

Educational Inclusion in Samlout and Rukhak Kiri, Cambodia: Scoping Study Report



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Background:

Since 2014, KHEN, an education NGO based in Battambang, Cambodia, has built or refurbished over 40 schools in the remote, rural districts of Samlout and Rukhak Kiri in Battambang Province. Prior to this, educational provision in these areas was severely limited and completely inaccessible to many children, especially those with disabilities. However, KHEN schools have ramped access and now provide primary education for over 9,000 children, including vulnerable children such as those with disabilities, religious minority (Muslim) children, children living in poverty, girls and other children with additional support needs.

This increase in school provision by an NGO is unprecedented. It has led to increased pupil attendance and has been highly beneficial to local communities. However, KHEN are aware that, though large numbers of children now have more opportunities to access school, they cannot always be effectively included in learning. This is because their headteachers and teachers lack training in inclusive education, leading to problems with the quality of educational provision. This is a common problem in Cambodia, in both rural and urban schools.

In order to address this problem, KHEN approached researchers at the University of Aberdeen (UoA) and the University of Battambang (UBB) for help. A research team was established and a two week Scoping Study was organised in Battambang from Oct 19th to Nov 1st 2018 to explore the problem. The original research team included:

- Mr Bunlee Khun – Managing Director: Khmer Education NGO (KHEN)
- Dr Jackie Ravet – Senior Lecturer Inclusive Practice, University of Aberdeen
- Dr Peter Mtika – Senior lecturer: International Education and Development, University of Aberdeen
- Dr. Rany Sam – Vice Rector: University of Battambang
- Dr Ratha Seng – Dean of Faculty of Sociology and Community Development, University of Battambang

In January 2019, Dr Ratha Seng left the team and has been replaced by Mr Haq Yoeng - Acting Dean for the Faculty of Arts, Humanities and Education, University of Battambang. In addition, Ms Vandy Tep – Depute Director at Battambang Teacher Education College joined the team in January 2019.

Aims

The Scoping Study had two aims:

1. **Assessment of Needs:** an assessment of the needs was carried out to explore how headteachers and teachers perceive inclusive education in remote rural schools and to discover what support they need to improve the quality of inclusion. This assessment mainly took the form of a small-scale research study.
2. **Capacity Building:** the team aimed to build on the findings of the needs assessment by developing a capacity building programme to enhance inclusive education.

Both of these aims are closely aligned to 2030 U.N. Sustainable Development Goal (SDG) 4: ***Ensure inclusive and equitable quality education for all.***

The purpose of this report is to summarise the findings of the Scoping Study and make recommendations for the next phase: Capacity Building.

The Research Study:

Data gathering for the research study was undertaken as a collaborative research project. All members of the research team were involved in the design, planning and implementation of the project. The research plan and methodology were approved by the KHEN Board of Trustees, the Ethics Committee of the University of Aberdeen and the Director of the University of Battambang.

The two researchers from the University of Aberdeen do not speak Khmer, the national language in Cambodia. Cambodian team members therefore acted as translators throughout the research project. Documents were translated from English into Khmer or Khmer into English within the team by Bunlee Khun. Interviews conducted in the field were translated by Bunlee Khun, Dr. Ratha Seng and Dr. Rany Sam.

Methods:

This was a mixed methods study that drew on both quantitative and qualitative research methods:

a) Quantitative Research Methods:

The Teacher Efficacy in Inclusive Practices (TEIP) questionnaire (see appendix 1) was designed for early years teachers in the United States. The questionnaire includes 18 statements about teacher efficacy in inclusive practice organised into three domains: teaching and learning, collaboration and behaviour management. Participants use a 5-point Likert scale (tick box) to indicate their responses.

However, the team were careful to be sensitive to cultural context when applying this questionnaire in Cambodia where inclusive education is conceptualised and understood differently. The questionnaire was therefore adapted, especially in terms of use of language and terminology. It was then translated and distributed to 250 headteachers and teachers working in rural schools in Samlout and Rukhak Kiri. Of these, 120 questionnaires were completed and returned, representing a response rate of 48%.

b) Qualitative Research Methods :

With regards to qualitative data, we conducted structured lesson observations in 3 schools in Samlout and Rukhak Kiri (see appendix 2) and semi-structured interviews in five schools in Samlout and Rukhak Kiri. We also interviewed education officials at the Samlout District Education Office as well as at Battambang Teacher Education College (BTEC) (see appendix 3). In total we interviewed 11 head teachers, 11 teachers, 1 director of education and 5 officers, and 1 deputy director of BTEC.

FINDINGS:

Quantitative Findings:

A summary of the questionnaire findings can be found in appendix 4. Examples of respondent numbers in each of the 3 domains of the questionnaire are provided below:

<i>Domain 1: Teaching & Learning</i> <i>I am confident in designing learning tasks so that the individual needs of learners with special needs are accommodated:</i>
disagree 4; disagree somewhat 18; agree somewhat 30; agree 50; strongly agree 14
<i>Domain 2: Collaboration</i> <i>I am able to work jointly with other professionals and staff to teach learners with special needs in the classroom.</i>
strongly disagree 1; disagree 5; disagree somewhat 18; agree somewhat 24; agree 55; strongly agree 13
<i>Domain 3: Behaviour Management</i> <i>I am able to calm a learner who is disruptive or noisy</i>
disagree somewhat 2; agree somewhat 39; agree 70; strongly agree 7

These responses are typical of the responses to all 18 statements provided in the questionnaire (see appendix 4). The findings indicate very strongly that teacher efficacy in inclusive practice was perceived positively by the majority of teachers and headteachers who responded. Only a relatively small minority strongly disagreed, disagreed or somewhat disagreed with the efficacy statements.

Interestingly, these findings stand in stark contrast to the qualitative findings, set out below. Possible reasons for this are explored later in the report.

Qualitative Findings:

Classroom Observations:

Teaching and learning in the three observed classrooms was characterised by a 'traditional', approach as evidenced by the following:

- Desks in rows
- Teacher at the front
- Chalk and talk
- Rote learning
- Children largely seated and passive
- Whole-class learning

There was no evidence, from observations, of inclusive practices as understood in a Western context, such as lesson differentiation (i.e. planning of different activities to meet different needs), group work or active learning.

The traditional layout of the classroom in rows facing the front is captured in the photograph below. Here, we see two researchers at the back of the class observing and taking notes.



Classroom observation in a rural school

Interviews:

The key themes raised across all interviews are presented in Fig.1 below. Each theme is then summarised supported by selected quotes from participant feedback (via interpreter).

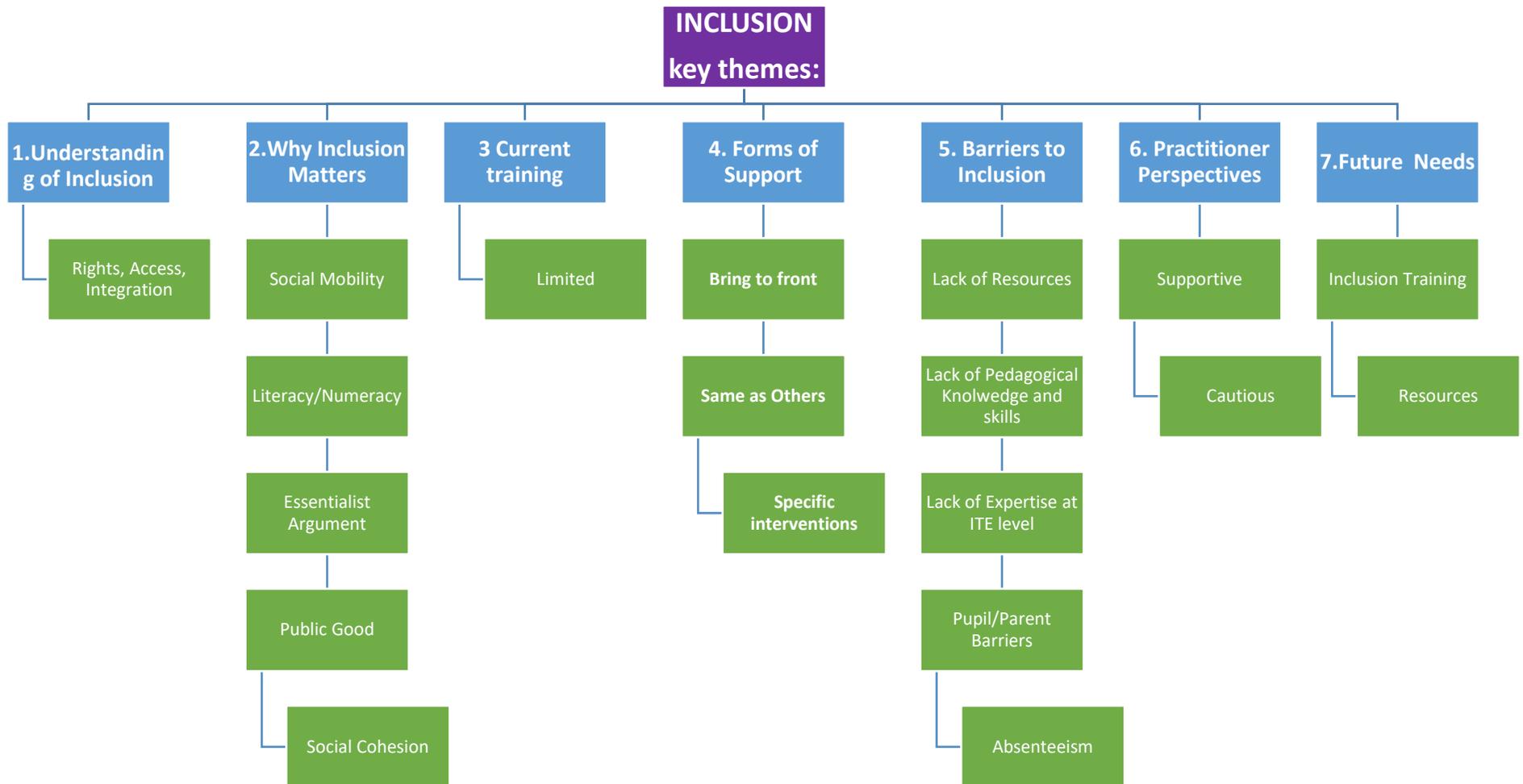


Fig 1: Interview Findings: Summary of Key Themes



The Research team conducting an interview at Battambang Teacher Education College

1. Understanding of Inclusion

The District Education Officer and Depute Director of BTEC both highlighted the fact that the definition of inclusion in Cambodian educational policy is broad and refers to disability, race, gender, poverty, ethnicity and religion. However, they proposed that, in practice, inclusion largely focuses on disability. This is supported by our findings. Headteachers and teachers acknowledged that inclusion is about a wide range of children and relates to their rights, access to education and integration in mainstream school. However, most of their subsequent discussion focused on disability.

Table 1. Understanding of Inclusion

Theme:	Selected Quotes:
Rights, Access & Integration	'including everyone in the class for learning – diversity of learners' 'No discrimination against disability...' 'Should have the same right to education no matter what their ability' 'it means including all children during teaching and learning' 'Every child should be in school – any child should learn like any other' 'No special schools so everyone in mainstream learning together' 'Children with disabilities learn together with others – no discrimination - rich or poor, race or religion'



Research team visiting a KHEN- built school in Samlout District

2. Why Inclusion Matters

Inclusion mattered to interviewees for several different reasons, though social mobility and social cohesion were mentioned most often:

Table 2. Why Inclusion Matters

Theme:	Selected Quotes:
Social Mobility	'(they) will proceed to higher education' 'Better jobs for educated learners' 'So that children can progress from being farmers to doctors'
Literacy & Numeracy	'-that they are able to read, calculate, and write'
Essentialist Argument	'learning is intrinsically important'
Public Good	'We need good leaders for the country' 'Country needs more educated people'
Social Cohesion	'Children should learn to live, work together' '(Children will) change their behaviour and become respectful individuals who help others'

3. Current Training

Most interviewees indicated that they had received very little training in inclusive education. Most of this training cited related to the Child Rights training delivered by KHEN, but a few other sources of training were also mentioned.

Table 3. Current training in inclusion

Theme:	Selected Quotes:
Limited Training	<p>'Headteacher has not received any training around inclusive education. The other teacher in the school has equally not had any training'</p> <p>'Only one member has received training focusing on identification of vulnerable/children with disability'</p> <p>'(Training was) provided by KHEN and they introduced the concept to the school... Training included children's rights and equity in education'</p> <p>'Have had children's rights training with KHEN plus child protection training. Have received an inclusion training manual from Dept of Education Officer'</p> <p>'Have had training from various NGOs for last 2 years including inclusive education/ friendship education/ pastoral education and positive discipline'</p>

4. Forms of Support

The forms of support offered to children with disabilities in the classroom were severely limited. This possibly relates to the limited training headteachers and teachers have received in inclusion, as reported above.

Table 4. Forms of Support

Theme:	Selected Quotes:
Bring them to the front	<p>'It's difficult, but other children help and teachers sit the child in front for full attention'</p> <p>'...brought to the front to pay attention'</p>
Same as others	'Same as for others but more student centred'
Other specific interventions	<p>'(child with) right hand injury told to write with left hand and given more time.'</p> <p>'Boy has repeated the grade twice'</p> <p>'Teacher helps with writing'</p>

5. Barriers to Inclusion

Teachers and Headteachers talked a great deal about barriers to inclusion. The barriers they reported can be organised into 3 categories:

- **Structural:** barriers relating to school processes, procedures, organisation teaching and learning and teacher education;
- **Attitudinal:** barriers relating to values, beliefs and attitudes;
- **Environmental:** barriers relating to physical space and place.

a) Structural barriers

Table 5. Structural barriers to inclusion

Theme:	Selected Quotes:
Lack of resources	'...no resources for supporting learners...' 'We need textbook materials' 'Support is needed such as teaching and learning materials'
Lack of pedagogy & skills	'Many teachers do not know how to teach them.' 'Individualised teaching is a challenge' 'We need specific methodologies training' There is a lack of skills, techniques and teaching methods' '(The teacher) cannot support a child with Down's Syndrome' 'Learners with disabilities drop out of school because of lack of teacher expertise'
Lack of expertise at Teacher Education level	'There is a lack of expertise' 'Capacity-building is required' 'There is a lack of materials' 'There's no budget to train lecturers' 'There's a lack of infrastructure'

b) Attitudinal barriers

Table 6. Attitudinal barriers

Theme:	Selected Quotes:
Pupil attitudes	'Sometimes they laugh at them or bully them...' 'They might discriminate at first. Teachers have to advise on rights then children would be supportive' 'This pupil is bullied. The teacher told them to stop and tried to explain why the child is different. Now they have made friends.'
Parental attitudes	'Some parents engage with school, but not all – especially parents of children with disabilities' 'One mother did not want to send her son to school because of disability.' (Both linked by headteacher to Buddhist beliefs) 'No support at home – parents cannot read and write.'

c) Environmental barriers

Table 7. Environmental barriers

Theme:	Selected Quotes:
Absenteeism - linked to geography and seasonality	<p>'High absence rates amongst children with disabilities are linked to problems getting to school'</p> <p>'Geography, the distances (are a problem)'</p> <p>'Children living in poverty and living 5km away or more do not attend school – too far to walk.'</p> <p>'There's no transport because there's no roads'</p> <p>'In the rainy season, there's more absenteeism due to heavy rains'</p>

6. Practitioner Perspectives

Perceptions of inclusion amongst the practitioners interviewed were largely positive and centred upon a desire to support all children. However, some participants were more cautious and acknowledged the challenges inclusion presents.

Table 8: Practitioner Perspectives

Theme:	Selected Quotes:
Supportive	<p>'When a child has problems the teacher wants to work more with them and help them.'</p> <p>'Teachers want children to make progress and want to help them.'</p> <p>'Everyone in mainstream learning together - it's good.'</p>
Cautious	<p>'Difficult to put into practice – do not see it happening in classrooms'</p> <p>'Teachers find it hard to teach learners with disabilities.'</p>

7. Future Needs

There was considerable convergence amongst the interviewees about future needs. The key themes were the need for inclusion training, disability training and resources of various kinds.

Table 9. Future needs

Theme:	Selected Quotes:
Inclusion training	'More is required in the training of teachers for inclusive practice'

	'How to create an enabling environment to enable learning and to motivate'
Disability training	'...disability training to share with parents and local community' '... training of different types to understand the different needs' 'Need special education training.'
Resources	'Resources for teaching and learning' 'Textbooks and resources' 'Supportive seating for children with physical disabilities' 'More home-study materials' (for children with disabilities who cannot attend) 'Bikes would help in the dry season'

Discussion

There are a number of issues raised by the findings that require full analysis and detailed discussion. Such an analysis is not within the limits of this report but will be the focus of a research paper. The following summary provides an overview of three key issues:

1. Disparity between quantitative and qualitative data

One of the most surprising outcomes of the research study was the considerable disparity between the questionnaire findings compared to the observations and interview findings. The former largely generated positive responses to statements about efficacy in inclusive practice. The latter uniformly emphasised lack of efficacy in inclusive practice. What accounts for this striking disparity?

There are at least four possible explanations:

- a) **Social Desirability Bias:** It is possible that a 'social desirability bias' was at play when respondents completed the questionnaire. This is where respondents select favourable answers so that teacher professionalism cannot be doubted. This is a common phenomenon in social science research.
- b) **Cultural effect:** Since Cambodia is a hierarchical society where people are expected to defer to authority, it is possible that some respondents felt they had to 'agree' with the written statements.
- c) **Questionnaire translation:** It is possible that the meaning of the TIEP questions were 'lost in translation' when they were converted from English to Khmer.
- d) **TEIP effect:** Despite attempts to adapt the questionnaire, it is possible that statements were unsuitable for the Cambodian educational context.

In order to learn from the above, the research team will carefully evaluate the use of questionnaires in the next phase of data gathering, plan more effectively for translation and anticipate possible cultural effects in advance, taking steps to avoid them.

2. The Challenge of Change

The findings suggest that teaching and learning in remote, rural schools is highly teacher-centred and traditional. Teachers and headteachers indicated that lack of training, lack of resourcing, absenteeism linked to geography and seasonality, and cultural attitudes amongst the local community are key barriers to inclusion. Beyond this, there are significant economic barriers.

Many of these barriers are not easily amenable to change without strategic planning, funding and intervention at national level over the long term. The development of inclusive practice beyond a focus on access is therefore likely to be highly challenging and raises important questions:

- Is it possible to introduce inclusive practice in a traditional context at local level?
- What are the priorities for change?
- Who decides?

3. Relevance of the Western Orthodoxies

Headteachers and teachers in rural schools suggested that what they need, above all, is training in inclusion and disability so that they can enhance the quality of inclusion in the classroom. It is possible that the University of Aberdeen can draw on its expertise in this area and work with partners in Cambodia to develop a collaborative capacity-building programme that is culturally sensitive to the local context.

However, inclusion in the West has evolved, over time, in step with the evolution of education from a teacher-centred to a child-centred model, and from a focus on inclusion as access to a focus on inclusion as participation. At the same time, socio-cultural and political shifts in Western perceptions of social justice have largely been in sympathy with this evolution. Inclusion in the west is therefore associated with a very different concept of education, in a very different cultural context, to that observed in the rural Cambodian school. Arguably, western inclusion is not easily transferable to a Cambodian context.

This raises more important questions:

- Are western orthodoxies relevant to the Cambodia education context?
- Could a western form of inclusion be adapted to 'fit'?
- Is this desirable?

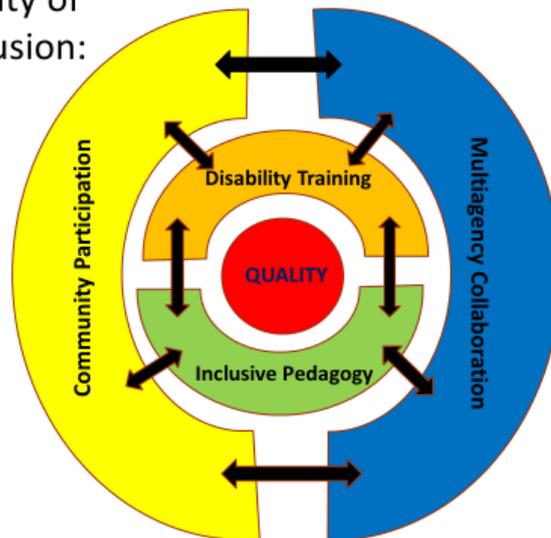
Implications: Capacity Building

The findings of the Scoping Study set out above have raised a string of important questions which have implications for the further development of the research project:

- Implication 1 - further discussion of these questions within the research team, and with other education partners, is vital before capacity building in inclusive practice can begin.
- Implication 2 - the design of any capacity building programme must be context sensitive, practical, relevant and sustainable.

The research team therefore proposes that raising the quality of educational inclusion in rural schools in Samlout and Rukhak Kiri has four necessary dimensions. These dimensions are represented by the diagram below:

Raising the Quality of Educational Inclusion: 4 Dimensions



At the heart of this model lies the word 'quality'. Simply put, the challenge facing the research team is to enhance the quality of inclusion in remote, rural schools by helping headteachers and teachers to progress from a focus on the access of children with disabilities, to a broader and deeper focus on the participation of *all* children in learning in the classroom.

In order to achieve this, research findings have suggested that they need training in inclusion and training in disability. However, it has become obvious that this training cannot simply be imposed. Neither can it be based purely on imported, 'western orthodoxies'. Rather, it must be carefully adapted to fit the Cambodian socio-economic, cultural and educational context.

The research team proposes that this might best be achieved by collaborating closely with two further groups:

Multiagency Collaboration: i.e. collaboration with relevant Cambodian government organisations in the education and health sectors; other NGOs in Cambodia and organisations such as UNESCO.

Community Participation i.e. collaboration with community chiefs, families, parent groups and children's groups in Samlout and Rukhak Kiri.

Next Steps:

1. Researchers at the University of Aberdeen will seek funding to bring Cambodian research partners over to the School of Education for a series of collaborative meetings to be held over one week. The date of the visit will depend on when the funding can be secured. The aim of the visit will be to discuss the Scoping Study findings, explore global perspectives on educational inclusion, visit local inclusive schools in Aberdeen, and develop a draft capacity building programme that is context sensitive, practical, relevant and sustainable.

It is tentatively envisaged that capacity building might begin at teacher education level focusing on staff at Battambang Teacher Education College (BTEC). This would lead to the development of an in-service programme on inclusion for headteachers and teachers delivered by the newly trained BTEC staff. This would ensure that capacity-building is embedded at teacher education and school level, thus ensuring sustainability. However, this preliminary proposal must be scrutinised in detail.

2. After the visit, the Cambodian members of the research team will share the draft capacity building programme with multiagency and community partners. In doing so, wider collaborations and networks will be established and amendments to the capacity building project will be incorporated into the draft. In so doing, it is hoped that the context sensitivity, practicality and relevance of the capacity building programme will be refined and enhanced.
3. Thereafter, we will seek large scale Global Challenge Research Funding (GCRF) (or equivalent) for a 4 year project to operationalise the programme:

Year 1-2: full development and implementation of the capacity–building programme in inclusion at Teacher Education level (BTEC)

Year 2-3: joint development and delivery of an in-service training programme in inclusion for teachers led by BTEC staff

Year 1-4: design and implementation of an evaluative research study to examine the efficacy and outcomes of the two capacity-building programmes and their impact on teacher trainers, teachers/headteachers and pupils in remote, rural schools.

Appendix 1. Teacher Efficacy in Inclusive Practice (TIEP) Questionnaire

Age: Gender: Years of experience: Qualifications:						
	Strongly Disagree (1)	Disagree (2)	Disagree Somewhat (3)	Agree Somewhat (4)	Agree (5)	Strongly Agree (6)
I can use a variety of assessment strategies (for example, portfolio assessment, modified tests, performance-based assessment, etc.).						
I am able to provide an alternate explanation or example when learners are confused.						
I am confident in designing learning tasks so that the individual needs of learners with special needs are accommodated.						
I can accurately measure learners' comprehension of what I have taught.						
I can provide appropriate challenges for very capable learners.						
I am confident in my ability to prevent disruptive behaviour in the classroom before it occurs.						
I can control disruptive behaviour in the classroom.						
I am able to calm a learner who is disruptive or noisy.						
I am able to get learners to follow classroom rules.						
I am confident when dealing with learners who are physically aggressive.						

I can make my expectations clear about learners' behaviour.						
I can assist all families in helping their children do well in school.						
I am able to work jointly with other professionals and staff (e.g., aides, other teachers) to teach learners with special needs in the classroom.						
I am confident in my ability to get parents involved in school activities of their children with special needs.						
I can make parents feel comfortable coming to school.						
I can collaborate with other professionals (e.g., special needs teachers or speech pathologists) in designing educational plans for learners with special needs.						
I am confident in informing others who know little about laws and policies relating to the inclusion of learners with special needs.						
I am confident in adapting school-wide or state-wide assessment so that learners with special needs can be assessed.						

Appendix 2. Observation Schedule

School: 1 2 3 4 (circle)

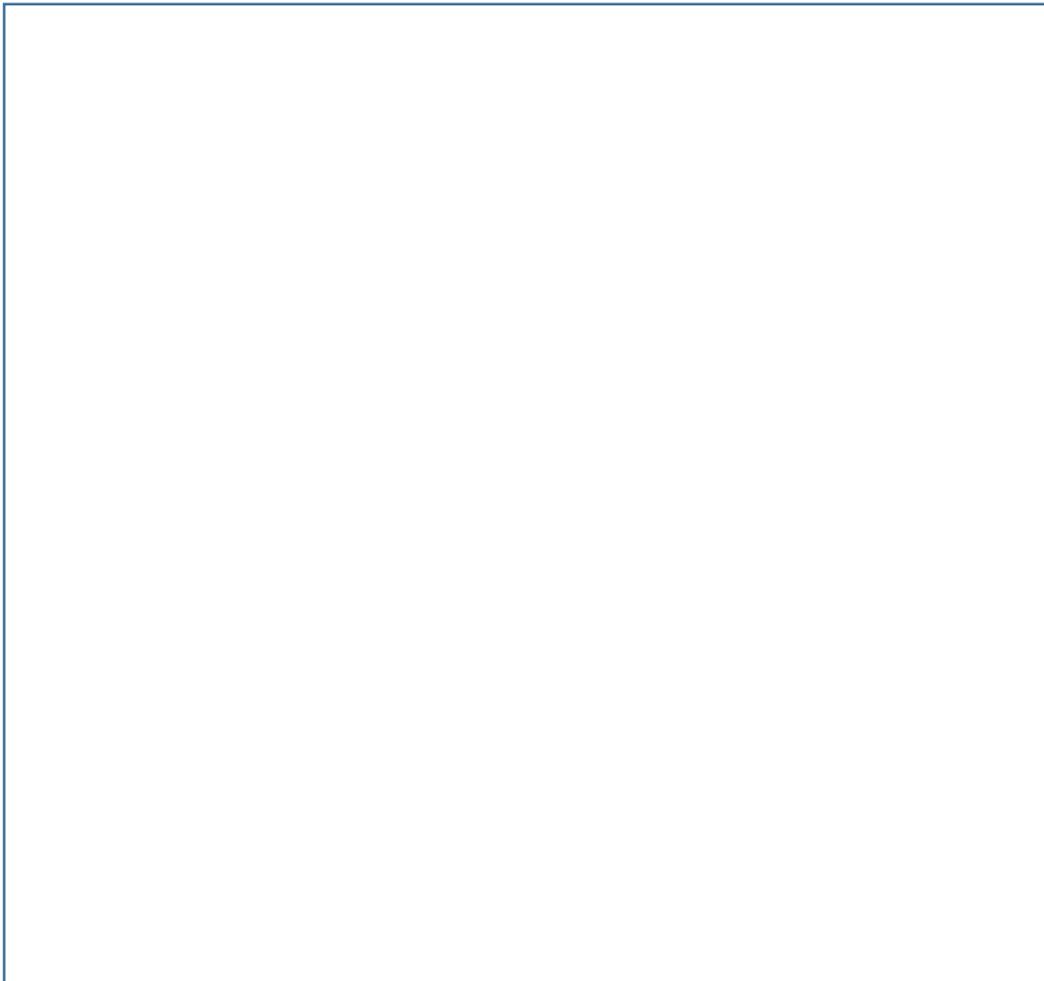
No Children:

PHYSICAL ENVIRONMENT:

How is the classroom space used? Draw classroom layout below and note location, if any, of:

- Blackboard/ whiteboard
- teacher's desk
- pupil desks/tables/benches – indicate organisation (e.g. rows? clusters?)
- free play areas
- other special areas/zones
- cupboards/trays/resources
- display areas

CLASSROOM LAYOUT:



TEACHING & LEARNING:

Does the teacher stand at the front, sit or move around to teach?

Style – chalk and talk/lecture style? Participatory style?

How is the blackboard/whiteboard used?

What other resources are used?

How does the teacher interact? E.g. question and answer? Takes groups? 1:1? Whole class?

Does the teacher use lesson plans?

How does the teacher cater for differing needs?

Differentiation/ Choices?

How is learning organised? Individually/groups?

How are groups organised? friendship /age/ability?

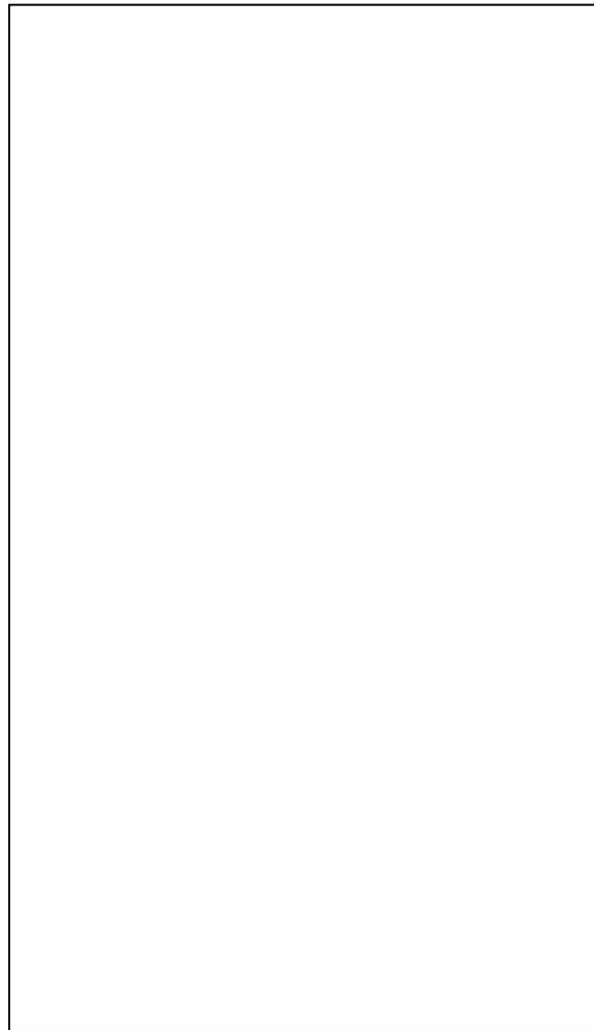
Do the pupils learn the same things at the same time/ different things at the same time?

Are pupils static or do they move around?

Are pupils passive e.g. learning by rote or active e.g. plan, make decisions etc.

Is there free play for younger pupils

NOTES:



**BEHAVIOUR MANAGEMENT AND
RELATIONSHIPS:**

How is entry and exit handled?

How do children have their say - hands-up?

Are there classroom rules?

How is behaviour controlled and regulated?

What are teacher/pupils relationships like?

E.g. informal/relaxed? formal / deferential?

What about pupil/pupil relationships?

E,g, based on age hierarchy? friendship groups?

Is there a discipline policy?

A large, empty rectangular box with a thin black border, occupying the right half of the page. It is intended for students to write their answers to the questions listed on the left.

Appendix 3. Perceptions of Inclusion: Headteacher/Teacher Interview Schedule

Name of School:

Age:

Gender:

Years of experience:

Qualifications:

Interview Questions

1. What is your understanding of inclusion?
2. What is your understanding of inclusive practice?
3. Why, in your view, is inclusion important?
4. Do you have a school policy on inclusion? Tell me about it.
5. Are there children with additional needs in the school?
6. What forms of support do you provide for them?
7. Do all the children in the local community attend school?
8. Are there any children who do not attend school?
(Prompts:
Children with physical disabilities
Children with intellectual disabilities
Children with communication difficulties
Children with social and behavioural difficulties
Blind Children
Children with hearing difficulties
Children from ethnic groups/religious groups
Children from poor backgrounds
Orphans
Other?)
9. Why, in your opinion, do they not attend school?
10. What do you think could be done to help them attend school?
11. Have you had any training to teach these children? Tell me about it.
12. Is there anything else you need to help you to teach these children?
(Prompts: space, time, resources, support, training, funding ...)
13. Do you currently work with parents? If not, why not? If yes - how, exactly, do you work with them?
14. Overall, what do you hope your pupils will gain from coming to school?

Appendix 4. Summary of Quantitative Findings

I can use a variety of assessment strategies (e.g. portfolio assessment, modified tests, performance-based assessment, etc.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree somewhat	9	7.5	7.8	7.8
	Agree somewhat	10	8.3	8.6	16.4
	Agree	92	76.7	79.3	95.7
	Strongly agree	5	4.2	4.3	100.0
	Total	116	96.7	100.0	
Missing	System	4	3.3		
Total		120	100.0		

I am able to provide an alternate explanation or example when learners are confused.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree somewhat	3	2.5	2.5	2.5
	Agree somewhat	13	10.8	11.0	13.6
	Agree	81	67.5	68.6	82.2
	Strongly agree	21	17.5	17.8	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

I can accurately measure learners' comprehension of what I have taught.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree somewhat	3	2.5	2.5	2.5
	Agree somewhat	15	12.5	12.7	15.3
	Agree	80	66.7	67.8	83.1
	Strongly agree	20	16.7	16.9	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

I can provide appropriate challenges for very capable learners.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	4.2	4.3	4.3
	Disagree somewhat	1	.8	.9	5.1
	Agree somewhat	11	9.2	9.4	14.5
	Agree	75	62.5	64.1	78.6
	Strongly agree	25	20.8	21.4	100.0
	Total	117	97.5	100.0	
Missing	System	3	2.5		
Total		120	100.0		

I am confident in my ability to prevent disruptive behaviour in the classroom when it occurs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree somewhat	6	5.0	5.1	5.9
	Agree somewhat	37	30.8	31.4	37.3
	Agree	67	55.8	56.8	94.1
	Strongly agree	7	5.8	5.9	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

I can control disruptive behaviour in the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree somewhat	4	3.3	3.4	3.4
	Agree somewhat	35	29.2	29.7	33.1
	Agree	73	60.8	61.9	94.9
	Strongly agree	6	5.0	5.1	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

I am able to calm a learner who is disruptive or noisy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree somewhat	2	1.7	1.7	1.7
	Agree somewhat	39	32.5	33.1	34.7
	Agree	70	58.3	59.3	94.1
	Strongly agree	7	5.8	5.9	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

I am able to get learners to follow classroom rules.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree somewhat	22	18.3	18.6	18.6
	Agree	80	66.7	67.8	86.4
	Strongly agree	16	13.3	13.6	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

I am confident when dealing with learners who are physically aggressive.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree somewhat	8	6.7	6.9	6.9
	Agree somewhat	27	22.5	23.3	30.2
	Agree	72	60.0	62.1	92.2
	Strongly agree	9	7.5	7.8	100.0
	Total	116	96.7	100.0	
Missing	System	4	3.3		
Total		120	100.0		

I can make my expectations clear about learners' behaviour.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.8	.9	.9
	Disagree somewhat	2	1.7	1.7	2.6
	Agree somewhat	38	31.7	32.8	35.3
	Agree	68	56.7	58.6	94.0

	Strongly agree	7	5.8	6.0	100.0
	Total	116	96.7	100.0	
Missing	System	4	3.3		
Total		120	100.0		

I am confident in my ability to get parents involved in school activities of their children with special needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.9	.9
	Disagree	6	5.0	5.2	6.0
	Disagree somewhat	21	17.5	18.1	24.1
	Agree somewhat	43	35.8	37.1	61.2
	Agree	42	35.0	36.2	97.4
	Strongly agree	3	2.5	2.6	100.0
	Total	116	96.7	100.0	
Missing	System	4	3.3		
Total		120	100.0		

I can make parents feel comfortable coming to school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree somewhat	4	3.3	3.5	3.5
	Agree somewhat	23	19.2	20.2	23.7
	Agree	76	63.3	66.7	90.4
	Strongly agree	11	9.2	9.6	100.0
	Total	114	95.0	100.0	
Missing	System	6	5.0		
Total		120	100.0		

I can collaborate with other professionals (e.g. special needs teachers or speech pathologists) in designing educational plans for learners with special needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.9	.9
	Disagree	7	5.8	6.0	6.9
	Disagree somewhat	15	12.5	12.9	19.8
	Agree somewhat	37	30.8	31.9	51.7
	Agree	47	39.2	40.5	92.2

	Strongly agree	9	7.5	7.8	100.0
	Total	116	96.7	100.0	
Missing	System	4	3.3		
Total		120	100.0		

I am confident in informing others who know little about laws and policies relating to the inclusion of learners with special needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	7.5	7.8	7.8
	Disagree somewhat	20	16.7	17.2	25.0
	Agree somewhat	45	37.5	38.8	63.8
	Agree	40	33.3	34.5	98.3
	Strongly agree	2	1.7	1.7	100.0
	Total	116	96.7	100.0	
Missing	System	4	3.3		
Total		120	100.0		