Education Development of Enhancing Inclusion for Student with Exceptionalities of Piboonbumpen Demonstration School, Burapha University

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ABSTRACT

This qualitative research aimed to 1) study the condition of education supply for special-needs students in the inclusion program of Piboonbumpen Demonstration School, Burapha University; 2) find possible systemic structure development and inclusion study plan guidelines, and 3) promote understanding and collaboration among school staff related to the inclusion study plan. The population for the research was school staff, selected by using the purposive sampling and in-depth interviews were applied to two school executives, six regular program school teachers, and two special education school teachers. Semi-structured interviews, both individual and group, and field note observation were utilized to collect data. Data analysis utilized SWOT analysis, triangulation validity and a reliability check. The results of the research were: 1) the special education program was in the mainstream education pattern with 2 special needs students out of nine who were capable of studying in the regular classroom program (3-4 study periods). The other six attended the regular classroom program for 2-3 study periods while the rest took part in the regular classroom program for 1 study period or did not attend the class due to extreme emotional conditions or being unready to join inclusion classrooms. An additional result was that the school paid serious attention to the special education program for better lives for the special need students, abiding by the Education for Disabilities Act. Even though the school has been promoting the inclusion education for a long while, the special needs students were, in fact, currently studying their special education program without much chance to attend inclusion classrooms. Consideration and decisions were solely dependent on special education teachers. 2) The inclusive special education program was categorized as mainstream education; however, it was not considered to be fully a special education program. School policy was enforced to encourage equal access to education of special need students being nourished to grow with a better quality of life. It also paid robust attention to the necessary skills of students such as social skills, living skills, and self-reliance skills. The

special education program, in contrast, did not have clear inclusive education structure to fully allow those with special needs to attend regular classrooms under individual conditions to reflect a true effectiveness of education for all.

Keywords: Education Development, Enhancing Inclusion for Student with Exceptionalities, Demonstration School

Introduction

Piboonbumpen Demonstration School, Burapha University, has realized the importance of special-needs student development - both learning skills and necessary skills - for quality growth, self-reliance, as well as social adaptability. In accordance with the Education Provision for Persons with Disabilities Act B.E. 2551 (2008 A.D), Article 3 has stated a definition and assistance that "persons with disabilities" means persons who obtain daily limited actions or social participation due to problems with auditory, visibility, physical movement, communication, psychology, emotion, behaviors, intellect, learning, and obtain special needs and assistance to be equally and affordably practical in social participation.

This research emphasized the inclusive education provision environment for inclusive special education program students by utilizing the idea of institutional research to understand educational provision structure, environmental administration, and other related contexts in enhancing the effectiveness of the inclusive education program for special needs students for academic opportunity support, life skills, and social skills. The research questions guided in this study are as follows:

1. How is the inclusive special education program of Piboonbumpen Demonstration School Burapha University like?

2. How many weaknesses and strengths are there in the inclusive special education program of Piboonbumpen Demonstration School regarding the promotion of the program?

Scope of the study

1. The scope of the study was on institutional research emphasizing restructuring of the inclusive education program to support learning abilities of special needs students at the primary level. It aimed to empower the students' academic ability, self-adjustment, and necessary skills equally to typical students. The research methodology started from finding pros and cons for assessment and analysis on the inclusive education program.

2. The scope of population was based on a qualitative approach. It targeted the population in charge of improving the inclusive education program at the primary level consisting of 3 parties: executives, primary level teachers, and special education teachers. Purposive random sampling was conducted for 10 in-depth interviews.

Literature Review

Characteristics of Piboonbumpen Demonstration School, Burapha University

Piboonbumpen Demonstration School, Burapha University is an independent education sector within The Faculty of Education under administration of Burapha University. The objectives of the school establishment were 1) to be a research, demonstration, and education laboratory center to provide early childhood and basic education program to improve teaching and learning as well as education assessment. 2) to be a school for teaching professional practice of Burapha University students and of other institutes. 3) to be an educational training center as well as art and culture conservation and dissemination center. 4) to be an academic service provider, training center, and education research platform with the aim of being a model program of early childhood and basic education aligned with universal standards. 5) to be a school for Burapha University faculty members and staff, according to the school's announcement.

Piboonbumpen Demonstration School, Burapha University, initiated the inclusive education program for early childhood division in 2005, funded by the Office of Higher Education Commission. There were 4 students (2 with autism and another 2 with learning disabilities). There were an increasing number of inclusive education students (3 for early childhood program, 3 for grade 1, 4 for grade 2, and 2 for grade 3 of primary level. The inclusive education program was taken as a part of the inclusive education curriculum by approval of the Burapha University Council in 2009.

Inclusive Education Program

The inclusive education program objectives are to assist special needs students to study together with other students so that they will be self-reliant and able to live in society. The program, therefore, has its processes and goals. The 5 goals of inclusive education program are as follows: 1. Students in the program are required to attend at least 1/3 of total learning hours. 2. Students in the program are trained for life, social, and learning skills by doing. 3. Students in the program are continuously trained for physical, emotional, social, and intellectual development. 4. Students in the program are regularly well-equipped with self-assisting skills based on individual potential. 5. Students in the program attend all-round courses such as art, music, sport, and traditional dance.

Concepts and Related Theories

The inclusive education program is an educational conduct that allows special needs students to study together with regular students under least restrictive environments ((Meglemre, 2016). It is to enhance the student to receive full learning accommodation by their own best potential (Rueda, Gallego, & Moll, 2000), in which schools are not only a place where students study, but also a place to enrich societal

knowledge as well as morality, promoting both regular students and special needs students are provided an opportunity to spend time together under natural occurrence (Carson, 2016; Meglemre, 2016), in accordance with Education Provision for Persons with Disabilities Act B.E. 2551 (2008 A.D). It was stated in Article 3 that inclusion is defined as education conduct for persons with disabilities accessible to all levels of education, including education for all and persons with disabilities.

The efficiency of the inclusive education program is dependent on how much teachers understand the nature and demands of the students, positive attitudes, knowledge about special education, and collaboration from all sectors. All can help the students succeed in academic learning, and social living (Vaz, Wilson, Falkmer, Sim, Scott, Cordier, & Falkmer, 2015).

The Present Study
Research methodology and roles of researchers
Researchers engaged in institutional research are responsible for being both IR as scholars and researchers collecting data and summarizing the basic overview of the efficiency of program management in the inclusive education program development for special needs students. There are five categories of core resources in this research, including: (1) curriculum, study plan, policy resources; (2) human resources; (3) media support and learning resources; (4) budget resources, and (5) other knowledge-related resources. Data collection includes: (1) studying, analyzing, and synthesizing information from various documents of the school; (2) executive interviews (regular program teachers, elementary education, and teachers with relevant duties in this program).

This research applies qualitative research methods to study in-depth information to truly understand the internal culture, management policies, attitudes, operational roles and other contexts of the school. The researchers utilize the data recorded from the study of each resource to the authentic situation for data processing and evaluation to find strengths and weaknesses. After that, evaluation and analysis of the research results by categorizing important strengths and weaknesses for improvement are undertaken, and study techniques and appropriate selection plan using the sample model of inclusive study model as a guideline for the inclusive education program development for special needs students of Piboonbumpen Demonstration School, Burapha University, are applied.

Population and samples
The population and samples in this study were selected by purposive sampling. 10 key informants were classified into 3 groups for in-depth interviews as follows: (1) 2 administrators; (2) 6 regular teachers, and (3) 2 special education teachers. Moreover, the researchers have specified selection criteria for the mentioned samples, consisting of the following 3 criteria: (1) personnel of Piboonbumpen Demonstration School, Burapha

University (2) qualified personnel in operations, administration, planning the inclusive education program development for special need students for at least 3 years (3) Personnel with knowledge and understanding about the environment, management, planning, and operations in Piboonbumpen Demonstration School, Burapha University.

Research tools

This research is an institutional development research with qualitative research techniques in order to study and understand special education program with integrated learning by focusing on in-depth studies from professionals in the institution; therefore, the research tools consist of the following 4 tools: 1) Individual interview applying semi-structured interview method. The interviewee is able to express opinions and offer in-depth comments without any restrictions from the interview questions. 2) Group interview applying semi-structured interview method. The interviewee is able to express opinions and offer in-depth comments without any restrictions from the interview questions. 3) Textual materials or documents for data analysis to help the researcher expand their understanding in addition to individual and group interviews. 4) Field notes observations for data analysis focusing on education from the environment, learning and teaching management, job planning and performance of personnel, and also helping to develop students who need special assistance and the supportive atmosphere of the inclusive education program.

Data collection

The researchers have classified the process of data collection into 7 steps in the following order: 1) Research, study, and understand the pattern of institutional development systematically and study the inclusion education management style for students that need special assistance by understanding the factors, components, procedures, roles, responsibilities, and the importance of related personnel using this study data together with the state of teaching and learning in the Inclusive Education Program Development for Special Need Students of Piboonbumpen Demonstration School, Burapha University. 2) Interview administrators, primary school teachers, and special education teachers by formal and informal as well as individual and group interviews. 3) Exploration of the school environment such as school buildings, activity fields, cafeteria, walkways, toilets, primary school classrooms and special education rooms. 4) Observation of activities, teaching and interaction between teachers and students, as well as regular students and special needs students in the various environmental contexts of the school. 5) Process the interviews, surveying the environment and observing the interaction between teachers and students according to current conditions. 6) Data analysis by processing the teaching and learning conditions in an inclusive learning style for special needs students in the special education program.

This is compared and studied with research and books on teaching and learning. 7) Develop a guideline summary for inclusive education program development specifically for special need students of Piboonbumpen Demonstration School, Burapha University classified into strengths, developed points, and guidelines for the development plan.

Data analysis

This research utilized SWOT Analysis as an evaluation tool for current condition analysis in order to plan for institutional development, consisting of 4 strategies: empowerment, immunization, development acceleration, and crisis resolution (Pavinee and Koolchalee, 2013). Therefore, the process of analysis begins with data processing and evaluation for studying and searching strengths and weaknesses of educational management in the authentic environment of common schools by organizing data compiled into narrative category and describes the appropriate development guidelines.

The data reliability and validity check for this qualitative research applies a triangulation method to. It, therefore, amplifies data collection using various methods, consisting of individual interviews, group interviews, field note observations, and textual materials or documents.

Findings

This research includes the results of the data analysis from the classification of the indicators by focusing on evaluation of 5 main necessary resources as follows: (1) curriculum, study plan, policy resources; (2) human resources; (3) media and learning resources; (4) budget resources, and ;(5) other knowledge-related resources.

1. Curriculum, study plan, and policy resources

There is a department for integrated special education programs to respond to the provision of special education services for special need students in the Piboonbumpen Demonstration School, Burapha University. There are currently students from grade level Prathom 1 to Prathom 5 in the program, 9 in total, as shown in the table below. With regard to data analysis of curriculum, study plan and policy management resources, the research emphasizes structural indicators in special education management programs of educational institutions classified into four necessary points as follows: (1) screening and admission; (2) management of education plans and learning promotion facilities (3) teaching and learning management, and (4) evaluation

1.1 Screening and admission

In screening and admission procedures, parents are requested to complete the application form for the students to be admitted to the inclusive special education program in the 2014 academic year. The application form clearly states the important documents used in the admission process, including medical certificates and diagnosis, intellectual level measurement certificate (Intelligence Quotient: IQ) and other

evidence. In addition, students will be screened by another special education teacher. These processes are an integral part of managing the teaching and learning process suitably for individual students.

1.2 Organizing education plans and learning facilities

Among special needs students, an Individualized Education Plan is extremely important in accordance with the Education Management Act for the Disabled 2008, which clearly specifies as follows: "A plan which determines educational management guidelines that are in line with the special needs of people with disabilities including determining technology, facilities, media, services and any other personal educational assistance." (2008: 1)

1.3 Teaching and learning conduct

All 9 students in the special education program participate in the teaching and learning activities of normal classrooms in certain subjects such as art, music, English, boy and girl scouts, health education, physical education, and elective courses, etc. The core courses are mathematics, Thai language, science, and social studies. Some students in the special education program can attend, while some prefer to study in the special education classroom instead. The arrangement for students to attend the regular classroom of each subject will depend on the skills and learning ability of each student according to the schedule. Students receive 6 lessons per day from 8:30 am - 15.40 pm. 2 breaks between 10.30-10.40 am. and 2.30 - 2. 40 pm., including a lunch break from 11.40 am - 12.30 pm.

1.4 Learning assessment and evaluation

Two patterns of course content evaluation is made for the special needs students as follows: 1) art education, and physical education are assessed and evaluated for full attendance students and 2) content adjusted courses like mathematics, Thai language, science, English language, and social studies are evaluated by special education teachers. The students in the special education program are provided with learning evaluation report booklets the same as students in regular program.

2. Human Resources

Personnel are considered a major resource and key to the development of educational institutions; however, there are approximately three hundred personnel at Piboonbumpen Demonstration School, Burapha University, from the Primary level through Mattayomsuksa 6 (grade 12), in order to support the educational services for students in Chonburi province and in the eastern region. Furthermore, the special education program is one of the tasks and responsibilities of the Primary Education Department. This special education program consists of 2 special education teacher specialists and 1 director of special education program from other fields. In relation to analysis of human resources data, the researcher has focused on indicators of roles, responsibilities, and practices in

relation to special education management, both directly and indirectly. It can be separated into 4 important points as follows: (1) roles of regular teachers at the primary level; (2) roles of special education instructors; (3) internal school cooperation, and (4) external school cooperation (school and parents).

2.1 Roles of regular teachers at the primary level

Personnel in this school are qualified, knowledgeable, capable, and expert, with the intention to work and understand their roles and responsibilities as an important part of institutional development. From the interviews with the teachers, it was important to note that they help organize the teaching and learning to achieve the objectives of the department and the policies of the school. It is also a credit for the school, as the teachers contribute greater effort to publicize the school's reputation. In addition, the regular program teachers in the primary department also seek additional knowledge to improve and modernize teaching and learning to advance the education system as seen in an interview with a teacher who suggested that they themselves have developed teaching and learning methods for the benefit of both teachers and students, including current global updates. More importantly, the development of special education for the special education program has received great cooperation from the regular teachers of the primary education department, who are pleased to support the improvement of special needs students. School administrators acknowledged their confidence in the strengths of regular teachers and the significant power of the development of co-educational special education when they mentioned that "human resources for the regular program are our strength and teachers are ready and well-prepared because they are able to allow special needs students to study together with regular program students."

2.2 Roles and responsibilities of special education teachers

The personnel of this school are academically qualified, knowledgeable, capable, and expert. Special education instructors have completed special education in special education and have experience with special needs students for at least 4 years.

2.3 Cooperation within the school

Personnel, including both the regular and special education teachers in the school, work cooperatively, and understand the roles and responsibilities of each department, with attitudes, sympathy, and readiness to provide support for institutional development more efficiently. Regular program teachers and special education teachers understand the importance of coordination and collaboration for the benefit of all students. According to the interviews, it appeared that all teachers remained helpful in dealing with and accessing special needs students as well as encouraging coordination for information among special education and regular programs. The school has scheduled official regular meetings based on policy (Elementary Education Meeting).

The meetings allow the teachers from the special education program to report: 1) students' traits; 2) progress, and 3) situations requesting assistance from regular program teachers. Teachers also communicate with each other informally during the break by phone messaging.

3. Environmental resources, locations, learning materials, and conducive facilities

The environment and location are considered the outstanding features of this school. According to the interview with the management, the school buildings have been regularly repaired and renovated in order to accommodate the increasing number of students. Moreover, the size of the school is adequate and can be used to carry out various activities appropriate to the number of students. In the interview, the administrator provided information as follows: The buildings and facilities for each specific purpose have increased with the number of students. In the past, there were only 3,000 students, but there are currently 3,200 students. However, the school has changed a lot, from having 1 room for 1 level (6 rooms per building); currently, there are 5 rooms per level, totaling 30 rooms per building. In addition, observation revealed that the area around the school is clean, including the elementary, secondary, and international program departments. There are many playgrounds, including a standard-sized swimming pool used as a recreation and exercise activity for students. Teaching media for each subject is appropriate and sufficient for students' participation. The activities for the special education program are located on the 2nd floor, building 4, known as the elementary building. Data analysis on environmental resources, location, learning media, and conducive facilities in this study is classified into 3 important points as follows: (1) organizing the atmosphere in the special education classroom; (2) arranging the atmosphere in the normal classroom, and (3) organizing the environment outside of the classroom conducive to learning and safety.

3.1 Organizing the atmosphere in the special education classroom

There are 2 classrooms used in the special education program. The first room is for special education classes which consist of tables for 2 special education teachers and 9 students, a document cabinet and a shelf, refrigerators, and floor mats, etc. The second room is used as an additional activity room, consisting of approximately 10 large healing balls and a toy car for young children, 1 car seat, 1 teacher desk, and full-floor mats. The overall observation is that the special education classroom is spacious and suitable for the number of students. There is 1 doorway suitable for the care and safety of students, and there are also windows for suitable light. Student desks are also provided serving students by age and readiness. Teacher desks are positioned in each corner to provide students with intensive care, with a student desk set in front and beside the teacher's desks. Furthermore, there are air-conditioned classrooms for temperature control.

3.2 The arrangement of the atmosphere in the normal classroom

Students in the special education program attended some general subjects in the normal classroom of their own level. Therefore, there is an appropriate size of normal classrooms for about 30 students. The color of the walls is cool and clean, with enough windows to let in light. There is 1 entrance, and the teacher's desk is in front of the room near the blackboard. In addition, there air conditioning to control the temperature to suit the needs of students. While the seating arrangement of the students is appropriate by using peer support techniques, namely, students in special education programs sit close to normal students who can act as models, and they do not have separate desks for students in special education programs from other students.

3.3 Organizing the environment outside the classroom for learning and safety promotion.

Organizing the environment for learning and safety promotion of those with special needs is important because these students need clear communication tools or symbols. It can enhance understanding and learning about the rules and regulations of coexistence in society.

4. Budget resources

Budget resources are considered strength of this school. From interviews with school administrators, it was found that this school has a good economic status, and also has clear budget allocation. Moreover, the school is able to request supporting funding from external agencies as well. In addition, the school administrators have tried to allocate the budget and support development in all aspects, including restoration of buildings and facilities, safety, and environment. Moreover, it includes the academic programs of the various departments, focusing on producing quality students. An important goal that the management realizes and encourages is the importance of budgeting for the systematic development of special education in terms of joint education. The director said that the school aims to support special needs students to properly live in society and to be able to sustain their own needs as well as to work with other people in society. The analysis of budgetary data for the special education program is divided into 2 important aspects as follows: (1) personnel and department development, and (2) development of media and productive learning tools.

4.1. Personnel and departments development

The school management realized the necessity of knowledge promotion regarding personnel in order to understand teaching and learning management and how to assist students with special needs appropriately. In other words, it is an additional workload and cooperation of all for student encouragement to meet their study opportunities with the regular students as much as possible. Thereby, the administration has completed personnel and department missions as follows: (1) budgeting for research to support the special education management program; (2)

developing a plan for teacher education training for primary education in order to update their knowledge in education management for special needs students, and; (3) allocating budget to increase the recruitment rate for special education personnel.

5. Other essential resources related to the inclusive education program development

According to the analysis of other essential resources related to the inclusive education program development, the researcher has discovered that the partnership between school and parents is very important as it provides excellent support, both budget and necessary resources for educational development. Therefore, student development cannot be the responsibility of any one party. It has to involve cooperation from both parties. From the interview with the management, it was mentioned that parents will fully cooperate as long as they understand. Therefore, the school emphasizes program policies that provide opportunities for understanding and connection by organizing formal meetings between teachers and parents every semester, called "Home and School Relations" project. The teachers described the nature of this meeting as parents participate in family relations media then they are separated to talk to a specific subject teacher 1 time per semester. In addition to this formal meeting, parents are able to consult and ask for advice from teachers closely, such as talking on the phone, sending messages by phone or meeting after school.

Conclusions, discussions, and plan recommendations

Result analysis of the Institutional Research and Development of the inclusive education program development for special need students of Piboonbumpen Demonstration School, Burapha University were presented. Evaluation of 5 main important resources was emphasized as follows: (1) curriculum, study plan, policy resources; (2) human resources; (3) media and learning resources; (4) budget resources, and (5) other knowledge-related resources.

This research was completely by data collection based on qualitative research methodology in order to study in-depth information, understand policy, principles, context, and culture of the institution, as well as the special education program. The data collection method consists of: (1) individual open-ended interviews; (2) group open-ended interviews; (3) documents or media analysis, and (4) observation and records from the actual location.

According to data analysis, it was found that the personnel of the school are determined and willing to cooperate effectively in the special education development in order to assist students with special needs to develop appropriate learning along with the opportunity of participatory support in activities with general students as well as living happily with other people in society. However, the evaluation of the current conditions of the special education program has demonstrated some obstacles and limitations

causing the inclusive study program not to meet the standards expected. Thus, the school is continuing to develop in order to achieve efficiency according to the overview of the assessment of each resource in the five key factors mentioned above. Therefore, the following chapters will present conclusions, discussions, and plan recommendations of the inclusive education program development for special needs students of Piboonbumpen Demonstration School, Burapha University.

The objective of this research is to characterize the research and evaluate the project to enhance the educational value for students with special needs. Moreover, it also focuses on the study of facts as well as assessing the integrated educational management of the special education program for Piboonbumpen Demonstration School, Burapha University, together with analysis, synthesis, study, and solutions to improve the structure and plans of education management in a systematic manner for more effective practices.

This research applied the techniques of qualitative research methods to study an in-depth understanding of performance in this institution. Therefore, the utilized tools in this research are diverse, such as: (1) individual open-ended interviews; (2) group open-ended interviews; (3) document or media analysis, and (4) observations and records from the actual location. With regard to the population, the samples in this research were selected by purposive random method, divided into 3 groups completed by in-depth interviews consisting of: (1) 2 administrators; (2) 6 normal teachers from the primary education department, and (3) 2 special education teachers. As a researcher and scholar in line with the role of institutional research, the researcher, therefore, has collected data, assessed, and analyzed the special education program by focusing on 5 key resources for operational efficiency, and provided suggestions for a more systematic educational service for schools as follows.

1. Curriculum, special study plan, policy resources
2. Human Resources
3. Environmental resources, location, learning materials and conducive learning tools
4. Budget resources
5. Other essential resources for the development of inclusive education programs

Discussion

The results highlighted the idea for modeling inclusion to determine what needed to remain or be modified to improve greater equality and opportunity for the education of students with and without disabilities in the social environment. Finally, the discussion showed the challenges and comparison for advantages and disadvantage from shifting the educational system from a traditional program to an inclusive program. The recommendation for future institutional research would be described to focus on

maintaining a high quality of education and services for diverse students during a turbulent time.

This institution research mainly focuses on planning a strategic implementation to understand the key perspectives of the school resources by relying on measurements or evaluations. This is a tool that drives the school forward efficiently; therefore, relying on measurements or assessments is very necessary for research.

Assessment and analysis in this research applied SWOT analysis (Strengths / Weaknesses / Opportunities / Threats) by studying both internal factors and external factors that have an impact on the effectiveness of the special education program. The analysis of internal factors must be from the actual situation by specifying the strengths and weaknesses of the special education program while understanding the environment, and external factors, which are opportunities and threats. (Harrison, 2010; Brueneski & Chen, 2017)

SWOT analysis is hence the main strategy tool for creating a plan to develop the structure of special education systematically in order to align with the school policy that focuses on providing students with special needs equal opportunities in basic education, including self-reliance and happiness for living in society. Therefore, the education provision as part of regular classroom activities will help students develop the necessary skills to live with others in society. However, the SWOT analysis method consists of 4 strategies, enhancing the effectiveness of special education programs as follows: 1) empowerment; 2) immunization; 3) development acceleration; 4) solving crises from the discussion of the SWOT analysis, 4 strategies for enhancing the effectiveness of the special education program of the school, including empowerment, immunization, development acceleration, and solving of crises were developed. In the next process, the researchers have summarized the results of this analysis to find ways to plan for the development of special education programs for implementation.

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