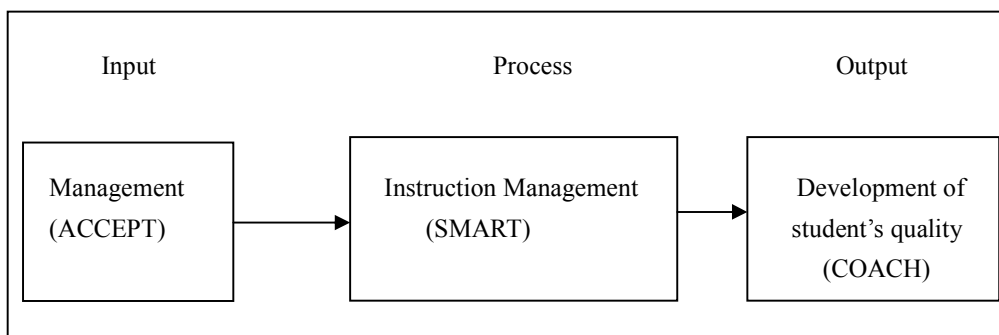

Figure 2 Inclusive Education Model - Whole School System

According to Figure 2, guidelines for development of inclusive education (IE) Model for the whole school system is suggested as follows.
The IE Model Whole School System was modified according to the standards for education provision including the aspects of management, instruction management, and development of student's quality by exploring the problem situation and need for inclusion in Thailand and by the synthesis of documents on practical guideline for inclusive education in inclusive school. It is suggested that the key to education management is teamwork collaboration for a successful whole school system, taking into account every student of both the typical and those with special needs. Education management follows the principle of inclusion concept and developed from IE Model adopting the following.

    1)   Management by Achieving Creative and Collaborative Education Plan Teams(ACCEPT) can be applied to planning for development of individual children with special need by preparing the IEP, taking into account the 6 important components of achieving, creativity, collaboration, education, planning, and teamwork.
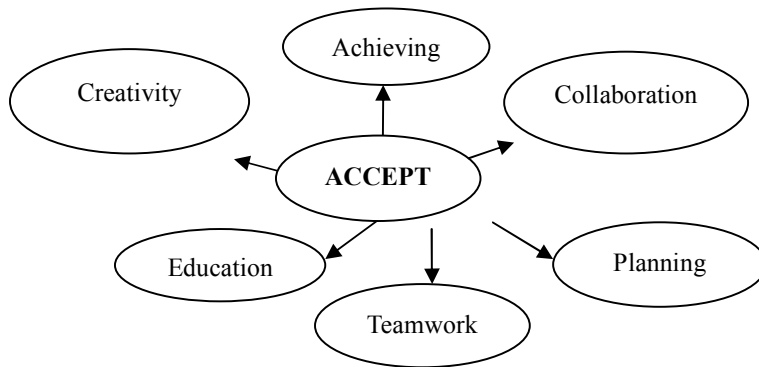
According the principles of this approach include preparatory meeting and identifying potential and creative common goals in planning for children development by preparing IEPs. Collaborating and working in teams to conduct student development activities by preparing IEPs and measuring and evaluating together the real situation.

2) Instruction Management by SMART using the smart system of instruction management in inclusive classes can be applied to organize student learning activities taking into account the five important components of Select, Match, Adapt, Relevant, and Test.
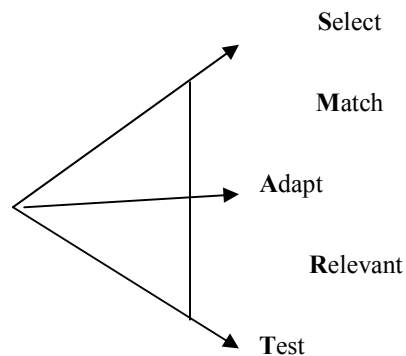
3) Development of student's quality by COACH Assessment of actual situation to contribute to ensuring and improving the quality step by step 3.1) Clarifying needs 3.2) Objective setting 3.3) Action plan designing 3.4) Checking Activities
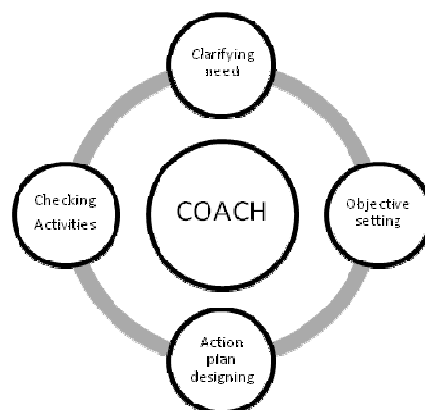
On the whole, Inclusive management principles are interesting and useful with the application of such fixed knowledge since the inclusive provision is complicated in a given context. Dessent (1987) introduced the whole-school approach that acknowledges individual differences and offers inclusive schooling opportunities for ordinary and special children. It demands a radical restructuring of schools so that they are inherently capable of educating all students. Guidelines for transforming schools, toward the whole-school approach lied in the inclusive assumption that all children can learn together to the maximum extent, regardless of obstacles and difficulties, or individual differences. Schools must acknowledge and respond to the diverse needs of students including different types and levels of their learning. Quality assurance is accomplished by means of suitable curriculum, administrative organization, and pedagogical strategies. Community involvement is encouraged in educational management. Consistent support and services are provided, corresponding to the special needs of inclusive learners. Every child is regarded as a school member and entitled to equality and equity.

The researcher has adapted this diagram from the study of best practice in overseas. The inclusion model is now under development and will be submitted to 9 inclusive experts for their review in phrase 3. The model will then be tried out in core inclusive schools to examine its effectiveness in phrase 4.
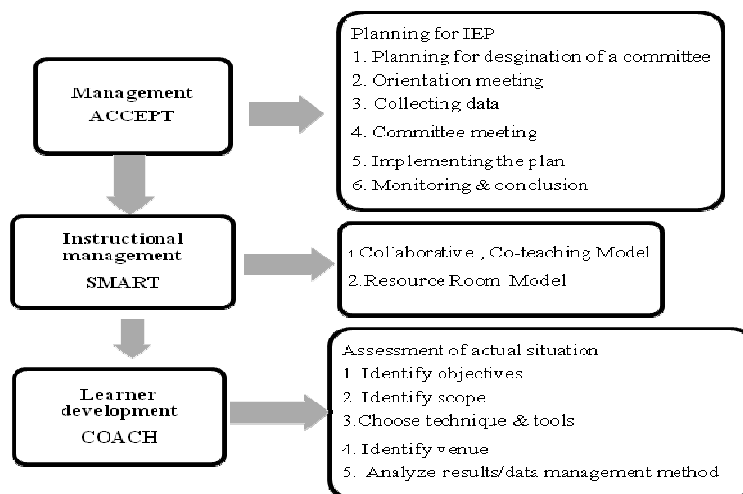
5. Conclusions

To summarize, The IE Model's principles include:

1. Considering and selecting suitable curriculum, teaching media, learning activities, facilities and innovations for inclusive class instructional management. The goal is to select activities that develop the learner by, taking into account the diversity of learners and responding to the needs and abilities of learners.

2. Relevancy is required in planning for learning opportunities and challenges. Each child differs in interest and learning level, The natures and traits of individual children are considered in learner-centered learning activities that challenge children to demonstrate their diverse abilities. The teacher should be creative in adapting teaching strategies and curricula to meet children' s needs and provide other necessary assistance.

3. The adaptation of instructional activities is necessary for particular children; instructional media, media for special needs children, or teaching- assisted technologies may be needed to facilitate their participation in learning activities. Teachers should not arrange individual oriented activities without considering the differences between students. Specific types of technology can stimulate children to show diverse abilities.

4. An integrated curriculum is aimed toward enhancing the experiences of instructional management. Teachers are required to assess the relevancy of their teaching plans. They create learning experiences that children's development and the learning of life skills. Actual experience in relation to children's living will help stimulate their development of skills and thoughts.

5. There should be explicit and ongoing measurement and assessment of instructional management. Assessment provides information for planning to promote or develop individual children, and allows each child to prepare a student portfolio. Assessment is carried out by observing every class activity, including students

participation in instructional activities in class and students' social skills.   Instruments and technologies are helpful for assessment, and the measured data are used by teachers to analyze each individual child.

The global awareness of managing inclusive education and the empirical evidence that every country respects the need to provide education to every child without discrimination is clear. Regard for the diverse characteristics of children, particularly their rights and equity regarding education for all, ranging from the western to the eastern worlds, is still unsettled and complicated. In particular, the development of an inclusive model for Thailand is in need of better understanding, and move for implementation. So far, however, consistent efforts have been made to develop inclusive models. Advanced research processes and statistics are employed to seek potential solutions and create a new body of knowledge. More studies have been carried out to develop a suitable model and to conceptualize systematically the definition of inclusion more clearly, and to obtain a model suitable to different contexts. The intention is to state that education management for both the special and typical children should be universal, and at least guide the management of inclusive education. Individuals in societies need to open their hearts to accept human beings regarded as burdened and incapable by collaborating with others, so that everyone has a place in their community, and that the society appreciates and recognizes their unique identity and offers them an equal education.

In conclusion, inclusive education in the school setting is thought of as a crucial step of education management in this new millennium where, based on human rights, where every child can learn.   Management of education for children with special needs builds on the notion that every one of them is capable to learn and develop if offered suitable learning opportunities. An important means of managing inclusive education for this group is to locate them in regular schools to learn with their normal peers so they can live their social life in happiness.

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