

**THE INTEGRATION OF PUPILS
WITH SPECIAL EDUCATIONAL NEEDS
FROM SPECIAL SCHOOL
INTO MAINSTREAM SCHOOL**

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The candidate confirms that the work submitted is her own and that appropriate credit has been given where reference has been made to the work of others

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Abstract

This research was conducted in order to find out what takes place in the process of integration of pupils with special educational needs from special schools into mainstream schools.

A design was chosen that allowed the study of the various stages of transfer from a special school into a mainstream school. The design chosen was an “overlapping longitudinal” design i.e. pupils going through the different phases of the transfer process were studied in parallel. Three phases were identified: the pre transition phase, the transition phase and the post transition phase.

Three groups of pupils were studied representing each phase of the transfer. In total twenty pupils were studied their ages ranging from six to nine with a range of Special Educational Needs. The first group the Pre transition group comprised pupils for whom a decision was not made yet to transfer them to mainstream school. The second group the Transition group comprised pupils for whom a decision had been made to transfer them to a mainstream school. The third group the Post transition group comprised pupils who had already transferred into a mainstream school during the previous academic year.

The case study approach was chosen in order to study the three groups and the methods of data collection were interviews, observation and consultation of documents. Interviews were held with parents, special school staff, educational psychologists, mainstream school staff, and staff at the Local Educational Authorities’ Support Services. Two schedules of observation were devised, one of them aimed to capture the general occurrences in the classroom “Classroom Observation Schedule” and the other aimed at capturing the pupils’ interactions in detail, “Classroom Interaction Schedule”. Tests of reliability were carried out to ensure the reliability of both schedules. A research diary was kept to compliment the observation gathered from both schedules. As for the documents that were consulted, these were pupils’ statements, schools’ SEN policies, LEA SEN policies and some examples of pupils’ work.

The analysis of the data gathered through the different sources were discussed for each group individually and emerging themes from the three groups were discussed in the final chapter.

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List of Abbreviations

SENCO	Special Educational Needs Co-ordinator
SEN	Special educational needs
SNA	Special needs assistant
Ed.Psych.	Educational Psychologist
IEP	Individual Education Plan
LEA	Local Education Authority

Introduction

This research into the integration of pupils with special educational needs started from an interest in providing pupils with special educational needs with the best possible education. Coming from a different culture, where the education system fosters segregation of pupils with special educational needs from 'mainstream' pupils, it was strange to learn of integration of pupils with special educational needs from special schools into mainstream schools. Being a teacher in a special schools added to the researcher's eagerness to find out what integration of pupils entails and how it is achieved.

This interest in integration raised many questions. These questions involved the decision makers, who decides the integration of some pupils, to find out whether decisions are made by special school staff, or parents, or educational psychologists? and if decisions are made individually or decisions are made after consultation among many parties.

An issue that seemed to raise some questions was the issue of why do some pupils get to transfer to a mainstream school and others do not? Is there a set of criteria used to determine which pupils transfer to a mainstream school? If so are these criteria related to factors from within the child, or factors within the learning environment or other factors?

Another area of interest was the formalisation of the decision to transfer pupils to a mainstream school. To find out the exact steps that are taken in order to make that decision a formal decision, whether these involve the Local Educational Authority, or the educational psychologists? Are there any legal documents that are issued with the formalisation of decisions? and do these steps involve choosing a mainstream school, and if so who chooses the mainstream school that pupils transfer to and why is a particular school chosen rather than others?.

At the mainstream school, how do the school staff feel regarding the transfer of pupils with special educational needs into the mainstream school, and how do they prepare for the pupils' transfer? It was of interest to discover how these mainstream schools get ready to receive pupils with sometimes very complex needs? How do staff prepare themselves and other pupils for the pupil's transfer?. Finally, how do these members of staff at mainstream schools prepare to meet pupils' different and diverse needs, academically, socially and physically.

This interest in the preparation preceding transfer was linked with some expectation that there maybe a set of uniform steps that are taken in every pupil's transition in order to ensure its success.

There was also an interest to find out what steps are taken by mainstream school staff and by support agencies in order to secure that the transition to the mainstream school is a permanent step, not one that would fail and pupil would return to a special school.

Last but not least, there was an interest to find out the exact quality of pupils' experience at the mainstream school, first to find out if it differs from pupils' experience at the special school, second to find out if it differs from mainstream pupils' experience at the mainstream school, and third to find out if it changes with the passage of time. Of particular interest was the social experience that pupils who transfer to a mainstream school have, in order to find out if integration does enhance pupils' social interactions. In addition to whether "mainstream" pupils befriend pupils with Special Educational Needs and the nature of interactions taking place. In addition to the interactions involving adults and the comparison between interactions of pupils with Special Educational Needs with adults and with peers.

In order to answer some or all of these questions, this research is conducted. To find out what takes place in the process of integration from special schools into mainstream schools from the point of decision making to the point where transfer has occurred and pupils are being educated at the mainstream school.

It is hoped that this research is going to be of some benefit for educators in the UK who may not have the time to look in some depth at the whole process of integration. It is also hoped that the researcher will make benefit of the British experience in the area of integration of pupils with special educational needs, in order to implement integration in the researcher's country where as mentioned before, segregation still prevails.

Chapter 1: Review of the literature on integration

1.1. Introduction

The main focus of this research study is the process of integration of pupils with special educational needs (SEN) from special schools into mainstream schools. This literature review seeks to contextualise the study by reference to relevant research.

The chapter has six sections. The first section deals with changing perspectives on special educational needs. The second discusses the different forms of provision that are available for pupils with SEN in the UK. The third section deals with the term inclusion and how it differs from the term integration. It considers whether inclusion should be regarded as a fulfillment of human rights. The fourth section reviews a selected sample of research studies which have investigated integration schemes. It includes work which has focused on reintegration from special schools into mainstream schools and also has a section on different thinkers' views about how to achieve effective inclusion. The fifth section reviews studies that have considered the involvement of pupils in decision making, involvement of parents in areas of their children's education, the attitudes to integration that prevail among those involved with pupils with special needs, the support received by pupils when they are integrated into mainstream schools, and pupils' experience at the mainstream school whether academic or social. The sixth section highlights areas in need of further research and ends with the research questions that this study attempts to answer.

1.2. Changing perspectives on special educational needs

People have used different theories in order to explain the occurrence of special educational needs. These theories could be combined to represent three models of thinking linked to special educational needs.

- Psycho-Medical model
- Social model
- Organisational model

The Psycho-Medical model conceptualizes special needs as resulting from some sort of deficiency in the psychological or neurological characteristics of the child. Skidmore, (1996) said that this model equates

special educational needs with an ailment or a medical condition. Therefore, it recommends that intervention and screening take a medical form

The Social model attributes special educational needs to the occurrence of social inequalities, where for example, the educational system keeps children with special educational needs in an inferior educational setting. Low (1997) states that the Social model attributes the occurrence of special needs to society's inability to meet pupils' needs. As Tomlinson (1982) indicates this model sees the reform of political and social systems as a means of meeting special educational needs.

Norwich (1994) contrasts between the Psycho-Medical model and the Social model saying that the "problem" lies with the individual in the former, whereas in the latter it lies in society and the barriers it puts up against the full participation of individuals in everyday life.

The Organisational model ascribes special educational needs to some deficiencies within the organisation of schools. Ainscow (1995), for example, advises the total restructuring of schools in order to meet the needs of pupils with special needs.

As Skidmore (1996) has pointed out there are limitations to each of these models. First, the medical model: although there are some genetic medical conditions that do result in the occurrence of special educational needs, there are also forms of SEN for which there are no medical or psychological causes. For example, Down Syndrome does have its genetic roots and at the same time has strong implications for pupils' education. Other conditions, can have strong implications on pupils' education but cannot be rooted to one single medical condition. Therefore, it can be concluded that this model cannot be applied to all "syndromes" or "conditions".

Second, the Social model has had an important effect on changing ideas about the inevitability of placing pupils with special educational needs in special schools. It was also instrumental in raising awareness of the negative effect of attaching stigmatising labels to pupils with special educational needs. This model also gave rise to the debate of keeping special schools alongside mainstream schools. However, as Skidmore (1996) notes, much of the Social model thinking is hypothetical and abstract, trying to apply general social theories to special education.

The organisational model has drawn attention to the important role that the characteristics of schools and classrooms play in affecting the education of pupils with special educational needs. The instrumental role played by educators and schools seemed to have been disregarded by both Psycho-Medical and Social models. But Skidmore (1996) has criticised the Organisational model for its sole focus on organisational

factors within schools and disregard for other factors that may contribute to the occurrence of special needs. By doing so, this model oversimplifies the “within school” factors to a situation where schools are deemed either effective or ineffective, and either inclusive or exclusive.

It can be argued that no single model on its own can explain the occurrence of special needs. Indeed, some for example, Hegarty (1993) and Thomas (1997) believe that SEN results from factors relating to pupils’ abilities and disabilities, factors within the school and social factors, for example, ethnic origin, family background and social status. Skidmore (1996) believes that the occurrence of special needs cannot be attributed to the occurrence of a single “unidirectional causal process” whether it is attributed to within pupil factors, or social factors or alternatively factors within the learning environment. He proposes a framework that encompasses the three models mentioned above. In his model there is an emphasis on the interaction between teacher and pupil in promoting or hindering education. Added to that is the recognition that schools do not exist in isolation from the social context in which they are found. Society does impose many expectations and demands on schools that are sometimes variable and place a pressure on educators. His framework also allows for the complexity and influence of different school settings.

1.3. Forms of provision available for pupils with SEN

As perspectives on models of special educational needs have changed, so too have notions of what constitutes appropriate provision. (Clark, Dyson, Millward and Skidmore, 1997, and Beveridge, 1999)

The 1944 Education Act set the original framework for special educational provision. It advocated that education should be available for everybody and at the same time accommodate their similarities and differences. This resulted in the development of specialist provision for pupils with special needs and different kinds of mainstream schools according to pupils’ abilities. Although the education system aimed to provide education for all children, it fostered segregation between different schools and within the mainstream. Intelligence tests and other examinations were used in the selection of which school pupils would attend, resulting in clear-cut categories describing pupils. There was little opportunity for movement of pupils from one kind of school to another. Once placed in a special school, a pupil would remain there no matter how the pupil’s needs change. It also meant that only pupils who were high achievers in examinations would be educated in mainstream schools. (Beveridge, 1999)

In an attempt to rectify these problems, several measures were taken, one of them resulted in the creation of “special classes” within mainstream schools. These classes catered for those with special educational

needs, or pupils facing problems because of their learning difficulties or other problems. These special classes were a second copy of special schools: small sized, modified curriculum, and specialised teachers. However, **there** was still a large number of pupils for whom the curriculum was inappropriate. This resulted in the evolution of “remedial classes” which offered part-time tuition in certain areas with which pupils were facing difficulty.

The thoughts of educators, informed by the Warnock report, began to be more inclined towards the integration of pupils into mainstream schools. Warnock (1978) emphasised that there is a continuum of individual educational needs among pupils regardless of whether they are placed in special schools or mainstream schools. Warnock had discussed three types of integration that pupils with special educational needs could experience. These are: locational, social and functional integration. Locational integration is where pupils with SEN are educated within a mainstream site but with no direct contact with mainstream peers. Social integration means that pupils with SEN join mainstream peers only during social occurrences, e.g. school playtime, or outings. Functional integration means that pupils with SEN work together with mainstream peers during all curricular activities.

Warnock (1978) recommended that closer working links between pupils in special schools and those in mainstream schools would enrich the education of pupils in special schools. According to Jowett, Hegarty and Moses (1988) numerous link schemes developed following the Warnock recommendations. They found that link schemes were specially evident among schools for children with severe learning difficulties, where 80% of head teachers mentioned being part of a link scheme or in the process of developing link schemes. These link schemes had many benefits for pupils with special needs and mainstream pupils. For pupils in special schools, it provided them with social and curricular experiences. For pupils in mainstream schools, they benefited from the approaches adopted by their teachers in order to meet the needs of pupils in special schools.

When advocating the integration of pupils with SEN, some researchers, for example Moorhouse (1992), Jupp (1993) and Tyne (1993) believe that all special schools should be abolished. Their view is that special schools only serve to exclude pupils and deny them equal opportunities. They believe that the resources that are found in special schools should be transferred to the mainstream school.

However special schools do play an important role in the education of pupils with SEN, and could have an important role in the integration of pupils with SEN. There are those, for example Stallard (1992), Segal (1993) and Ouvry (1994) believe that pupils with SEN should be integrated when possible but that the needs of some pupils can only be met at special schools. They argue that pupils with varying disabilities and difficulties with different levels of complexity, need different levels of provision. They also believe that often special schools play an instrumental role in promoting integration of pupils with SEN. Ouvry (1994) argues that special schools have some features that may not always be present in mainstream schools. These features are: an “ethos of acceptance” , they offer a safe environment, they offer a curriculum that is designed to enhance pupils’ communication and development, they have experienced well trained staff, have high expectations of pupils’ performance and they have special equipment and facilities. In addition to that, sometimes when children with diverse and complex needs are placed in mainstream schools they become excluded within the mainstream setting. Tilstone (1998) stated that a number of children with special educational needs, especially those with challenging behaviour, or with emotional difficulties, once placed in a mainstream school, are then being permanently excluded. This is because their needs necessitate specialised programmes and individualised work to meet their needs, and this is completely different to what is experienced by their mainstream peers.

1.3.1. Incidence of integration and relationship with the nature of needs

The integration of pupils with SEN seems related to the nature of their needs. According to Farrell (1997) most pupils with severe learning difficulties are still educated in “segregated special schools” while other pupils with SEN, especially those with sensory difficulties, are increasingly being integrated into mainstream school. Copeland (1993) has also discussed the fact that integration into mainstream school has increasingly been taking place for pupils with physical and sensory problems as compared to those with severe learning and behaviour problems. Cunningham, Glenn, Lorenz, Cuckle and Sheperdson (1998) have reported an increasing trend of educating pupils with Down’s Syndrome in mainstream school.

The only means of finding out the rate of integration in the UK is by comparing between the rate of placement of pupils with statements of SEN in special schools with the rate of placement of pupils with

statements of SEN in mainstream school. It should be noted however, that this gives no indication of the rate of “reintegration” i.e. the transition of pupils from special schools into mainstream schools.

Norwich (1996) carried out a statistical analysis of English LEAs for pupils from 5 to 15 years old for the Centre for Studies on Inclusive Education (CSIE) comparing the years 1993, 1994 and 1996. Though there are some limitations to those statistics, they serve to show the trend of placement in special schools and mainstream schools. The limitations of these statistics are that the comparisons are only of children with statements in mainstream schools, whether in special classes or mainstream ones. The CSIE warned that the data may not be very accurate because upon checking the figures it was found that the figures given were not in the same order in 1996 as it was in the years 1993, 1994. It is also important to bear in mind that the comparison is done between different LEAs in England that have different policies and practices as well as differences in their economic and social makeup.

Nevertheless, the results showed that in 1996 there was a decrease in placement of pupils in special schools linked with an increase in the overall school population. There was also an increase of the percentage of pupils with statements who are placed into mainstream schools. In 1996, 58.5% of pupils with statements were placed in mainstream schools. This could indicate an increase in issuing statements and not necessarily an increase in integration from special school into mainstream school. Farrell (1997) discussed the fact that there is little evidence to show the degree of reintegration, that is, the extent to which pupils placed in special schools return to mainstream school as a full time placement.

1.4. Inclusion as an alternative term to integration

With the passage of time, it became apparent that the term integration was subject to varying interpretations. There were concerns that it began to mean just the physical placement of pupils with SEN into mainstream schools and there seemed to be little impact on the quality of education received by pupils. Integration seemed only to involve those with special educational needs who have been placed in special schools and integrated into mainstream schools. It therefore, did not apply to those pupils with special educational needs who have always been placed in mainstream schools. It also meant that pupils had to ‘fit’ the mainstream school in order to be successfully integrated into mainstream schools. This obviously led to some pupils being regarded as ‘unfit’ to transfer to mainstream school, and therefore left to stay at

special schools. Because there was an increasing worldwide dissatisfaction with these narrow interpretations of the term integration, the term “inclusion” was advocated to replace it.

The call for inclusion became popular all over the world especially after the UNESCO World Conference on Special Needs Education held in Salamanca in Spain in 1994. The Salamanca statement regards the formulation of inclusive schools as part and parcel of inclusive societies. (Ainscow, 1997, Clark, Dyson, Milward and Skidmore, 1997).

Inclusion can be defined as the opportunity for persons with disabilities to take part fully in all aspects of community and domestic activities whether education, employment, or recreation (Inclusion International, 1996). According to Booth (1996) and Ainscow (1997) inclusion is a process that is linked to exclusion. They seem to regard the education of students with difficulties as a process of “either / or”, meaning either inclusion or exclusion. However, because inclusion is not an “either /or” concept, and is not as simple to achieve as some believe, many professionals in the field of education regard inclusion as a dream that cannot be achieved. This perspective has been confirmed by the results of recent studies carried out to investigate the perceptions of professionals towards inclusion. Two surveys were carried out by Norwich (2000) and another was carried out by Croll and Moses (2000). Taken together, the results demonstrate that there are differences between professionals’ positions regarding the principles and ideals of inclusion. Croll and Moses (2000 : 9) conclude that inclusion “ *represents what many people desire but regard as a far distant aspiration...*” Norwich (2000 : 14) also concludes that the results “ *...show the overall tension between support for the ideals of inclusion and the reluctance to take responsibility for the more challenging forms of special needs*”

1.4.1. Inclusion as a fulfilment of human rights and as giving value to individuals

Inclusion as an idea has been broadly supported by those involved in the education of pupils with special needs. Some people such as Florian (1998) agree with the Centre for Studies of Inclusive Education (CSIE, 1997) that it is a matter of human rights that all children should be together in their education and society and that children should not be “devalued or discriminated against by being excluded because of their learning difficulties.” This view implies that pupils who are placed in a special school are denied the fulfilment of their rights and that they are treated as “second class” and that they are “devalued”.

However, it can be equally argued that pupils in special schools are neither devalued nor denied their human rights. Farrell (1997), for example, asserts that upon visiting special schools one would probably

see contented pupils who receive a rich and stimulating education and educated by teachers who are keen to provide them with a worthwhile educational experience. Moreover, they sometimes receive an education that is more broad and rewarding than that received at the mainstream school. This is because at special school all curricular activities are geared for the exact needs of pupils. He argues that an education that is geared to pupils' level of need in a special school is more worthwhile than an education that is unchanged to meet pupils' needs given in a mainstream setting.

From this perspective, pupils' placement in special schools is not a breach of human rights because it is not where pupils are educated that matters, but rather the quality of this education. Farrell (1997) demonstrates that the "rights" issue is also problematic because there are so many parties involved. Parents have the right to choose which school their children are placed in, they have the right to choose a mainstream school or a special school. Pupils also have the right to choose where they are educated. Peers have a right to receive an adequate education, which may be disrupted by a pupil with special educational needs in their class. As Norwich (1999 : 92) points out, that pupils with severe learning problems "*can threaten the rights of others to learn if their presence in mainstream classes reduces others' opportunities to optimize their learning*". Farrell (1997) also alerts us to the question where opinions conflict, then whose rights should be given more weight?.

Despite those problematic issues, the ideal of inclusion is one generally accepted as worth striving for.

Inclusion should not be regarded as an end in itself rather as a means to fulfilling an end. Inclusion should mean that all children regardless of their needs are being given an effective education that meets their needs and that provides them with opportunities for social interactions. Inclusion should not only be limited to schooling rather to all aspects of life as well because all children should be given the opportunity to take part in society's activities and to be acknowledged members of their society. The earlier they are included within society, the better. That is why inclusive schools provide children with special needs the opportunity to be educated alongside their peers whenever possible as a part of their inclusion within society.

1.5. Research into integration

The research into the integration of pupils with special needs into mainstream schools witnessed changes that were linked to the shift in people's thinking. To begin with, most research aimed at exploring whether integration is going to work. To find out whether pupils with special needs would benefit socially, academically or both from placement in mainstream schools. Moreover, to find out the effect of their placement in mainstream schools on the education and social experiences of mainstream peers. This was at

the point where it was still being decided whether transferring pupils with special needs into mainstream schools was the right move to make. Then the research focus shifted from whether or not it was going to work, to *How to make it work?*. This shift coincided with the increased calls for integration both as a fulfillment of pupils' rights and as means of providing them with equal opportunities to their mainstream peers. A further reason for the shift was associated with the realisation that there are methodological problems in the attempt to compare specialist with mainstream provision.

These methodological problems can be summarised as follows :

- It is impossible to use matched control groups to evaluate the effectiveness of integration schemes. As Farrell (1997) said it is ethically impossible to place a group of pupils in an integrated setting and place another group in a special school setting in order to find out which setting proves to be more effective.
- The diversity of special educational needs is such that it is often difficult to ascertain that one is comparing between pupils with similar needs. It is worthwhile to remember that similar special needs have different educational implications. For example if one is comparing pupils with Cerebral Palsy there are many variations to how pupils are affected and there are different educational implications.
- The diverse forms of provision available for pupils with SEN, means that it is important to distinguish between different forms of provision. Farrell (1997) for example, identified a variety of forms of integrated provision that is available for pupils with SEN, ranging from occasional visits to mainstream schools, to full time placement in mainstream schools this makes it hard to compare because these could be comparisons of different experiences and such results would not be valid.

1.5.1. Evaluative studies of integration schemes

Table 1.1. Studies of integration schemes

Study by	Investigating	Sample	Method	Results
Marchesi et al. (1991)	Effectiveness of integration in Spain	60 mainstream schools 379 pupils with different SEN	Longitudinal study of schools; case studies of pupils with SEN	Integration project is making positive changes to planning in schools, teaching and pupils' abilities, teachers are positive but lacked training
Fletcher-Campbell (1994)	Link arrangements between special and mainstream schools	898 special schools	Questionnaire	Educational resources must fit children, there will always be unmet needs if children have to fit resources.
McGregor (1993)	Integration in UK and Greek primary schools	1 primary school in Greece	Observations and discussions	Attitudes of educators in Greece reflected a belief in differentiation and exclusion
Matievich and Sclaunich (1996)	Placement of pupils with SEN in mainstream schools in Northern Italy	1401 mainstream elementary and middle schools	Questionnaire	Integration schemes are only partially successful, because of lack of coordination between professionals
Rouse and Florian (1996)	Comparison of inclusive schools in the USA and UK	1 school in USA 1 school in UK	Interviews of key personnel	Both settings needed to take several steps in staff development, in collaboration, team work and special education

Table 1.1. summarises some of the studies undertaken in the 1990s to evaluate integration schemes in different parts of the world. However, it should be taken into consideration that the different terminology used by different countries makes it difficult to generalise across countries. It is important to ensure that one is comparing like with like. Williams (1993) has discussed how different countries use different terminology when speaking of kinds of special needs and of different forms of provision.

The results from McGregor's study comparing provision for pupils with SEN in Greece and UK had many methodological shortcomings. McGregor based her conclusions on several visits to some schools in Greece, and she referred to only one school. However, there was no discussion of the exact number of schools visited or the criteria used in choosing which school to visit, or the set of criteria she used to arrive at the conclusion that in Greece differentiation and exclusion prevail. This may be the case, but the way the data is gathered does not prove it. Likewise, although Rouse and Florian's study comparing two schools in the USA and the UK yielded results that are useful when planning staff development and means of collaboration between teachers in special schools and mainstream schools, but it is difficult to base a judgment on a sample of only two schools. This is specially the case because there were vast differences between both schools in their social and economic backgrounds. But in spite of these differences it was possible to generalise that what is needed for the formation of inclusive schools is a total staff development in both schools. But it is worthwhile to consider the possibility that these two schools had recruited teachers who lacked in training, had less positive attitudes or there were problems with the support services.

The study carried out by Fletcher-Campbell investigating the link schemes that were going on between special schools and mainstream schools revealed that a large number of special schools did have link schemes with mainstream schools. It also highlighted a very important problem in mainstream schools which is the notion that pupils are expected to "fit" resources and not vice versa

Perhaps the study carried out by Marchesi and Colleagues (1991) in Spain , and that by Matievich and Sclaunich (1996) in Northern Italy reflect the situation in both countries. This is judged by the number of schools and pupils that were investigated. But the former study carried out by Marchesi and Colleagues used a number of methods in order to investigate the integration schemes in Spain. These methods involved longitudinal studies over a two year period using a survey, case studies and opinion polls of teachers' attitudes. The fact that multiple methods were used gave results more weight.

Both studies revealed the importance of collaboration between teachers in order to meet the needs of pupils, and the importance of providing teacher training programmes that equip them to meet pupils' special needs.

1.5.2. Studies on the reintegration of pupils with SEN

The studies that have been discussed above only related to pupils with special needs who have integrated into mainstream schools as their first placement. But the focus of this study is the integration of pupils who had been in special schools before their transition into mainstream schools. That is why two studies that have dealt specifically with reintegration of pupils from special schools into mainstream schools are summarised here.

Table 1.2. studies related to the reintegration of pupils with SEN

Study by	Investigating	Sample	Method	Results
Jacklin and Lacey (1991)	Support available for pupils who integrated from special school	13 pupils with physical difficulties who transferred from special school to mainstream school	Interviews with pupils	It is important to reproduce support systems that are available to special schools
Methven, Evans and Brown (1992)	Difficulties occurring when transferring from primary special school into secondary mainstream school	1 pupil	Case study	Lack of communication between in-school support and outside agencies could hinder a smooth transition into mainstream

Table 1.2. summarises two studies that deal with the reintegration of pupils from special schools into mainstream schools. The study conducted by Jacklin and Lacey in 1991 seemed to yield very important results where they showed that pupils transferring to a mainstream school lack in their awareness of the exact culture of the mainstream school, and although the support received by pupils at the special school could be reproduced in the mainstream school yet this does not always happen. It demonstrates the measure of preparation both at the special school and at the mainstream school This has implications for the preparation that precedes the transfer of pupils from a special school into mainstream school, which should ensure that support is being made available.

Both studies could have used systematic observation as another method of data collection added to the interviews conducted with pupils. Systematic observation of pupils would have shown the actual experience of pupils in the mainstream school because observing pupils going through the actual experience may differ to what pupils perceive themselves as experiencing. These observations could also

be backed up by the use of interviews, and both methods could have demonstrated that progress and changes of experience could be attributed to the change of setting and not to participants' perceptions.

In spite of the extensive research that had investigated which setting appeared to meet pupils' needs better, there was **no** conclusive evidence that one setting is "better" than the other. Therefore the researchers' thinking shifted from thinking *is it working?* to *how to make it work?* Their thinking moved towards the means of achieving effective inclusion.

1.5.3. Achieving effective inclusion

In their quest to achieve effective inclusion researchers seem to disagree on how to achieve it best. They seem to be divided in two groups. One group sees that effective inclusion can be achieved by the formation of effective schools. The other group feels that it is not necessary to transform all schools to accommodate all pupils because some pupils will always need specialist provision.

On the one hand, there are those like Segal (1993), Mittler, (1995), Sebba, Ainscow (1996 & 1997), and Knight (1999) who believe that inclusion can only be achieved by major school reform. This major school reform entails changing the curriculum, changing the system and making the school more responsive to the individual needs of pupils. Ainscow (1997) believes that major school reform also indicates changes of the organisation within schools, and total development of staff and support. Knight (1999) also demonstrates that changing the whole school and making it effective in fostering inclusion, depends on teachers adopting a flexible approach in order to be able to accommodate the different needs of pupils.

Florian (1998 : 22) believes there is a set of conditions that should form the basis of inclusive education. These conditions have to be found together in order to ensure the inclusiveness of schools. Such conditions include:

- an opportunity for pupil participation in the decision making process;
- a positive attitude towards the learning abilities of all pupils;
- teacher knowledge about learning difficulties;
- skilled application of specific instructional methods;
- parent and teacher support.

On the other hand, the view that inclusion can be achieved merely by restructuring mainstream schools seems a simplistic view. According to Clark and Colleagues (1998) this view seems to ignore the fact that there are categories of differences and difficulties in learning.

Despite what some like Ainscow believe, a school can be effective without being inclusive and vice versa. Rouse and Florian (1996) and Norwich (2000) have mentioned that the effectiveness of schools is usually judged by the achievement of pupils in GCSE or in literacy and numeracy results, which leaves pupils with SEN behind.

It is almost impossible to include and treat all individuals similarly and at the same time provide them with “individually relevant learning”. According to Clark and Colleagues (1998) and Norwich (2000) if there is a stress on providing pupils with individually relevant learning there is a probability that those pupils will be excluded. Such a problem occurs when one is trying to accommodate a range of diverse individual needs into a unified system while trying to resolve other dilemmas regarding “rights”, “choice” and “inclusion”.

1.6. Studies on how to achieve successful integration

Despite the difficulties outlined by Clark and Colleagues(1998) and Norwich,(2000) some researchers have identified factors which if made available would ensure successful integration into mainstream schools. These factors can be summarised in the following

- Pupils being involved in all areas of decision making.(Florian, 1998)
- Parents being treated as partners in the education of their children (Florian, 1998)
- Positive attitudes towards integration prevailing among all those involved with pupils. (Ainscow, 1997)
- The provision of support at the mainstream school (Ainscow, 1997, Florian 1998)
- Measures are taken to provide pupils with a broad and balanced curricular experience. (Knight, 1999)
- Measures are taken to enhance the social interactions of pupils with adults and peers (Ainscow, 1997)

The following sections discuss a sample of the studies that have been conducted investigating each of these factors

1.6.1. Studies on the involvement of pupils in all areas of decision making

The studies in this section are included because the investigators directly sought pupils’ perceptions regarding aspects of their education. These studies range from those investigating pupils’ perceptions of the success of their integration experience, or their perception of the support they received, or of their social or curricular experience. They are summarised in Table 3.1.

Table 1.3. Studies of pupils with SEN perspective

Study by	Investigating	Sample	Method	Results
Sheldon (1991)	Pupils' perspective of whether they preferred receiving support within class or not in the mainstream school	50 pupils with SEN secondary school - parents, teachers, and tutors	Interviews	Pupils preferred being withdrawn from classroom to receive specialist teaching
Armstrong Galloway and Tomlinson (1993)	Children's involvement in the assessment process	29 pupils with SEN	Observations Interviews	Pupils felt anxious about assessment, when pupils were given explanations they were not geared to their level of understanding
Kidd and Hornby (1993)	Evaluating preference for transfer to a school that has a resource centre or not	29 pupils	Survey	More than two thirds of pupils and their parents did not mind whether they transferred into a mainstream school that had a resource centre or not
Vaughn, Schumm, and Kouzekanani (1994)	Pupils' perceptions of teachers' adaptations	179 pupils: 60 with SEN in mainstream school, 59 low achieving, 60. average to high achievers	Interviews	Pupils with SEN preferred teachers that make adaptations. In middle and high school they preferred to be treated the "same" as other pupils
Wade and Moore (1994)	Pupils' perceptions of themselves	160 pupils with SEN	Questionnaire sentence completion	Many pupils wished they could do better, were given more choice and more responsibility by teachers
Beveridge (1996)	Perspectives of pupils with SLD and mainstream peers on an integration link scheme	28 mainstream pupils in one tutor group 182 special school pupils in other tutor groups	Structured interviews, Observation Questionnaire	Mainstream and special school pupils generally accept link schemes. There is diversity of how Special School pupils respond to opportunities of interaction with mainstream peers.
Jacklin (1998)	Pupils' perceptions of difference between special and mainstream schools	15 pupils, a number of teachers, parents, support staff, & therapists	Interviews	Pupils transferring to mainstream school lack the awareness of the culture of the mainstream school

Table 1.3. summarises some studies seeking pupils' perspectives regarding their education. The study carried out by Armstrong et al. demonstrated how often pupils with SEN were not given adequate information prior to assessment or prior to the decision making. Moreover, when pupils were given information this was not geared to their level of understanding. Armstrong et al. concluded that it is often because of conflicting views of pupil, parents and other professionals that pupils' perspectives are not taken into consideration. This reflects the argument that was raised earlier in the chapter of whose right should be given more weight? and what happens when parents' opinion contradicts pupils' preference? Does the child's preference take second place to parents' preference, and how about the right of the child? This study however, did not specify the kind of SEN of pupils that were involved in the study. Jacklin's study also revealed how pupils with SEN were not aware of the culture of mainstream school which reveals their being inadequately prepared and inadequately informed of what to expect upon transition to a mainstream school.

The method used by Wade and Moore (1994) in data collection seemed unique and was not used in other studies reviewed here, which is the "sentence completion", this method seems particularly appropriate in reflecting self perceptions. In Wade and Moore's study, questionnaires were first given and the analysis of the data gathered by questionnaires implied that pupils with SEN perceived themselves as no different than their mainstream peers. When those same pupils completed sentences regarding their self perceptions, it was revealed that they felt they were not given as much choice or responsibility as their peers. This matches the results from the study conducted by Vaughn et al which revealed that pupils did not like being treated differently and this was more apparent the older they got. It also matches Sheldon's study which revealed that pupils of secondary age preferred being withdrawn from the classroom to receive their specialist tutoring rather than having it within the classroom which would make them seem more "different"

However, the results of Kidd and Hornby's study which indicate that pupils with SEN transferring into mainstream schools and their parents do not mind whether they transfer into a mainstream school with a resource centre or not should be taken cautiously because there were a few limitations to the methodology. The survey was conducted fourteen months after the occurrence of transfer. The passage of time could have led to respondents' forgetting what their perspective was at the time. Moreover, the way that the interviews with parents were worded did not allow parents the freedom to express their thoughts, rather they had to choose one category of three. Finally the interviewer carrying out the interviews with pupils

had a teaching role and this may have affected the analysis of interview results, because of his previous knowledge of the pupils.

Beveridge's study adopted an interesting approach because she evaluated a link scheme by seeking the perspectives of "mainstream" pupils and pupils with SLD. This study revealed that mainstream and special school pupils generally accept link schemes. It also revealed that there is diversity among pupils with SEN in their perception and their response to interactions with mainstream peers.

The studies discussed above suggest that pupils with SEN feel they do not understand the assessment procedure and are often not given adequate information. They do not like to feel different from their mainstream peers, they often feel that they are not given as much choice or responsibility as their mainstream peers. They also show that it is important to acknowledge the differences and diversity of pupils' motivation for interaction. These bear important implications for planning integration schemes and promoting interaction as well as giving due weight to pupils' opinions.

1.6.2. Studies on parents being treated as partners in the education of their children

In this subsection, the focus is on studies that sought to investigate parents' perspectives regarding their children's assessment or education. The studies are summarised in Table 1.4. Both the study carried out by McCarthy and by Paige- Smith demonstrate how statements can pose problems for parents. On the one hand parents feel that statements are the safeguard for pupils' support and feel they have to be persistent in order to get what they want from LEAs. On the other hand, they indicate a lack of understanding of the whole procedure of statements. Relationships with professionals are not always favourable . These unfavourable relationships surely hinder collaboration between parents and professionals which is vital for effective inclusion.

The study by Knill and Humphreys (1996) has particular significance because it demonstrates the difference between parents of pupils in special schools and those in mainstream schools. One significant finding is that parents of pupils in special school feel powerless to change "government thinking". This has direct implications for the "empowerment of parents" which is advocated.

Although the expectations of parents of pupils in special schools differ to those of pupils in mainstream schools, it would have been interesting to show how the expectations of the same parents would change after the actual transfer and how these expectations differ with the passage of time. The parents' role in

choosing the school for their children and their role in supporting their children after transfer to a mainstream school are areas that need to be investigated. This is because it is important to find out if parents are always allowed to choose the educational setting for their children or whether there are outside influences like LEA policy, or lack of resources that interfere with their choice.

Table 1.4. Studies of Parents' perspectives of SEN

Study by	Investigating	Sample	Method	Results
McCarthy (1991)	knowledge of assessment procedure relationship with professionals, and attitude to integration	81 parents of pupils with SEN	Questionnaire	Parents expressed lack of understanding of the procedure. They indicated good relationships with teachers but not other professionals. They preferred placement in a special unit in a mainstream school
Knill and Humphreys (1996)	Influence of parental preference on special needs education	13 set of parents of pupils in mainstream 12 set of parents of pupils in special school	Questionnaire, semi structured interviews	Parents of pupils in special school only wanted their children to be happy while those in mainstream school wanted academic progress. Parents of pupils in special school did not feel powerful to change "government thinking"
Paige-Smith (1996)	Views and experiences of parents in choosing integration	8 parents from 6 LEAs	Interviews	Statements are valued because they safeguard support. They had to persist in their demands from LEAs

1.6.3. Studies of teachers' and peers' attitudes to integration

This section involves studies that investigated the attitudes of teachers and peers to integration because it was indicated by some like Ainscow (1997) that positive attitudes to integration are among the factors that could ensure successful integration

1.6.3.1. Studies of Teachers' attitudes

Table 1.5. summarises a sample of studies that investigated the attitude to integration of teachers, and other educators. These studies involved pupils in different age groups with different kinds of needs. Two very interesting studies revealed that older teachers and more experienced teachers were less positive towards the integration of pupils with SEN, than younger newly qualified teachers. Both studies seem to indicate that this feature of teachers' attitude reflects a worldwide trend. The first study (Leyser et al., 1994) was held comparing 6 countries: USA, Germany, Ghana, Philippines, Israel and Taiwan, the other study (Padeliadu, and Lampropoulou, 1997) was held in Greece. Both studies demonstrate that teachers feel inadequately trained to meet the needs of pupils.

Both the study carried out by Norwich (1994) and Ward et al (1994) showed that positive attitudes prevail in USA, UK and New South Wales in Australia. In Ward et al's study the number and diversity of the sample served to show how the positive attitude prevails among all key people. Positive attitudes appeared to be linked with the nature of special needs, the more severe the less positive the attitudes were.

Most of the studies reviewed in this part used questionnaires or surveys in order to investigate attitudes.

A study of the attitude of special school staff regarding the integration of pupils with special needs into mainstream schools, would have shed the light on the extent to which they believe in integration and feel responsible of promoting it. Research to find out if mainstream schools prepare for pupils' transition by promoting positive attitudes would also shed the light on the measures that schools take in order to facilitate pupils' transition.

Table 1.5. Studies of teachers' attitudes to integration

Study by	Investigating	Sample	Method	Results
Harvey (1992)	Differences of attitude towards integration of children with disabilities in Australia in 1984 and 1990	Primary teachers 124 in 1984, 118 in 1990. Post primary teachers 98 in 1984, 66 in 1990. Teachers in training 101 in 1984 and 83 in 1990. Non teachers 77 in 1984 and 49 in 1990	Questionnaire	More positive attitudes in 1990 than 1984 and attributed to more exposure to pupils with special needs, as well as the availability of ancillary staff who help in integration.
Green (1993)	Occurrence of gender bias in the classroom	Class teachers, support teachers, educational psychologists, advisors, inspectors and pupils with SEN	Interviews and questionnaire	Teachers perceive boys as more likely to have behaviour problems while girls as more likely to have social and emotional problems
Leyser, Kapperman and Keller (1994)	Comparison of teachers' attitudes towards integration in 6 countries: USA, Germany, Israel, Ghana, Taiwan and the Philippines	3639 class teachers	Questionnaire measuring attitudes	Positive attitudes of teachers were correlated with adequate teacher training. The older and more experienced teachers the less positive they were
Norwich (1994)	Comparing attitudes to integration in UK and USA	132 teachers in UK 136 teachers in USA	Different scales measuring attitude to integration in	Positive attitudes towards integration prevailed in both countries and correlated with political association. More

		and head teachers in both	relation to political and religious orientation	positive attitudes were related to not being directly responsible of teaching pupils (head teachers)
Ward, Center and Bochner (1994)	Attitudes of different people in New South Wales in Australia	1503 principals 2219 teachers 332 resource teachers, 262 school psychologists, 591 pre school directors	Questionnaire	Agreement on positive attitudes regarding pupils with MLD, but there is no major consensus regarding integration. Disagreement mainly centred on pupils with severe disabilities. Positive attitudes decreased with proximity to the pupil; class teachers less positive than school counselors
Bender, Vail and Scott (1995)	Attitudes of teachers towards increased integration, and their use of effective teaching methods	127 mainstream school teachers	Questionnaire	Teachers were reluctant to take special measures to help in the mainstreaming of pupils. Use of effective instructional strategies was correlated to positive attitudes
Hackney (1997)	Perceptions of student teachers of their role as SENCO	32 student teachers	Questionnaire group interview	Student teachers considered SENCOs' role as very demanding, and not attractive. Special needs teachers should have sympathetic attributes
Padeliadu and Lampropoulou (1997)	Attitudes of teachers towards SEN education	377 special school and mainstream teachers	Questionnaire	Positive attitudes prevailed among mainstream teachers. Positive attitudes decreased with age and experience
Taverner, et al. (1997)	English and Mathematics teachers' attitudes towards integration	102 English and Mathematics teachers	Questionnaire	All expressed a need to be better trained in the area of SEN

1.6.3. 2 Studies of Peers' attitudes

The importance of studies dealing with peers' attitudes to integration is that the positive attitudes of peers towards the integration of pupils with SEN ensures that the experience of those pupils at the mainstream school would be positive both socially and academically.

Table 1.6. Studies of peers' attitudes to integration

Study by	Investigating	Sample	Method	Results
Gash (1993)	A programme to promote positive attitudes towards children with SEN	15 teachers experimental group control group	4 lessons promoting positive attitudes and a post test conducted	Experimental group more positive towards pupils with SEN. This was related to gender, age and past experience of pupils with special needs.
Whitaker (1994)	Pupils' response to sharing campus and some lessons with pupils with SLD	90 pupils	Questionnaire group discussions	Pupils had positive expectations of pupils with SLD's performance at mainstream school

Table 1.6. summarises two studies in this review. These two studies were chosen because one of them investigated peers' attitudes towards the functional integration of pupils with SEN and investigated their expectations of the experience of pupils with SEN. The other one was included because it demonstrated by an experiment how peers' attitudes can be changed to become more positive towards pupils with SEN. Whitaker (1994) investigated peers' perceptions of the integration of pupils with SLD. A questionnaire was given to 90 pupils and it revealed that they had positive expectations of the performance of pupils with SLD. These positive expectations were attributed to levels of preparation prior to pupils' transition. Some pupils expressed less positive attitudes and these were attributed to lack of knowledge of how to treat pupils with special needs.

Another study that is also relevant here is the one conducted by Beveridge (1996) which is referred to in Table 1.3. where she investigated the perspectives of pupils with SLD and mainstream pupils of an integration link schemes. The findings reveal the positive attitude held by mainstream pupils towards the link schemes experienced by them with special school pupils.

The study conducted by Gash (1993) is interesting because an experiment was conducted in order to promote positive attitudes towards pupils with SEN. Fifteen teachers were involved with teaching a group of pupils lessons to promote positive attitudes towards pupils with SEN. A post test was conducted and there was **evidence** that these lessons did help in promoting positive attitudes in pupils. This experiment showed that it is possible to carry out experiments in educational research with positive results. It also shows the possibility of devising programmes to promote positive attitudes towards pupils with SEN.

1.6.4. Studies dealing with the provision of support at the mainstream school

As Ainscow (1997) and Florian (1998) explained, the provision of adequate support for pupils with SEN in mainstream school is crucial for ensuring effective integration. This support is provided by teachers, Special Needs Assistants (SNAs) and Special Needs Co-Ordinators (SENCOs) in the school. Support is also provided by outside agencies. The collaboration of the above mentioned is also vital for the effectiveness of the support provided.

The studies that are included in this section were included because they are relevant to the support provided to pupils in the mainstream school. The studies investigate teachers' training and how their training equips them for their supporting role of pupils with SEN. It also includes studies of teachers' collaboration with other teachers and outside agencies in order to support pupils with SEN ensuring that all needs of pupils are met within mainstream schools.

Regarding SNAs' role in providing support to pupils with SEN, the studies included here investigate the training and the role of SNA this is because the quality of SNAs' training and experience is directly related to the quality of support received by pupils with SEN in the mainstream school.

The Code of Practice was regarded by some as placing a great amount of pressure on Special Educational Needs Co-Ordinators, by imposing on them much routine work and paper work. This pressure can affect the quality of support SENCOs can provide to pupils with special needs in mainstream schools

Table 1.7. Studies dealing with the support provided by teachers, SNAs and SENCOs at the mainstream school

Study by	Investigating	Sample	Method	Results
Support provided by teachers in the mainstream school				
Daniels, Norwich, and Anghileri (1993)	Evaluation of Teacher Support Teams	3 primary schools that established Teacher Support Teams (TSTs)	Training and Evaluation of TSTs	All TST members were keen to continue as members, they were seen as positively affecting the work of SENCO in preventing isolation and encouraging linking across school
Garner (1996)	The quality of teacher training courses	100 teachers	Questionnaire	Teachers did not feel adequately trained to meet pupils' SEN.
Kersner and Wright (1996)	Collaboration between class teachers and speech therapists	97 teachers and speech therapists	Questionnaire	Both teachers and speech therapists were keen to learn the others' skills.
Belmont and Verillon (1999)	Relationship between teachers and specialist professionals in France	202 teachers	Questionnaire	Collaboration between special school teachers and mainstream teachers is vital to meet pupils' SEN needs.
Support provided by SNAs in the mainstream school				
Clayton (1990)	Appointment, role and training of SNAs	101 SNAs	Questionnaire	Half of SNAs held no school or further education qualifications
Clayton (1993)	Role of SNAs	72 head teachers, 81 class teachers, 100 SNAs	Interviews, Analysis of documents	SNAs did not adapt their role according to the changing needs of pupils
Dew-Hughes, Brayton and Blandford (1998)	Training of SNAs	274 SNAs from 2 LEAs	Questionnaires and discussions	SNAs should receive college based training
Farrell, Balslaw, Polat (1999)	Views of parents, teachers, LEA staff, pupils, SNAs, training providers of role and training of SNAs	4 LEAs support services, 6 non resourced mainstream schools, 6 resourced mainstream schools, 3 special schools, 2 schools maintained by voluntary organisation, training providers	Case studies, Interviews, Questionnaires	SNAs felt they were not adequately paid and did not have a definite career structure. A nationally recognized training programme is required to provide training to SNAs
Support provided by SENCOs in the mainstream school				
Derrington (1997)	The means that schools have modified their practice to face the demands of the SENCOs role	5 LEAs, 20 primary and secondary schools	Case studies	The Code of Practice is accused of increasing the paperwork that has to be done by SENCOs
Lewis, Neill and Campbell (1997)	SENCOs and the Code of Practice	2200 schools	Questionnaire	SENCOs supported the Code of Practice in theory but were concerned about its implementation

Table 1.7. summarises studies investigating of role of teachers, SNAs, and SENCOs in provision of support. Two studies in particular seem significant in the area of support provided by teachers in the mainstream school. These two studies are the one conducted by Daniels et al (1993), and, the study conducted by Garner (1996) . The significance of the first study is that it demonstrates how teachers can be trained to form teams that collaborate to provide support for one another in meeting SEN in their schools and to help SENCOs in fulfilling their role.

Second, the study carried out by Garner (1996) investigated the quality of teaching training courses and revealed that teachers did not feel adequately trained to meet pupils' needs. This study and its findings are particularly significant because they bear implications for the quality of training courses that are provided for teachers. Teacher training courses should equip teachers with the training they need in order to be able to meet a range of pupils' needs.

Four studies were included in this review that investigated the role and training of SNAs. These studies were the ones carried out by Clayton 1990, 1993, Dew-Hughes et al. 1998, and Farrell et al. 1999. These studies all showed, using different methods (questionnaires, interviews , analysis of documents, and surveys) and large samples of SNAs, that SNAs lack training. Farrell et al's study was the only one that also included the perspective of training providers who all agreed that there was need for a nationally recognized and accredited training programme. It also showed that there was a general dissatisfaction by SNAs with the content of courses on offer for them because of their irrelevance.

Two studies were included in this review that investigated SENCOs role in support and how it is affected by the Code of Practice. These studies are, the one conducted by Derrington (1997) and the one conducted by Lewis et al (1997). Both of them revealed that the Code of Practice placed an amount of pressure on SENCOs by demanding them to fill an amount of paperwork which detained SENCOs from fulfilling their role in support adequately.

1.6.5. Studies investigating pupils' experience in the mainstream school

Much research has been devoted to the experience that pupils have in the mainstream school whether academic or social experience. Studies of academic experience focus on the kind of curriculum and the learning programmes that pupils with SEN experience. Studies of the social experience of pupils with SEN in mainstream schools focus more on the nature of interactions involving adults and peers, the incidence of friendship and of bullying.

Some of the studies that have investigated pupils with SEN's social experience in the mainstream school have been included in this review because pupils' social experience in the mainstream school is a point of focus in this research where it is aimed to find if integration does promote pupils' interactions or not. Table 1.8. summarises some of the studies that have been conducted in the area of social interactions among pupils with SEN. They vary in the form of SEN which is focused on. Some studies looked at the incidence of bullying, some explored the nature of talk exchanged between pupils with SEN and mainstream pupils, and others investigated the incidence of occurrence of social interactions.

Most of the studies investigating the nature of interactions taking place between "mainstream" pupils and those with SEN showed that mainstream pupils preferred to interact with other mainstream pupils. When they did interact with pupils with SEN they used language suitable for their developmental age (Lewis 1990 & 1994, Martlew and Hodson 1994, Farrell 1995) Both Lewis's and Farrell's studies involved pupils with SLD and investigated their interactions with mainstream peers. The methodology used by Farrell was also interesting because the sample were shown photographs of other children in their class and asked to choose who they would sit with and befriend. This was repeated on six occasions to ensure the validity of results. This study agreed with other research that pupils with SEN and in this case SLD would befriend mainstream pupils equally as they would befriend those with SEN, while mainstream pupils would mostly choose other mainstream pupils as their friends.

Stephenson (1990), investigated ways of improving integration of pupils with SEN in an integrated nursery. What was interesting about this study was the comparison made between pupils with Cerebral Palsy and Developmental Delay which showed that the former interact more with mainstream pupils than the latter did. It recommended that adults had to play a role in promoting interactions. This has important implications for teachers' preparation for pupils' transition into mainstream school.

Pijl and Scheepstra (1996) carried out a study that investigated the classroom experience of pupils with Down Syndrome. This study revealed that pupils with Down Syndrome placed in mainstream schools spend a similar day as mainstream pupils do, and interact similarly. However, these findings should be treated cautiously because they were based on two to three days observations which may not be enough to be fully representative.

In spite of the number of studies conducted in the area of social experience of pupils with SEN in mainstream schools, there seem to be some areas that are not investigated. One area is the difference between pupils' interactions with adults and peers at the special school, and that at the mainstream school. Another area is the effect of passage of time in the mainstream school on the quality of interactions of

pupils with SEN with adults and peers. A third area is the effect of passage of time and more experience in the mainstream school on initiation of interactions, quality of talk and non verbal interactions.

Table 1.8. Studies of social experience of pupils with SEN

Study by	Investigating	Sample	Method	Results
Lewis (1990)	Nature of talk exchanged between 6 and 7 year old mainstream pupils and those with SEN	20 mainstream pupils 12 pupils with SEN	Observation	Mainstream pupils talked to pupils with special needs in a manner that was appropriate for their developmental age
Stephenson (1990)	Ways of improving integration of pupils with SEN in an integrated nursery	4 pupils with Cerebral Palsy and Developmental Delay and mainstream peers	Systematic observation	Adults had to play a role in promoting levels of interactions. Pupils with Cerebral Palsy interacted more than pupils with Developmental Delay
Ware, Sharran, O'Connor and Anderson (1992)	Interactions taking place between pupils with SLD and mainstream pupils	22 pupils	Observation	No increased interaction with transition to the mainstream school
Whitney, Nabuzoka and Smith (1993)	Incidence of bullying of pupils with SEN	24 schools: 17 junior schools, 7 secondary	Questionnaire	Bullying decreased with the passage of time
Lewis (1994)	Quality of interactions between mainstream pupils and one with SEN	1 pupil with SEN and mainstream classmates	Case study	Mainstream pupils acted as guides to the pupil with SEN, and the opposite was not the case
Marlew and Hodson (1994)	Comparison between interactions of mainstream pupils and pupils with SEN in the mainstream setting and special school setting	17 pupils in special school, 20 in mainstream school	Observation self-report teachers' questionnaire	Mainstream pupils interacted with one another in pairs or groups rather than with pupils with SEN whether in mainstream or special school setting
Rothisberg, Hill and D'Amato (1994)	Social acceptance by their peers of children with SEN	75 mainstream pupils	Asked about hypothetical pupil with SEN joining their class	Boys were less likely than girls to befriend pupils with SEN. Pupils with SEN may have difficulties in mixing in mainstream
Thompson, Whitney, Smith, (1994)	Incidence of bullying among children with SEN in mainstream schools	186 children with SEN, 93 SEN teachers	Interviews	Children with SEN perceived themselves as having fewer friends. Teachers underestimated the incidence of bullying
Farrell, (1995)	Potential for social interaction in an integrated nursery class in a special school	11 pupils with SLD and 6 mainstream pupils	On 6 occasions pupils were shown photographs of their peers and asked to choose who they would sit with or befriend	Children with SLD chose pupils from both groups equally. Mainstream pupils chose mainstream pupils more
Piji and Schepstra (1996)	How some mainstream schools catered for pupils with Down Syndrome	116 teachers, 216 parents, 12 classes (1 pupil with Down Syndrome, 1 low performing and 1 above average pupil in each)	Questionnaire Observation 2 to 3 days	Pupils with Down Syndrome spend a similar day as mainstream pupils and interact similarly, most interactions involved adults, and they initiated less interactions than they received

1.7. Relationship between previous research and this research

The studies reviewed in the previous section related to the factors that were considered by some for example, Ainscow (1997), Florian (1998) and Knight (1999) as essential for the occurrence of successful integration. These factors are

- Pupil being involved in all areas of decision making.
- Parents being treated as partners in the education of their children
- Positive attitudes prevailing among all those involved with pupils
- Support is available in the mainstream school
- Measures are taken to provide pupils with a broad and balanced learning experience
- Measures are taken to enhance the social interactions of pupils with adults and peers

The review has included some of the studies that have been conducted during the 1990s in the areas of pupils' and parents' involvement in the decision making process, attitudes of teachers and peers, the support provided to pupils with SEN in mainstream school, and the studies investigating the social experience of pupils with SEN.

Previous research has demonstrated the importance of listening to pupils' opinions (Beveridge, 1996). It also demonstrates that some parents do not feel confident enough to make demands for their children and feel lacking in knowledge of the assessment procedure (McCarthy, 1991, Knill and Humphreys, 1996)

The studies that looked at teachers' attitudes to integration revealed a general positive attitude (Harvey, 1992, Norwich, 1994, Ward et al, 1994), this positive attitude was linked with younger, less experienced teachers (Leyser et al, 1994, Padelidu and Lampropoulou, 1997), and some teachers expressed their need for better training (Taverner et al, 1997)

Investigating teachers' role in support provision revealed that collaboration among teachers and with outside agencies was essential for adequate provision of support (Daniels et al, 1993, Kersner and Wright, 1996, and Belmont and Verillon, 1999) Studies investigating the role of SNAs in providing support to pupils with SEN revealed that SNAs were not appropriately trained and that training had to take the form of college based training. (Clayton, 1990,1993, Farrell et al, 1999). The studies that focused on SENCOs' role in meeting pupils special needs revealed that SENCOs were overwhelmed by the amount of routine work that their job entailed (Derrington, 1997, and Lewis et al, 1997).

The investigation of the social experience of pupils with SEN shows that mainstream pupils did not interact with pupils with special needs as they would interact with mainstream pupils. Mainstream pupils used language that is appropriate for the developmental age of pupils with special needs. (Lewis, 1990, 1994, Martlew and Hodson, 1994, and Farrell, 1995). Adults have to play an instrumental role in promoting interactions between pupils with SEN and mainstream pupils (Stephenson, 1990)

Much of the research cited above concentrated on one kind of need, for example there were studies on the integration of pupils with Down's Syndrome, or those with mild learning difficulties, or those with severe learning difficulties. A few have looked at pupils with a range of needs but it would have been interesting to find more studies that investigated a range of special needs because in schools there are diverse needs, and not a cluster of similar needs.

In spite of the extensive research discussed here there seemed to be some areas that were lacking in research. Regarding the role of pupils and parents in the decision making there did not seem to be any studies that investigated their joint role in decision making. In addition to that no studies revealed the role of special school staff, educational psychologists and support services in participating and supporting parents to make the right decision. The right decision concerning: whether to transfer their children to a mainstream school or not, which is the best setting and which is the most appropriate timing and the reasons for making these decisions.

A number of studies have been cited that investigated the attitudes of those involved with pupils with SEN on integration, and the role of support providers, but no study has shown the exact measures that are taken in order to facilitate the transfer and how the level of support and expectations of those involved with the pupil change with the passage of time after transfer.

The studies reviewed in the area of pupils' social experience included studies of pupils' interactions and the nature of talk exchanged by mainstream pupils with SEN pupils. However, of almost equal importance is the quality of pupils' interactions involving adults, and the comparison between the interactions involving adults and those involving peers so as to provide a true picture of pupils' social experience in the mainstream school. It would also have been interesting to compare between pupils' social and academic experience when they first transfer to mainstream school to that in later academic years in the mainstream school. This would have served to show if pupils' experience changes with more involvement in the mainstream school. Perhaps pupils' interactions and academic experience in the special school had the

same quality. This cannot be ascertained without some research that compares the same pupils before and after transfer to a mainstream school.

Having reviewed all the studies mentioned above, some areas remain outstanding and need further research these are summarised in four areas: decision making, measures taken to facilitate the transfer, the support given to pupils with transfer to a mainstream school and finally pupils' experience at the mainstream school. Therefore, some research questions are formulated that their answers will be sought in the following chapters of this research.

The questions that the research aims to address are:

1. Who is involved in the decision making, what criteria are used, how is consensus arrived at and how are differences resolved?
2. After a decision is reached what measures are taken to facilitate the transfer?
3. Following transfer what support is received by the pupil in the mainstream school and does it change with the passage of time?
4. What is the classroom experience encountered by pupils when they first transfer to the mainstream school, does it differ to their experience at the special school and does it differ with the passage of time?

Chapter 2: Design and Methodology

2.1. Introduction

An appropriate research approach has to be chosen to address the questions that are the focus of this study. Robson (1993) indicates that experiments, surveys and case studies are common approaches employed in educational research.

In this present research, an experimental or survey approach would not be appropriate for the following reasons:

- Experiments are inappropriate on ethical grounds and also because they would not allow a detailed study of the process of integration.
- Surveys are inappropriate because they only provide general analysis based on large samples , but detailed analysis are needed to answer the research questions.

The case study approach was chosen for the following reasons:

- It investigates a single phenomenon thus identifies the unique interactions that occur within that phenomenon. (Nisbet , and Watt , 1984)
- It is usually a reflection of reality, as Adelman, Jenkins and Kemmis (1984 : 101) said: “ *Case study data (.....)is 'strong in reality' but difficult to organize (.....)This strength in reality is because case studies are down-to-earth and attention holding, in harmony with the reader's own experience and thus provide a 'natural' basis for generalization*”
- It is flexible and therefore allows the identification of unpredicted factors.
- It is sensitive to conflicting viewpoints that may be held by participants
- It provides data that can be interpreted and used by other researchers
- It allows the use of more than one method of data collection. (Adelman , Jenkins ,and Kemmis , 1984)

Robson (1993 : 52) has defined a case study approach as *“a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence”*

However case studies have been criticised for their lack of generalisability, and their susceptibility to subjectivity and bias. Adelman, Jenkins and Kemmis (1984) have addressed the first point of criticism by stating that it is possible to generalise findings from case studies by one of three methods

1. Generalising about the case studied from some features of the case, for example it is possible to generalise about a school's policy on overcoming bullying from studying the teachers' programme in dealing with bullying.
2. Generalising from the case to other cases, an example is where a study of one school's policy on overcoming bullying can help in generalising about other schools that adopt similar policies.
3. Generalising from the case to the class it represents., an example is where a study of a school's policy on overcoming bullying can be generalised to the LEA it belongs to.

Cohen and Manion (1984) had regarded the possibility of reaching generalisation from case studies as one of the main objectives of carrying out case studies. (Cohen and Manion, 1994). In this research the importance of generalisation of findings was not regarded as important as reaching findings that are applicable by others in the field. As Bassey (1984) said, *“The relatability of a case study is more important than its generalisability”* (Bassey, 1984).

The second point of criticism of case studies concerns the subjectivity of data and their interpretation. This is because the researcher is the one who both collects and interprets the data.

A number of authors (eg. Cohen and Manion 1994, and Robson, 1994) stated that this weakness can be overcome by three ways:

1. Making the content and focus of the methods of data collection clear and well defined.
2. Performing adequate tests of reliability to the instruments employed in the data collection.
3. Cross - checking evidence by the use of more than one method of data collection.

The third point of criticism that is directed to case studies is the possibility of researcher bias both in gathering and analysing data.

This can be overcome if the researcher is aware of this possibility, and constantly seeks to check the interpretation of the data. Finally the use of more than one method of data collection can also help in eliminating any bias. For example, comparing data gathered by interviews, with that collected by observation with that gathered by the consultation of documents. If there is a match between data collected by these methods then it is less likely that there is researcher bias.

2.1.1. Research questions:

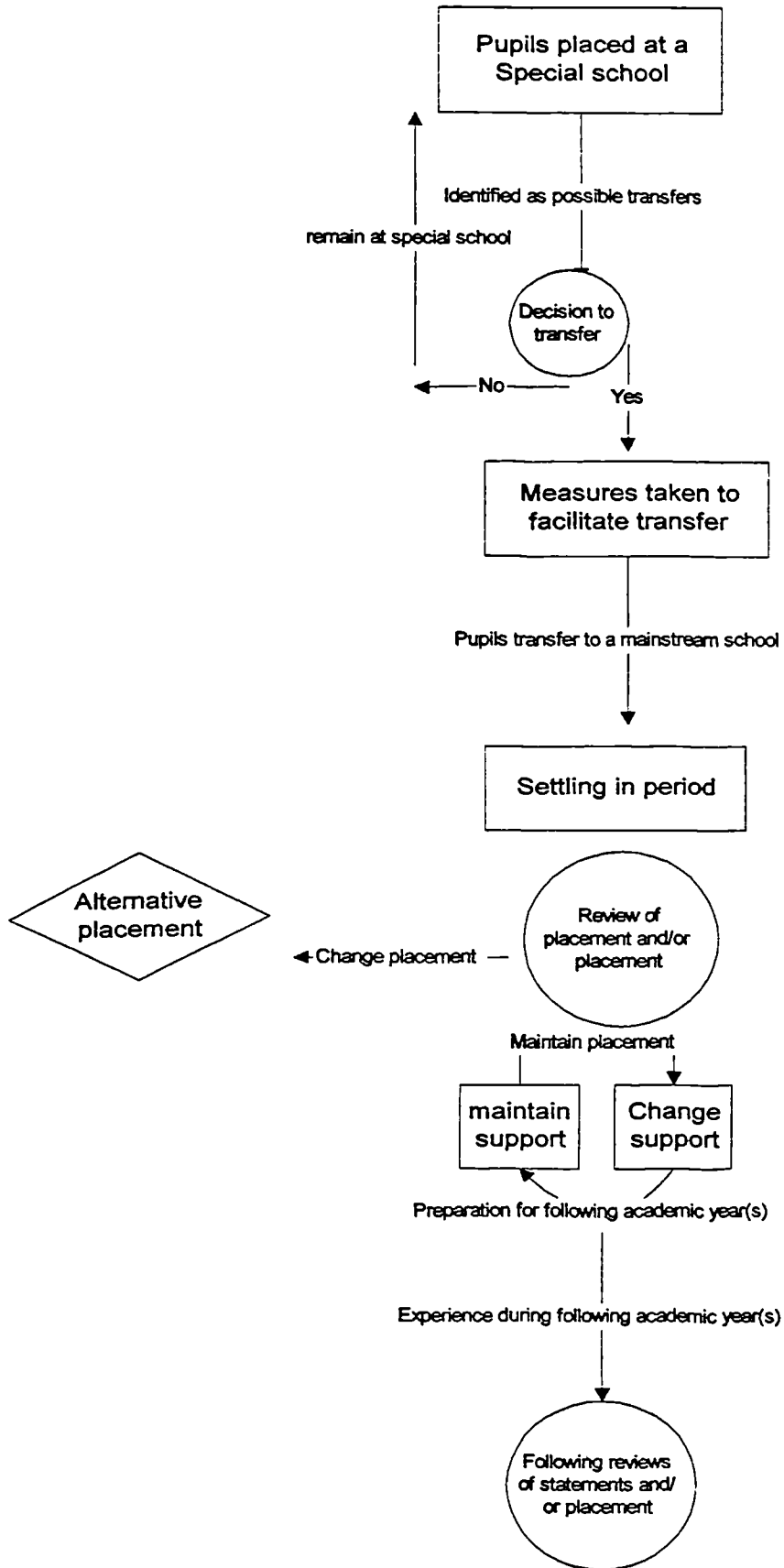
In the process of integrating children from special into mainstream schools the questions the research aims to answer are:

1. Who is involved in the decision making, what criteria are used, how is consensus arrived at and how are differences resolved?
2. After a decision is reached what measures are taken to facilitate the transfer?
3. Following transfer, what support is received by the pupil in the mainstream school and does it change with the passage of time?
4. What is the classroom experience encountered by pupils when they first transfer to the mainstream school, does it differ to their experience at the special school and does it differ with the passage of time?

2.1.2. The stages of transfer from special school into mainstream school

It is important first to consider the whole process of integration and to conceptualise and summarise the major points and stages within it. Figure 2.1. shows a diagrammatic representation of these stages.

Figure 2.1. Stages of transfer from Special school into Mainstream school



2.2. Design used in this research

Given this long process, ideally a longitudinal study of a group of pupils going through the stages of transfer could have served the purposes of this research. However, due to time limitations of a doctoral thesis, an alternative design had to be sought. It was decided to categorise the stages of transfer into phases. Fig. 2.2. shows how the stages of transfer outlined in Fig 2.1. have been segmented into three phases; namely, a Pre-transition phase, a Transition phase and a Post transition phase. Therefore, instead of studying a single group of pupils going through all stages of transfer, it was decided to focus on these groups, one at each of the identified phases. This allowed an in-depth study of each phase to be undertaken in parallel.

Fig. 2.3. shows the relationship between the design of the research and the research questions.

- The Pre-transition phase focuses on the decision making process, the measures taken to facilitate transfer and pupils' experience at the special school as compared to that during the settling in period at the mainstream school (Research questions 1, 2, and part of 4)
- The Transition phase focuses on the measures taken to facilitate transfer, the support given to pupils and pupils' experience at the mainstream school. (Research questions 2, 3, and 4)
- The Post-transition phase focuses on the support given to pupils after transfer and their experience during consecutive years. (Research questions 3 and part of 4)

The phases used in the design are both overlapping and complementary: that is, each phase can answer parts of some questions but at the same time all the research questions can only be answered by studying the three phases together.

Figure 2.2. Phases of transfer from Special school into Mainstream school

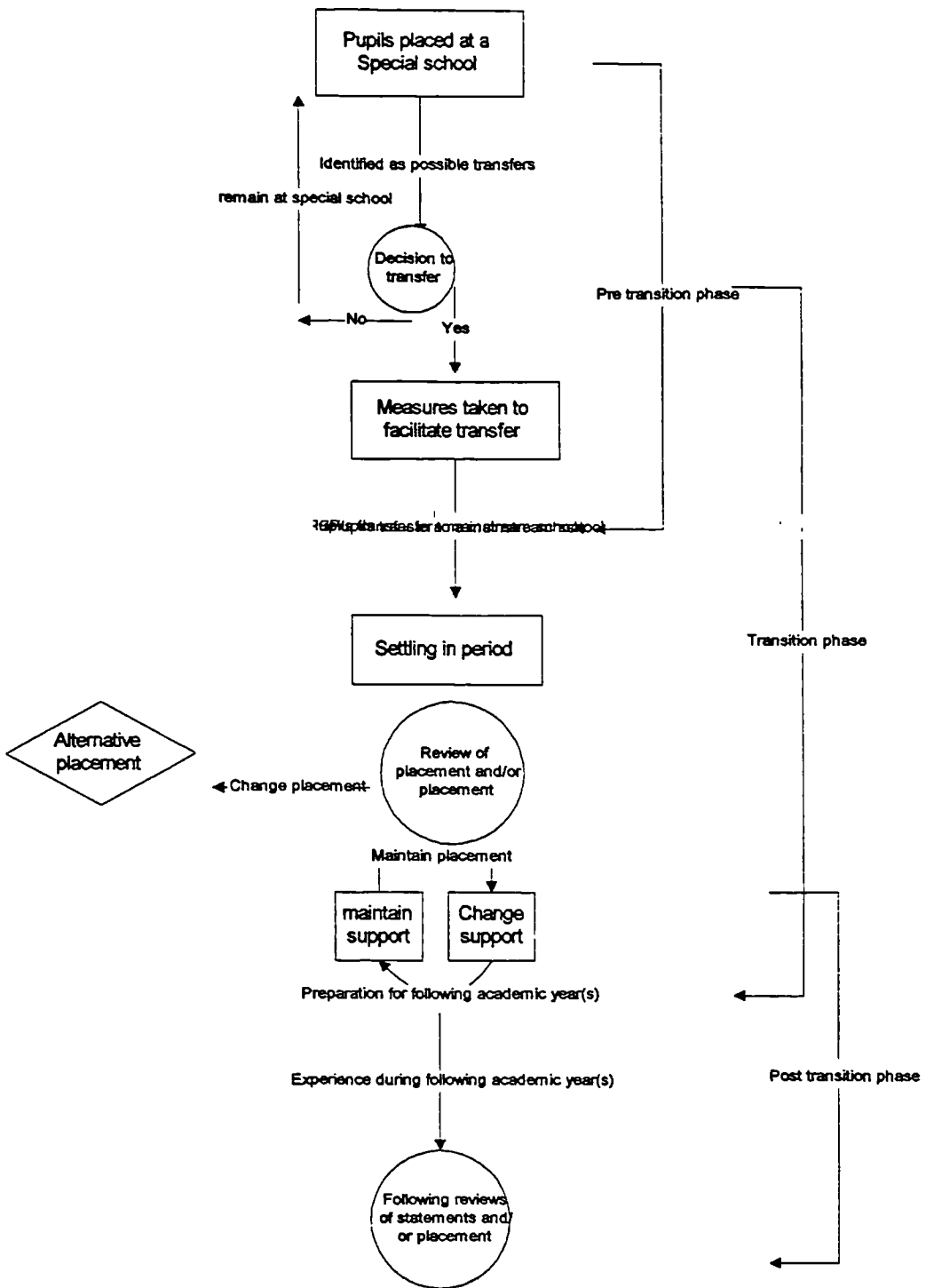
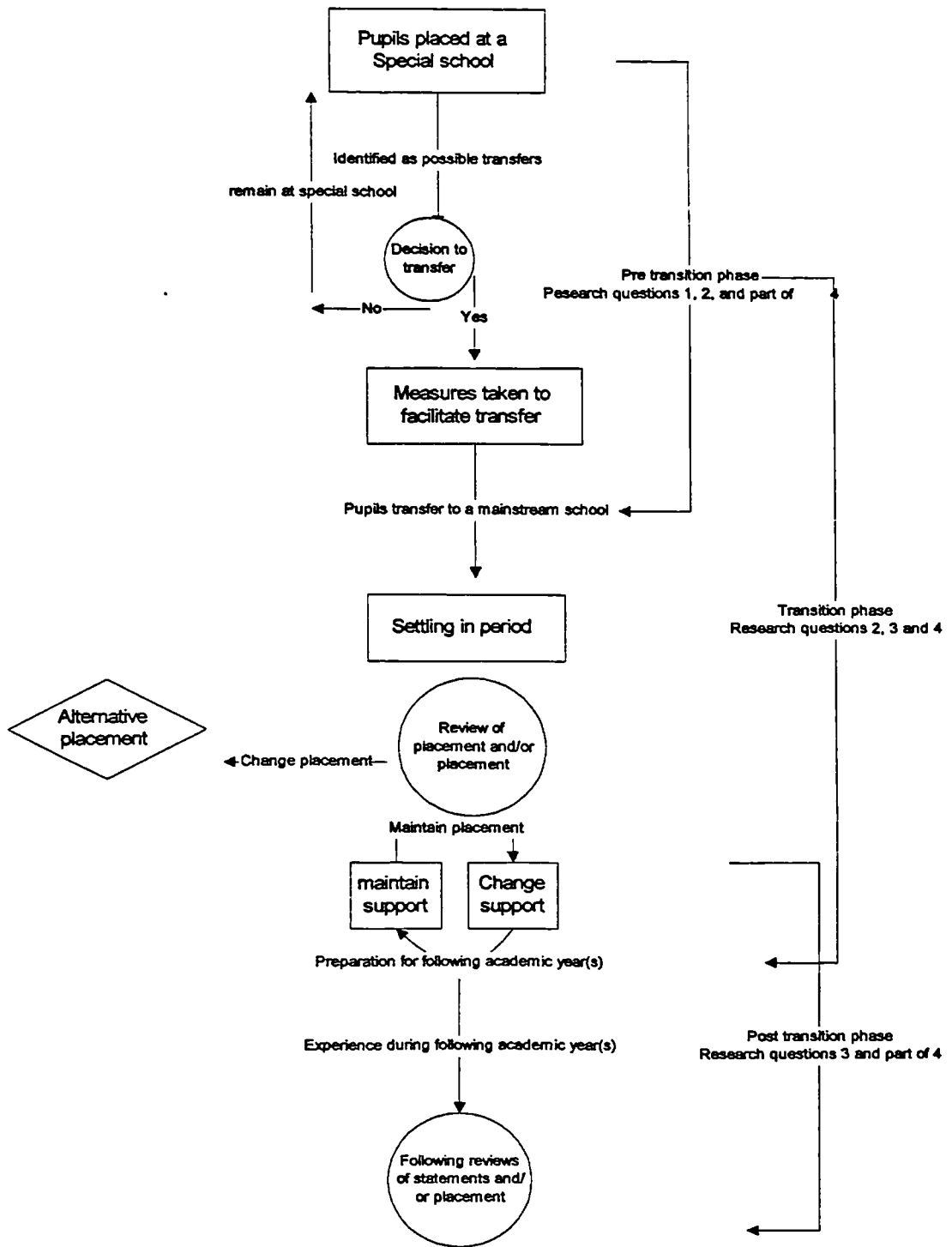


Figure 2.3. Relationship between design of research and research questions



2.3. The sampling procedure and criteria for inclusion in the sample:

The sample comprised three groups, each representing one phase of the transfer process. The general criteria for inclusion in the sample were:

- Pupils in the primary stage of education, because as identified previously the earlier that integration process is started the better. (e.g. Padeliadu and Lamppropoulou, 1997)
- Pupils identified as having special educational needs either with statements or being considered for statementing.

Specific criteria for inclusion in the sample related to the phase the pupils represent.

- The group that represents the Pre-transition phase comprised pupils placed at special schools for whom some speculation was taking place about possible transfer to a mainstream school.
- The group that represents the Transition phase comprised pupils in special schools for whom transfer to mainstream schools has already been decided.
- The group that represents the Post-transition phase comprised pupils who had transferred the previous year to a mainstream school from a special school.

An opportunity sample (e.g. Robson, 1994, Cohen and Manion, 1994) was used since a random sample would not have suited the nature of the criteria for inclusion in the sample.

The sampling procedure began with a series of visits to special schools in one LEA in an attempt to identify pupils who met the criteria outlined. Five pupils were identified through these visits. The LEA Support Services assisted in identifying a further five pupils who also met the criteria. A neighbouring LEA was then sought because the number of pupils was inadequate, and a further eleven pupils were identified from this source. Thus, in total twenty one pupils were identified.

2.3.1. Characteristics of the sample

Twenty one pupils were approached but one pupil was not included because the mainstream school he had transferred to, declined to take part in the research. The final sample therefore, consisted of twenty pupils; thirteen boys and seven girls. Table 2.1. summarises the sample characteristics:

Each of the Pre transition group and the Transition group had seven pupils and the Post transition group had six pupils. Most pupils were between five and six years of age, with the exception of two pupils who were seven, one eight and two were nine years old. Eight pupils had cerebral palsy ranging in severity. Six pupils had developmental delay, which again ranged in severity. Five pupils had behaviour problems and one had learning difficulties. Two of the pupils who had behaviour problems were diagnosed as autistic. All pupils have a British background except for two who are of Asian origin. Ten pupils were from one LEA and ten from a different LEA. For reasons of anonymity one LEA has been named X and the other Y. Pseudonyms are used throughout for pupils to ensure confidentiality.

Table 2.1. Characteristics of the sample:

Name	Age	Type of need	LEA
Pre - transition group			
Catherine*	5 years	Cerebral Palsy	X
Matthew	5 years	Cerebral Palsy	X
Marvin**	6 years	Behaviour problems	X
Robin**	6 years	Behaviour problems	X
Ben	5 years	Behaviour problems	Y
David	5 years	Behaviour problems	Y
John	6 years	Learning difficulties	Y
Transition group			
Robert	6 years	Developmental delay	Y
Anna	8 years	Cerebral Palsy	Y
Andrew	5 years	Developmental delay	Y
Karl	6 years	Developmental delay	X
Amy	5 years	Developmental delay	X
Mary	5 years	Cerebral Palsy	X
Martine	5 years	Developmental delay	X
Post - transition group			
Simon	7 years	Developmental delay	Y
Laura	9 years	Cerebral Palsy	Y
Lee	9 years	Behaviour problems	Y
Sean	7 years	Cerebral Palsy	Y
Nevine	6 years	Cerebral Palsy	X
Selim	6 years	Cerebral Palsy	X

* Catherine uses sign language ** Marvin and Robin are twins

2.3.2. Key participants in the process of integration

People who are likely to have an important role to play in the process of transfer into mainstream school can be identified as

- Target Pupil
- Parents
- Special school staff: Head teacher and Class teacher
- Educational Psychologist
- Mainstream school staff: Head teacher, Class teacher, Special Educational Needs Co-ordinators (SENCO), and Special Needs Assistants (SNA).
- LEA Support Services

The researcher decided that the perspective of the pupil was going to be sought indirectly through parents. The reasons for that was that pupils at this age group were considered too young, and because transfer to a mainstream school was not guaranteed to take place, it was feared that their knowledge of a possible forthcoming transfer may unsettle them.

2.4. Methods of data collection

The methods chosen for the data collection in this research were: Interviews, Observation and consultation of documents. Interviews were chosen to convey the participants' perspectives. Observation was chosen in order to reflect pupils' experience in the classroom. Consultation of documents was chosen in order to provide background and additional information related to the process of integration.

Table 2.2. shows the relationship between the research questions and methods chosen for data collection.

Table 2.2. Methods of data collection and their relationship to the research questions

Research questions	Interviews	Observations	Documents
Who is involved in the decision making, what criteria are used, how is consensus arrived at and how are differences resolved?	Parents Special school staff Educational Psychologist		Statement
After a decision is reached what measures are taken to facilitate the transfer?	Special school staff Educational Psychologist Mainstream school staff		Statement School SEN Policy
Following transfer what support is received by the pupil in the mainstream school and does it change with the passage of time?	Mainstream school staff		Statement IEP
What is the classroom experience encountered by pupils when they first transfer to the mainstream school, does it differ to their experience at the special school and does it differ with the passage of time?	Mainstream school staff	Two schedules: Classroom Observation Schedule Classroom Interaction Schedule	Pupils' work Teachers' records

2.4.1. Interviews:

Interviews are important tools in educational research, because they provide the researcher with an understanding the meaning people involved in education perceive of the experience, it is considered as a necessary tool in educational research (Seidman, 1991). They are chosen because they are flexible and adjustable methods of inquiry. Face to face interviews have the advantage of allowing the researcher to modify some questions, follow up interesting responses and therefore acquire insight into more important issues than a questionnaire could provide. (Robson, 1993).

Semi - structured interviews were chosen instead of fully structured or unstructured interview because fully structured interviews may not allow the interviewee to express his/her opinions freely, whereas fully unstructured interviews could both yield many irrelevant data and also miss some very important information.

Four pilot interviews were undertaken before the final version of the interviews was reached. These pilot interviews served to identify the areas that needed probing , to place the questions in a logical order, and to prepare the different prompts that would probe respondents' thinking.

It was decided to tape record the interviews in order to facilitate the transcribing, and also to give the researcher the freedom to ask the questions and follow leads without fear of losing the information. Both tape recording and taking down notes have disadvantages, the former may intimidate interviewees, while the latter may lead to loss of important information. However, the researcher decided that the risk of losing important information outweighed the risk of intimidating respondents. Powney and Watts (1987 : 124) have said “..... *most people quickly become accustomed to the presence of tape recorders, which are overall less obtrusive than inefficient note takers*” (Powney, and Watts, 1987, p. 124)

All interviewees were briefed on the purposes of the research prior to the interview. They were shown the questions they were going to be asked, and were told they had the choice to refuse to answer any of these. Their permission to being tape recorded was sought prior to the interview and they were offered a written transcript for comment and correction of the interview after it had taken place. None of the interviewees refused to answer any of the questions, but two refused to have the interview tape recorded, and this led to their interviews being written in the form of detailed notes, and thus there were no direct quotations used in the analysis.

2.4.2.1. Focus points for the interviews

The interviews began with at least one general question followed by more specific questions. All interviewees were asked about their role in decision making, expectations of pupils' experience, and general opinion of integration. The specific areas that were investigated for the different respondents are listed in table 2.3.

Most parental interviews involved the mothers . Sean's parents (in the Post-transition group) were profoundly deaf so an interpreter attended the interview and used sign language with the mother. The interviews with the parents of Nevine and Selim (Post-transition group) were quite short because of the parents' lack of proficiency in English. It would have perhaps been better to use an interpreter with those parents, but it was not anticipated then that it was necessary, so special arrangements were not made.

Table 2.3. Specific areas investigated with respondents

Parents	circumstances behind placement at special school, views on experience of pupil at special school.
Head teacher at Special School	role in taking measures to facilitate the transfer.
Class teacher at Special School	background information about the pupil, role in taking measures to facilitate the transfer.
Head teacher at Mainstream School	the school's policy regarding integration , role in taking measures to facilitate the transfer.
Class teacher at Mainstream School	role in taking measures to facilitate the transfer, and perspectives on support provided.
Special Educational Needs Co-Ordinator	role in measures taken to facilitate pupils' transfer and role in providing support to meet pupils' needs.
Special Needs Assistant	background information and role in providing support to meet pupils' needs.
Educational psychologist	role in taking measures to facilitate the transfer.

In order to explore the effect of passage of time on the perspectives of parents and class teachers a follow up interview was undertaken. Parents' follow up interviews focused on:

- perspectives regarding their children's remaining at special school or transfer to a mainstream school,
- perspective regarding the support received by their children and,
- expectations of their children during the following stage.

Teachers' follow up interviews focused on:

- perspectives regarding pupils' experience whether in a special or a mainstream school,
- perspectives regarding support provided and,
- expectations of the following stage. (Please see Appendix 1 for examples of all interview schedules)

2.4.2. Observation

Observation was selected as a more suitable method than interviews and consultation of documents to represent pupils' experience in the classroom. Interviewing teachers and parents could have conveyed the pupils' experience in the classroom. However, this would have been the pupils' experience as perceived by others.

So observation was chosen to reflect directly the pupils' experience as observed in the classroom. Observation has been criticised because it depends mainly on the observer's perception, and thus can be subjective. The use of a structured schedule of observation with clearly defined categories can help overcome this difficulty. (Robson, 1993)

There were two issues that needed addressing prior to carrying out observations. The first issue was that of ethics, ideally the consent of children to being observed would have been sought but this was impossible because of their age as well as the effect that this knowledge may have on their behaviour in the classroom. Parental consent was therefore sought from the onset of the research. Parents and professionals were told about the aims of the research, and the methods to be used. They were also shown the observation schedules and informed of how long this research should last. Moreover, teachers were asked to explain to the whole class that the researcher would be observing them in the classroom without mentioning any particular pupil. Parents and professionals were all assured of total confidentiality, and that no reference would be made to their true identity and no school names would be mentioned.

The second issue concerned the effect of the presence of the observer on the pupils in the classroom. It was feared that pupils would feel self-conscious, and act in a way that was unnatural because of their awareness of being observed. It was also feared that they would treat the observer as a classroom assistant. However, it was anticipated that the novelty of the situation would soon wear off and the observer would become "another adult" in the classroom, and that pupils in the classroom would forget the researcher's presence and act naturally. Observers in the ORACLE research had also been concerned about the effect their presence may have on pupils but found that only 1% of pupils' reactions was a result of the presence of the observer directed towards the observer. (Galton, Simon, and Croll, 1986)

2.4.2.1. Development of the Classroom Observation Schedule: Content

The Classroom Observation Schedule had to include certain criteria:

- the schedule had to be appropriate for classes from nursery to end of key stage 2;
- the schedule had to be applicable in different settings (mainstream and specialised placement);
- the schedule had to be appropriately representative of what took place.

In devising such a schedule the literature on classroom observation was consulted, and three studies in particular related to this research. These studies were the One In Five study (Croll and Moses, 1985), the Flanders Interaction Analysis Categories (FIAC), (Flanders, 1970), and the Observational Research And Classroom Learning Evaluation project, (ORACLE), (Galton, Simon and Croll, 1980). The One in Five study looked at pupils with special educational needs investigating their classroom experience and their interactions with adults. The FIAC study looked at the interactions involving adults and peers in the classroom. While the ORACLE project looked at both the classroom experience and the interactions involving pupils with adults and peers in the classroom. The One in Five study was the only one that looked at the mainstream classroom experience of pupils with special educational needs which was closely related to this research. Some of the categories found in the One In Five study were used in the schedule devised for example the teacher's organisation, curriculum focus, interactions and the mobility/fidgeting categories. Having tried it out in the classroom, further categories were added in order to capture other aspects of the classroom experience.

Table 2.4. Categories included in the different versions of the Classroom Observation Schedule

	First version	Second version	Final version
Categories	1- Working with whom 2-Curriculum areas and activities. 3-Choice of activities 4- Kind of interactions	1- Type of work 2- Involvement with others 3- Curriculum content 4- Choice of activities 5- Interactions 6- Routine activities	1- Teacher's organisation 2- People Involved 3- Relation to peer activity 4- Curriculum focus 5- Activity 6- Choice of activity 7- Verbal interaction 8- Non verbal interaction 9- Listening Watching 10- Waiting for teacher 11- Moving 12- routine occurrences 13- Restless 14- Distracted

Table 2.4. summarises the steps that the Classroom Observation Schedule went through before reaching its final version. The final version of the schedule included fourteen categories placed in an order to ensure that background information (organisation setting, people involved, relation to peer activity, curriculum focus and activity) was coded first and the more substantive categories that needed judgements were coded subsequently (e.g. verbal interaction, non-verbal interaction , choice of activity etc.) Moreover, in order to include everything in one page it was decided to have a separate sheet with the definitions and the abbreviations that were used to describe different categories. (See Appendix 2 for the coding sheet, and the definitions of categories used in the schedule)

2.4. 2.2. Development of Classroom Observation Schedule : Locating Observations

in time:

The next step in the development of the Classroom Observation Schedule was to decide how to locate the observations in time. There were several options:

- continuous recording
- event recording
- time sampling
- instantaneous sampling

Having reviewed the different options it was decided to choose the 'instantaneous sampling' method. This was more manageable when two pupils were to be observed at the same time as in the case of twins, or the presence of two pupils in the same class. Moreover, the main aim was to see the range of different activities that took place in the classroom and not particularly the sequence and frequency of occurrences. In addition, in order to overcome the fact that what happened in between occurrences was not entirely captured by this kind of sampling, a research diary was kept where notes were made about the context within which the observed activity took place as well as any significant occurrences happening between the specific recordings.

Occurrences were recorded over a one hour period every five minutes. This allowed for twelve separate recordings with sufficient time to write accurately what happened in between recordings.

2.4.2.3. Establishing the reliability of the Classroom Observation Schedule

Establishing reliability is very important because it is the only means of showing that the results obtained using this schedule are not unique to the researcher, but that if other researchers were to use the same schedule they would get similar results. Moreover, it was important to establish that, as time passed, there was no change in the application of the coding system as the researcher became more familiar with it. The first kind of reliability is "inter - observer reliability" and the second is "intra - observer reliability"

2.4.2.3.1. Inter - observer reliability

A pre-recorded video tape was used to determine inter - observer reliability. Using the tape, the researcher and the two supervisors separately recorded using the Classroom Observation Schedule what a target pupil was doing every five minutes.

The three sheets were brought together and compared for each five minutes observed. The number of identical coding were calculated and expressed as a percentage of the total number of codes recorded. This calculation was made both for each five minute period and also for each category.

The agreement figures were calculated by two methods which yielded different figures of agreement. The first method of calculating agreement figures (method A) was done by calculating all the times that the researcher and the two supervisors had agreed on the codes even when agreement occurred on leaving a blank. The number of times they had agreed was divided on the total number of categories and the total number of minutes. The agreement figures calculated using this method (method A) are summarised in table 2.5. The second method of calculating agreement figures (method B) was to calculate all the times where the researcher and the two supervisors had agreed on the codes and to divide those on the possible codes only (not calculating blanks). The agreement figures reached by using this method (Method B) are summarised in table 2.6.

Tale 2.5. Agreement Figures of Inter - observer reliability of Classroom Observation Schedule method A

Agreement figures across minutes		Agreement figures across categories	
1st 5 minutes	100%	Teacher's organisation	91%
2nd 5 minutes	79%	People involved	82%
3rd 5 minutes	100%	Relation to peer activity	91%
4th 5 minutes	86%	Curriculum focus	100%
5th 5 minutes	93%	Activity	82%
6th 5 minutes	100%	Choice of activity	91%
7th 5 minutes	93%	Verbal interaction	73%
8th 5 minutes	100%	Non verbal interaction	91%
9th 5 minutes	100%	Listening / Watching	91%
10th 5 minutes	100%	Waiting for teacher	100%
11th 5 minutes	79%	Moving	100%
		Routine occurrence	100%
		Restless	100%
		Distracted	100%

Table 2.5. shows that the lowest agreement across minutes was 79% which seems to be within the acceptable range of difference between three individual researchers. Most figures ranged from 93% to a 100%. The least figure of agreement across categories was that in the verbal interaction (73%), where there were incidents where verbal interaction was said to have taken place by someone while the others did not code it occurring. This was possibly due to the fact that the recording was done through a videotape and not in the real life situation where it would have been easier to ascertain whether there was verbal interaction taking place or not.

Tale 2.6. Agreement Figures of Inter - observer reliability of Classroom Observation Schedule method B

Agreement figures across minutes		Agreement figures across categories	
1st 5 minutes	100%	Teacher's organisation	91%
2nd 5 minutes	67%	People involved	82%
3rd 5 minutes	100%	Relation to peer activity	91%
4th 5 minutes	75%	Curriculum focus	100%
5th 5 minutes	86%	Activity	82%
6th 5 minutes	100%	Choice of activity	91%
7th 5 minutes	83%	Verbal interaction	67%
8th 5 minutes	100%	Non verbal interaction	67%
9th 5 minutes	100%	Listening / Watching	67%
10th 5 minutes	100%	Waiting for teacher	
11th 5 minutes	50%	Moving	
		Routine occurrence	
		Restless	
		Distracted	

Table 2.6. shows that there were some noticeable differences in the agreement figures using this method. This was particularly noticeable in the second and eleventh five minutes coded. During the second five minutes coded disagreement occurred on three out of eight possible codes. These disagreements occurred in the areas of how many people were involved with the pupil, the activity that the pupil was observed doing and the occurrence of verbal interactions. Some disagreement in these three categories was expected due to the fact that coding is done through a videotape. Likewise, the eleventh five minutes showed a low-agreement figure, 50%.

The researcher and two supervisors had disagreed on three out of six categories. These categories involved who was involved with the pupil, the relation to peer activity and the choice of activity. Again these disagreements could be attributed to the fact that coding was done through a video tape. As for the agreement across categories, some categories were left blank because there was no codes for any of them, some remained unchanged because there were no occasions of leaving blanks (teacher's organisation, people involved, relation to peer activity, curriculum focus, activity, and choice of activity) In the categories, verbal, non verbal interactions and listening/watching there was agreement on two out of three possible codes. This again could be attributed to the fact that coding was done using a videotape.

2.4.2.3.2. Intra observer reliability

Intra - observer reliability focuses on the effect of the passage of time on the use of the schedule of observation; i.e. assessing whether using the schedule some time later would yield different recordings. Three pre recorded video tapes were chosen that showed pupils' activities in the classroom. These three video tapes were viewed and the activity of one pupil was observed and recorded every five minutes. The same video tapes were observed twice with a lapse of two months in between each occasion The figures of agreement between both occasions were calculated using method A and method B outlined previously . Table 2.7. Agreement Figures of intra observer reliability Classroom Observation Schedule: method A

Across minutes	1st tape	2nd tape	3rd tape	Categories of Observation Schedule	1st tape	2nd tape	3rd tape
1st five minutes	100%	86%	100%	Teacher's organisation	100%	93%	100%
2nd five minutes	86%	93%	93%	People involved	66%	93%	72%
3rd five minutes	93%	86%	100%	Relationship to peer activity	93%	100%	93%
4th five minutes	100%	93%	71%	Curriculum focus	58%	79%	100%
5th five minutes	100%	93%	79%	Activity	100%	100%	100%
6th five minutes	93%	86%	86%	Choice of activity	100%	86%	100%
7th five minutes	93%	86%	86%	Verbal interaction	93%	93%	86%
8th five minutes	93%	100%	86%	Non verbal interaction	86%	86%	72%
9th five minutes	93%		86%	Listening and watching	93%	100%	86%
10th five minutes	93%		86%	Waiting for teacher	100%	100%	100%
11th five minutes	86%		100%	Moving	100%	100%	100%
12th five minutes	79%			Routine occurrence	100%	100%	100%
				Restless	100%	100%	100%
				Distracted	100%	100%	100%

Again, these figures in table 2.7. seem appropriate. The lowest figure of agreement was 71% across minutes and it occurred primarily as a result of disagreement concerning the area of curriculum focus where on one occasion it was coded as O (other) and on another occasion it was coded as a specific area of the curriculum for example AT (art) or E (English). However disagreement in this particular category could be attributed to the fact that the coding was done using a videotape rather than a real life situation. In the real life situation (in the classroom) the researcher checked with the teacher when uncertainty occurred, in the curriculum focus..

As for the figures of agreement across categories, most figures were satisfactory except for the 'people involved' category which reached only 66%. This was attributed to the fact that coding was through a videotape where it was difficult to differentiate between pupils standing near the target pupil or with the target pupil. This would not be likely to occur in real-life classroom situations.

Table 2.8. Agreement Figures of intra observer reliability Classroom Observation Schedule:method B

Across minutes	1st tape	2nd tape	3rd tape	Categories of Observation Schedule	1st tape	2nd tape	3rd tape
1st five minutes	100%	87%	100%	Teacher's organisation	100%	93%	100%
2nd five minutes	72%	87%	86%	People involved	66%	93%	72%
3rd five minutes	86%	75%	100%	Relation to peer activity	93%	100%	93%
4th five minutes	100%	87%	67%	Curriculum focus	58%	79%	100%
5th five minutes	100%	87%	63%	Activity	100%	100%	100%
6th five minutes	83%	75%	75%	Choice of activity	100%	86%	100%
7th five minutes	58%	75%	78%	Verbal interaction	67%	75%	67%
8th five minutes	67%	87%	78%	Non verbal interaction	50%	67%	50%
9th five minutes	67%		75%	Listening and watching	50%	100%	67%
10th five minutes	67%		88%	Waiting for teacher	100%	100%	100%
11th five minutes	78%		100%	Moving	100%	100%	100%
12th five minutes	63%			Routine occurrence	100%		
				Restless			
				Distracted			

The agreement figures outlined in table 2.8. show that the categories of people involved, curriculum focus and non verbal interactions are the areas where most disagreement occurred. Some confusion was expected to occur in the categories of people involved and curriculum focus when coding through a videotape. This is because sometimes the target pupil can be standing physically near a group of pupils but it does not mean he is with them, in the classroom such a difference is more apparent. As for the curriculum focus, in the classroom whenever there was uncertainty some confirmation was sought from the teacher as to which curriculum area the pupil was involved in. Non verbal interactions are subtle means of interactions, a facial expression or a body movement could be coded as forms of non verbal interactions in some occasions while in others they could be coded as part and parcel of the conversation taking place. It is more feasible in the classroom situation to distinguish between these subtle differences.

2.4.2.4. Development of the Classroom Interaction Schedule: Content

The Classroom Observation Schedule described above aimed at capturing what took place in the classroom as a whole:

- Curriculum Focus
- People involved with the pupil
- Extent of choice of activities
- Verbal and non verbal interactions experienced by pupil
- Amount of time spent by the pupil restless and/or distracted

The schedule did not, however, capture the duration of interactions, or their content. It was difficult in an instant to evaluate whether the pupil was initiating an interaction or merely responding to an interaction directed to him by others. A second Classroom Interaction Schedule was therefore necessary to capture the finer details of interactions taking place. This was of special importance, because pupils' social interactions was a major point of interest in this research.

Using a video camera or a tape recorder would have proved very beneficial in showing the detail of the interactions taking place. But both types of equipment could have proved to be intrusive and impractical. The target pupil would have felt he was the object of attention and this could have affected the nature of the interactions taking place.

Moreover, in order to pick up all kinds of conversation taking place it would have been necessary to attach the recording device on the target pupil which again would have alerted the pupil that he was the subject of attention. A third alternative would have been to fix recording devices for all pupils in the class and this would have caused much chaos and would have proved impractical. It was therefore decided that the researcher would record the interactions as they occurred, recording who was interacting with whom, saying what and for how long. Having tried to record interactions as they took place alerted the researcher to the need of a schedule to use in observing pupils' interactions.

The Classroom Interaction Schedule had to include the following criteria:

- measure of who was interacting with whom;
- quality of verbal interactions taking place;
- quality of the non verbal interactions taking place.

The FIAC study appeared to have some resemblance to the purpose of this research. The teacher/pupil interaction categories in the FIAC comprised 10 categories, seven of which involved adult talk and only three involved pupil talk. (Flanders, 1970) It was therefore decided to use Tough's categories of talk, (Tough, 1976 and 1979) where she classified teacher/pupil talk and pupil/pupil talk into

Teacher / pupil talk

- orienting
- enabling : follow through, focusing , checking
- informing
- sustaining
- concluding

pupil / pupil talk

- self maintaining and group maintaining
- directing
- reporting on present and past experience
- reasoning
- predicting
- projecting
- imagining

Table 2.9. Development of the Classroom Interaction Schedule

	First version	Second version	Final version
Verbal categories, from adults to pupil	Orienting, Enabling, Informing, Sustaining, Concluding, Routine, Criticism	Orienting, Enabling, Informing, Sustaining, Sustaining and Repeating, Concluding, Routine statements, Routine questions, Criticism	Orienting, Informing, Sustaining, Concluding, Routine, Criticism
From pupil to peer and adults	Calling pupils, Self maintaining, Directing, Reporting, Reasoning, Predicting, Projecting, Imagining, Humour, Asking questions, and Answering by yes or no	Calling pupils, Self maintaining, Directing, Reporting, Reasoning, Predicting, Projecting, Imagining, Humour, Asking questions, and Answering by yes or no	Calling pupils, Self maintaining, Directing, Reporting, Reasoning, Predicting, Projecting, Imagining, Humour, Asking questions, and Answering by yes or no, Inaudible statements
Non verbal categories	Facial expression, Gesture, Tactile, Body movement	Facial expression and Physical expression	Facial expression and Physical expression
Recording sheet	No	Yes	Yes

Table 2.9. shows the stages of the development of the Classroom Interaction Schedule. Although Tough's categories were used as a basis for the schedule, some of these were modified and others were added. For example, 'Orienting' and 'Enabling' statements were combined in one category. 'Criticism' was added to adults' talk. (Borrowed from FIAC). These changes were made after preliminary piloting of the schedule. The final version of the Classroom Interaction Schedule can be found in Appendix 3, and the sheet containing the definitions and examples of verbal and non verbal categories of the schedule can be found in Appendix 4.

2.4.2.5. Establishing the reliability of the Classroom Interaction schedule:

The reliability of the Classroom Interaction Schedule was investigated in the same way as the Classroom Observation Schedule, using method A, because the coding system depended on event recording which meant that no blanks were left. The results were as follows.

2.4.2.5.1. Inter - observer reliability

The few minutes chosen from a prerecorded video depicted an eight year old girl in the classroom in different interactions with peers and teacher. The recording of the researcher were compared to those of the supervisors and the agreement figures were calculated in the same way as before.

Table 2.10. Agreement figures inter observers of Classroom Interaction Schedule

Agreement on episodes	75%
Agreement on persons initiating the interactions	100%
Agreement on persons receiving the interaction	100%
Agreement on verbal interactions	75%
Agreement on non verbal interactions	94%
Agreement on quality of non verbal interaction	81%

Table 2.10. shows the agreement figures. Perhaps the lowest figure of agreement occurred in the episodes and in the verbal interactions category. Some disagreement occurred in the coding of when an episode of interaction began and when it ended. Sometimes the interaction was considered by the researcher or the two supervisors to be continuing while the others considered it to have ended. As for verbal interactions, there was some disagreement on the quality of verbal interactions taking place. This mainly occurred between the reporting category and Inaudible one, where one of the supervisors or the researcher could not hear, or decipher what was being said so coded it as Inaudible. Disagreement reflected genuine disagreement resulting from having three different people with different experiences and interpretations using the schedule, as well as the fact that coding was done using a video tape.

2.4.2.5.2. Intra-observer reliability:

The intra-observer reliability was also calculated for this schedule using method A. Table 2.11. shows that there was no disagreement on the number of episodes, who initiated the interaction and who was receiving the interaction. There was no disagreement in the beginning and ending of episodes. As expected the most disagreement occurred in the areas of verbal interaction and non verbal interaction. However, disagreements occurring in the verbal interaction were mainly the result of coding one kind of talk differently as the two occasions.

This could be attributed to the fact that the coding was done from a videotape. The non verbal interaction category was another area where some disagreement occurred, which could be due to difference of interpretation of whether a gesture or a facial expression were part of a conversation or a non verbal interaction.

Table 2.11. Agreement figures Intra-observer reliability of Classroom Interaction Schedule

	Figures of agreement in 1st videotape	Figures of agreement in 2nd videotape	Figures of agreement in 3rd videotape
Start and end of episodes	100%	100%	100%
Person initiating	100%	100%	100%
Person receiving	100%	100%	100%
Verbal interactions	93%	88%	89%
Non verbal interactions	85%	74%	75%

2.4.2. 6. Research Diary:

In addition to the Classroom Observation Schedule and the Classroom Interaction Schedule, a detailed account of the situations observed was written immediately after each visit. This diary served in highlighting key ideas and possible areas that required further observation and analysis. It also included personal feelings and intuitions, questions asked to teachers or others and the answers given and any other information volunteered to the researcher. This research diary served to fill the gaps of the two observation schedules, since it gave room for speculations and explanations on topics engaged in, remarks on what appeared to be happening and any other factors that could not have been captured by the schedules

2.4.3. Documents

Documents constitute the third method of data collection in the case studies in this research. They are also used to confirm details gathered through interviews, and observation. Moreover, some provided the background to the decision making process, and the way the pupils' needs are met. The documentation constituted of the following

- The pupil's statement of special educational needs which provides specific background information about assessed needs and provision. Furthermore, any amendments to the statement together with annual review reports provide a picture of any changes, for example to support, and of pupil progress.
- The school's SEN policy provides some information on schools' policy on integration, and partnership with parents.
- The records kept by teachers are of importance in reflecting the pupils' classroom experience.
- Examples of pupil work provide information on their formal curricular activity.
- The LEA policy on special educational needs provision provides background information on its approach to integration.
- The Individual Educational Plans (IEP) of pupils reflects how the mainstream staff attempt to meet pupils' educational needs.
- Any additional information that any of the professionals or parents feel is significant to show the researcher, were also consulted.

2.5. Summary:

This chapter has discussed the research approach used in this research, the case study. The design of the research is "overlapping longitudinal study" where three groups of pupils are going to be studied in parallel. The study of each group will focus on one phase of the stages of transfer from a special school into mainstream school. The sample consists of twenty pupils their ages ranging from five to nine. The methods of data collection that are going to be used are semi structured interviews, observation using two schedules: the Classroom Observation Schedule, and the Classroom Interaction Schedule, and a

research diary. Documentation is also to be consulted. Before discussing the results, the following chapter will discuss the data gathered and the methods of analysis employed in this research.

Chapter 3 : Data gathering and approach to data analysis

3.1. Data gathered:

The data in this research were gathered through interviews, classroom observation and the consultation of documents. Table 3.1. summarises the data collected from each source for each pupil. It shows that all parents, special school staff and mainstream school staff co-operated in the interviews. In the follow-up interviews only two sets of parents refused to take part. It was decided that three pupils' parents would not be interviewed during the follow up interviews because of language difficulties. Five Educational Psychologists refused to be interviewed because they were busy or felt they had nothing to say. It was decided that the class teachers of the Post - transition group would not be re interviewed, because they were the third teachers that had taught pupils after their transfer.

As for the observation sessions using the Classroom Observation Schedule, the least number of observed sessions was ten, and the most was twenty one. The observation sessions using the Classroom Interaction Schedule ranged from nine to twelve sessions. Pupils' absence during designated days for observation, led to variable numbers of observation sessions. Sean was not observed using the Classroom Interaction Schedule because he was hospitalised during the last three terms of the research.

A research diary was kept for all pupils providing a full commentary on the sessions and interactions observed.. It was not possible to consult all the documents for all pupils because in some cases the school staff were reluctant to allow the researcher to see the school's SEN policy , the pupils' statements or to see some examples of pupils' work in spite of parental consent. IEPs were not mandatory in both LEAs, so they were only consulted in five pupils.

Table 3.1. Summary of data collected from each source for each child.

Pupil	Interviews conducted										Observation sessions			Documents consulted			
	A	B	C	D	E	F	G	H	A	C / F	I	J.	K	L	M	O	P
Catherine	√	√	√	√	√	√	√	√	√	√	14	9	√	√	√	√	√
Matthew	√	√	√	√	√	√	√	√	√	√	16	12	√	√	√	√	√
Marvin	√	√	√	√	√	√	√	√	√	x	15	10	√	√	√	√	N
Robin	√	√	√	√	√	√	√	√	√	x	15	11	√	√	√	√	N
Ben	√	√	√	x	x	x	x	N	x	√	16	10	√	√	x	√	N
John	√	√	√	x	x	x	x	N	√	√	16	11	√	√	x	√	N
David	√	√	√	x	x	x	x	N	√	√	16	11	√	√	x	√	N
Robert	√	√	√	√	√	√	√	√	√	√	21	10	√	√	√	√	N
Anna	√	√	√	√	√	√	√	√	√	√	21	11	√	√	√	√	N
Andrew	√	√	√	√	√	√	√	√	√	√	18	12	√	x	√	√	N
Karl	√	√	√	√	√	√	√	√	√	√	20	11	√	√	√	√	√
Amy	√	√	√	√	√	√	√	√	√	√	20	11	√	√	√	√	√
Mary	√	√	√	√	√	√	√	N	√	√	17	10	√	N	√	√	N
Martine	√	√	√	√	√	√	√	N	√	√	16	11	√	N	√	√	N
Simon	√	√	√	x	√	√	√	√	x	N	18	11	√	√	√	√	N
Laura	√	√	√	√	√	√	√	√	√	N	19	11	√	√	√	√	N
Lee	√	√	x	x	√	√	√	√	√	N	18	11	√	x	√	√	N
Sean	√	√	√	√	√	√	√	√	N	N	10	0	√	√	x	x	N
Nevine	√	√	√	√	√	√	√	√	N	N	10	11	√	√	√	√	√
Selim.	√	√	√	√	√	√	√	N	N	N	10	10	√	N	√	√	N

Key	A	Parents	B	Head teacher at special school	C	Class teacher at special school	D	Educational Psychologist
	E	Head teacher at mainstream school	F	Class teacher at mainstream school	G	Special Education. Needs Co-Ordinator	H	Special Needs Assistant
	I	Number of observation sessions	J	Number of Interaction sessions	K	Research Diary	L	Statement
	M	School Policy for meeting SEN	N	Not applicable	O	Examples of work done by pupils.	P	Individual Educational Plan

3.2. Analysis of interview data:

The analysis of the interview data went through the following stages:

- The first stage took the form of transcribing all the interviews from the tapes. The written interviews were shown to the interviewees seeking their approval and/or further comments. All interviewees did not wish to add anything to the interviews, and most declined to check the written version.
- The second stage of the analysis of interview data took the form of looking at all the interviews of different key participants and highlighting significant points, areas of similarities or differences. All interviews for parents, for example, were looked at, significant points highlighted, and areas of similarities and/or differences were pinpointed. Refer to appendix 5 for the themes that emerged at this stage of analysis.
- The third stage of the analysis of interview data, was a stage where the researcher looked at all the interviews concerning each pupil and drew together common themes and differences between the perspectives of the different key participants. Please refer to appendix 6 for the similarities and differences pinpointed between participants' perspectives regarding each pupil.

The fourth stage involved analysing the interview data for each group individually, i.e. the Pre transition group, the Transition group and the Post transition group. All the interview responses of each key participant for each group were categorised. The categorisation of the answers was done according to the messages that the answers conveyed. This categorisation was followed by written analysis of each group discussing emerging patterns within the group, and identifying differences. These categories used in the analysis of answers were accompanied with some examples to show how these categories were reached they are included in each chapter relating to each group.

3.3. Analysis of data from the Classroom Observation Schedule and Classroom Interaction Schedule

The analysis of the data collected by the Classroom Observation Schedule and the Classroom Interaction schedule was undertaken as follows.

- First, all the ticks in each observation session were counted and expressed as a percentage. These percentages were placed in a table summarising the results for each pupil.
- Second, an average for each term was calculated and expressed as a percentage, these percentages were placed in bold in highlighted columns. See appendices 7, 8, 9 for pupils' Classroom Observation Schedule summary sheets, and refer to appendices 10, 11, 12 for pupils' Classroom Interaction Schedule summary sheets.
- Third, using these tables with the percentages of the terms' averages and the diary notes that accompanied both schedules, a summary of each term was written. The averages of these terms served to reflect what was observed generally. In some cases a particular observed session seemed significant and that was when the averages of that session and the diary notes were used to highlight the points of significance in that particular session.
- The fourth step in the analysis of the data of the Classroom Observation Schedule was representing these data in one table for each group. A table for the Pre transition group comprised the averages for each term observed for each pupil in the group. The highest percentage in each category was highlighted. Although highlighting highest percentages served to show what was taking place the most during observed sessions, but sometimes the differences between the highest percentage and the others in that category were not significant. This may have been an indication of a balance occurring in these categories, which was commented upon in the summary that followed that table for the group. That summary also highlighted similarities and differences between pupils' observed classroom experience. Similar tables were made for the Transition group and Post transition group.
- Finally, the data of the Classroom Interaction Schedule was represented in pie charts and bar graphs. For each pupil pie charts represented the amount of pupils' interactions involving adults and peers. Bar graphs represented the quality of talk directed by adults to pupils, pupils to adults, peers to pupils

and pupils to peers. A summary followed each pupil's representation. In this summary each pie chart was looked at to highlight the amount of interactions involving adults and that involving peers, as well as the amount of interactions initiated by the pupil towards peers and adults, and the effect of passage of time on these interactions. Bar graphs represented the quality of talk exchanged by adults and peers with the pupil.

When one category of talk took place more than forty percent and the other categories were less than fifteen percent, the category that occurred for more than forty percent was commented upon and considered to have occurred predominantly. When more than one category occurred simultaneously at nearly equal percentages they were all commented on as occurring almost equally. Non verbal interactions were commented upon only when it was significant and these were drawn from the diary notes that accompanied individual sessions.

3.4. Analysis of documents

The analysis of pupils' statements of special educational needs took the form of looking at pupils' identified needs, the provision proposed to meet those needs, and also some specific background information. The statements were also consulted to find out the kind of support advised. A summary was written after reviewing the statements.

Schools' SEN policy was looked at with special interest on what it says about the SENCOs role, the school's views on integration and partnership with parents. A summary of what the policy had mentioned about those was written.

As for examples of pupils' work, the researcher had set out to photocopy some examples of work done in Core subjects and Foundation subjects. It was only possible to photocopy some examples of work done in Core subjects, but regarding examples in Foundation subjects especially Art and Technology it was not possible to collect any of those because of pupils' eagerness to take those home. In some cases there was some reluctance by teachers to let the researcher photocopy pupils' work in spite of parental consent, but teachers feeling it was their own realm refused. Therefore there was not sufficient pieces of work to comment upon but remain in the pupils' portfolio, to provide supplementary information.

There were only a few pupils with IEPs in the X LEA as they were not mandatory then. These IEPs only served to provide additional information of the pupils' experience at the school.

The following chapters will discuss the findings for each group individually.

Chapter 4: The Pre-transition group

4.1. Introduction:

As outlined in figure 2.3. the study of the Pre-transition group aims to answer research questions 1, 2 and part of 4.

Research question 1 : Who is involved in the decision making, what criteria is used, how is consensus arrived at and how are differences resolved?.

Research question 2 : After a decision is reached what measures are taken to facilitate the transfer?

It also aims to answer the part of question 4 dealing with pupils' experience at the mainstream school and how it differs to that at the special school.

The Pre transition group was made up of six boys and one girl. Table 4.1. shows the pupils' names, age at the beginning of research, their needs as defined by their statement, and the setting in which they were first observed.

Table 4.1. Characteristics of pupils in the Pre-transition group

Name	Age	Identified SEN	Original placement
Catherine*	Five years	Cerebral Palsy	Special school nursery, LEA X
Matthew	Five years	Cerebral Palsy	Special school nursery, LEA X
Marvin**	Six years	Behaviour difficulties	Special school nursery, LEA X
Robin**	Six years	Behaviour difficulties	Special school nursery, LEA X
Ben	Five years	Behaviour difficulties	Special school; LEA Y
John	Six years	Learning difficulties	Special school; LEA Y
David	Five years	Behaviour difficulties	Special school; LEA Y

* Catherine uses sign language ** Marvin and Robin are twins

4.2. Who is involved in the decision making

The key people who were involved in making the decision of whether or not it is appropriate to transfer to a mainstream school are summarised in table 4.2.

Table 4.2. Main participants in the decision making

Parents	Head teacher at special school	Class teacher at special school	Educational psychologist
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It appears striking how the pupil whose transfer is being decided did not appear as one of those making the decision to transfer. Not only was the pupil not involved in the decision making, but also was not consulted by anyone of whether or not he felt it was appropriate or not to transfer to mainstream school. This may have been due to the relative young age of pupils in this group, and it was assumed by everyone that the pupil was still too young to be involved in making such an important decision. Another reason for not involving the pupil may have been that the decision to transfer was still a tentative decision and it was feared that pupils would be unsettled at that stage. However, none of those making the decision explained the reasons why none of the pupils had been involved in making the decision which bears some implications on how far the rights of children to voice their opinion are being fulfilled.

4.2.1. Perspectives on criteria used in determining appropriateness or inappropriateness of transfer:

The perspectives of the different key persons regarding the appropriateness or inappropriateness of transfer, as well as the criteria they used in judging whether or not it was appropriate for the pupil to transfer to a mainstream school are summarised in table 4.3.

The criteria used in judging the appropriateness or inappropriateness of transfer were deduced from the answers that were given in the interview. These were analysed and categorised (refer to page 64) in three different categories: one category included factors relating to the pupil, the second category involved characteristics of the schools and the third involved the philosophy held by the interviewee.

- Factors relating to pupil and family characteristics: These factors were: child's skills, Nature of needs, and family background. These categories were reached from such answers as the following;

Child's skills: "*She's certainly cognitively within normal limits*"

"He's still very immature emotionally and socially"

Nature of needs "*He is not mentally handicapped, he is physically handicapped*"

"I think for children with physical needs like Catherine's perhaps mainstream school is not appropriate unfortunately"

Family background: "*She has a family that really wanted it for her*"

"I know his mum and dad and the problems they have had"

- Factors relating to school characteristics: These factors were characteristics of special school they were gleaned from such answers as;

"..... he would need to move from this school because the rest of the school was for children with learning difficulties"

"They have got to move on, because we only cater for pupils with severe learning difficulties"

- Factors relating to personal philosophy of the speaker: This was revealed by answers such as;

"Well, professionally I think everybody should be in mainstream because that is where your peer group is...."

Some respondents mentioned more than one criterion as to whether or not they believed it was appropriate for the pupil to transfer to a mainstream school but only one was chosen. One criterion was chosen because it seemed from other answers to be the main message coming across. An example is the educational psychologist in Catherine's case who talked about integration being her personal philosophy but also talked about Catherine's family and personal characteristics she said : *" Catherine (.....) has a family that really wanted it for her, so they would go for it, she has always been a very determined little girl, determined to communicate, determined to play, determined to let you know she was there."* These answers could have been classified as factors relating to the pupil, but instead the educational psychologist's criterion for appropriateness of transfer was classified as personal philosophy because elsewhere in her answers she stressed that it was her belief that pupils should be integrated into mainstream school. She said *" teachers are expecting children to progress, to evolve, to gain skills and that's the world they (children with special educational needs) will live in, so other people should know and experience and welcome them in their environment, and if you don't start when they are little, goodness knows when you are going to make it...."*

Table 4.3. Key participants opinion on appropriateness / inappropriateness of transfer and criteria used

Child	Parents		Head teachers		Class teachers		Educational Psychologist	
	Yes/No	Criterion	Yes/No	Criterion	Yes/No	Criterion	Yes/No	Criterion
Catherine	Yes	Child's skills	Yes	Child's skills	No	Nature of needs	Yes	Philosophy
Matthew	Yes	Nature of needs	Yes	Special school characteristics	Yes	Child's skills	No	Nature of needs
Marvin	Yes	Child's skills	Yes	Child's skills	Yes	Child's skills	Yes	Child's skills
Robin	Yes	Child's skills	Yes	Child's skills	Yes	Child's skills	Yes	Child's skills
Ben	Yes	Child's skills	No	Family background	No	Child's skills	NA*	NA
John	No	Child's skills	Yes	Child's skills	No	Child's skills	NA	NA
David	Yes	Child's skills	Yes	Child's skills	Yes	Child's skills	NA	NA

* NA = Not applicable i.e. no interview had taken place.

Table 4.3. summarises the main criteria used by the key participants. Most of them regarded pupils' transfer to a mainstream school as appropriate. However, less class teachers than parents, head teachers and educational psychologists regarded transfer as appropriate. There was total agreement among all the key participants regarding the appropriateness of pupils' transfer to a mainstream school in Marvin's, Robin's and David's cases. As for Catherine, Matthew, Ben and John there was only partial agreement; either parents and special school staff agreed while the educational psychologist disagreed, or it was the special school staff that disagreed.

John's parents were the only parents who did not regard transfer to a mainstream school as appropriate. In Matthew's case the educational psychologist regarded the possibility of his transfer to a mainstream school as inappropriate. The class teachers in Catherine's, Ben's and John's cases regarded transfer to a mainstream school as inappropriate. On the whole, it appeared that the key persons involved in the decision making process had regarded the possibility of transfer into a mainstream school as appropriate.

As for the criteria used in judging the appropriateness or inappropriateness of transfer, factors relating to the child appeared to be mentioned by most of the key persons for all pupils. All parents attributed their views on the appropriateness or inappropriateness of transfer to the "child's skills". Parents used such terms as "intellectual ability" and "potential".

"Child's skills" was also mostly used by head teachers, class teachers and educational psychologists when discussing appropriateness or inappropriateness of transfer to a mainstream school. Only

Matthew's head teacher at the special school based her judgment of the appropriateness or not of transfer on certain characteristics of the special school. She mentioned that one of the reasons for her viewing Matthew's transfer to a mainstream school as appropriate was the inability of the special school in further meeting his needs. Educational psychologists either mentioned factors relating to the pupil like "child's skills", "nature of needs", "family background" or factors relating to their philosophy. In Catherine's case the educational psychologist discussed her philosophy as an educational psychologist that all pupils should be included in a mainstream school.

In summary, most of the key participants involved in making the decision of appropriateness of transfer or not appeared to regard transfer to a mainstream school as appropriate. "Child's skills" was mainly used by parents, head teachers and class teachers at special schools as a criterion to judge appropriateness of transfer or not. Educational psychologists also used nature of needs and their own educational philosophy as some of the criteria used in deciding appropriateness or inappropriateness of transfer.

Ben's parents had regarded his transfer to a mainstream school as appropriate, while the special school staff regarded it as inappropriate. The head teacher believed his unsettled family background would not support him at the time of transfer to mainstream school, While the class teacher mentioned that Ben's skills did not guarantee he would "cope" in a mainstream school. John's parents and class teacher believed it was inappropriate for him to transfer because he did not have the skills to do well in mainstream.

4.2.2. Perspectives on choice of school, criteria used and appropriate timing of transfer

Table 4.4. Mainstream school chosen by whom , why and perspective on best timing

Child	School chosen by whom and why		Opinions on best timing			
	School chosen by	Criteria used	Parents	Head teacher	Class teacher	Educational Psychologist
Catherine	Parents	Religion, siblings	Soon	Soon	Not at present	Soon
Matthew	Parents	School features	Soon	Soon	Soon	Soon
Marvin	Parents	Siblings	Soon	Soon	Soon	Soon
Robin	Parents	Siblings	Soon	Soon	Soon	Soon
Ben	Not at present	Not at present	Soon	Not at present	Not at present	NA
John	Parents	Geographic	Not this stage	Not at present	Not at present	NA
David	Parents	Siblings	Soon	Soon	Soon	NA

Table 4.4. shows that parents were the ones who chose the mainstream school for their children. Ben's case was an exception, his transfer was not regarded as appropriate by the social services, who legally have the responsibility of making such a decision because Ben's parents were foster parents.

Parents chose mainstream schools because of the presence of other siblings, geographic convenience, and religious reasons. Only Matthew's parents mentioned that the mainstream school seemed "willing to have him" and they felt they could "trust the head teacher and staff". Immediate transfer to the mainstream school was cited by most of the key participants, except in Ben's and John's cases. In Ben's case; his foster parents did not have the legal right to make such a decision. In John's case there was agreement between the participants to postpone such a decision.

4.2.3. Degree of consensus between perspectives:

The degree of consensus between perspectives of participants, could be related to the smoothness of transfer to a mainstream school. A smooth transfer into a mainstream school would be one where the parents, special school staff and educational psychologists were in agreement of appropriateness of transfer, and in agreement on the choice of school. A complex case of transfer would be one where there was disagreement among participants over the appropriateness of transfer and/or the choice of mainstream school.

Marvin's and Robin's transfer to mainstream school was predicted to be smooth in contrast to Matthew's transfer. In Marvin's and Robin's case there was total agreement between all participants on

appropriateness of transfer and choice of school. In Matthew's case the educational psychologist did not believe it was appropriate for him to transfer to a mainstream school and said he would have advised transfer to a special school catering for his physical difficulties. There was disagreement on parents' choice of school. The head teacher at the mainstream school had asked for a qualified teacher to support Matthew while the LEA said they would only finance a support assistant. Matthew's mother said that she believed that if the professionals would not let parents fulfill their choices then they should not give them a choice in the first place.

4.2.4. Summary of the decision making phase pre transition and issues

arising:

In summary of the above it can be said that parents of six of the seven pupils in this group believed that transfer to the mainstream school was appropriate. This view of appropriateness of transfer was expected because those pupils would not have been included in the sample if they were not considered as possible candidates for transfer to a mainstream school. Parents were the ones choosing the mainstream schools that they wanted their children to transfer to. The criteria upon which such choices were based were the attendance of siblings at the mainstream school, religious reasons and geographic convenience. Most key persons involved in the decision making preferred transfer to a mainstream school to occur as soon as possible.

There appeared to be agreement between parents and professionals regarding the appropriateness or inappropriateness of transfer of Catherine, Matthew, Marvin, Robin, John and David. In Ben's case; the foster parents were the only ones who believed that his transfer was appropriate. In Matthew's case; the educational psychologist felt that transfer to a mainstream school was inappropriate but said that he did not intend to fight parents in fulfilling their wish.

Some issues and questions seemed to arise in the light of the above which highlight some areas that need further discussions.

- An interesting issue seemed to arise; the child whose transfer was the centre of discussions had not been consulted. A possible reason for that could have been that parents regarded themselves as the ones, knowing what was best for their children, most able to make the decision of whether their child should transfer to a mainstream school or not. Another reason was the fact that the children in this group were all under the age of seven and considered unfit to decide what was best for themselves.

A third possible explanation was that these discussions were merely preliminary ones prior to the actual transfer taking place, and perhaps it was considered too early and confusing for the child to become aware that his stability at the special school may soon end.

- Another interesting issue that seemed to arise was the difference between head teachers' opinions and class teachers' opinions regarding some of the points raised above. It can be said that head teachers on the whole appeared more positive for transfer to happen while class teachers appeared to envisage the occurrence of problems. This may have been a result of the much discussed difference of opinion between the policy makers and classroom practitioners. The latter usually had a more practical view with virtue of their having first hand experience of the pupil and his actual needs. For example; in a study carried out by Ward, Centre and Bochner (1994) investigating the attitudes of teachers towards integration, it was found that teachers were more hesitant to accept the idea that pupils with complex needs could be mainstreamed, because as teachers they were the most affected. Head teachers appeared more enthusiastic.

At the end of the decision making process, it was decided that four pupils would transfer to a mainstream school, while three: Ben, John and David would remain at the special school. Ben would remain until the social services believed it was appropriate for him to transfer, and John until his parents felt it was appropriate. As for David, it seemed that parents and special school staff were both waiting for the other to initiate the process!

4.3. Measures taken to facilitate transfer:

Having made the decision to transfer pupils into mainstream schools, some measures were taken to facilitate pupils' transfer into mainstream school. The first of these measures was the review of statements and the formal decision making of transfer to mainstream school.

The following measures taken were in the form of discussions between the different key participants : parents, special school staff, educational psychologists and mainstream school staff, visits by pupil and special school staff to the mainstream school, visits by the mainstream staff to the pupil at the special school, and further measures taken by the mainstream staff to meet pupils' needs.

4.3.1. Review of statements and formal decision making of when to transfer

Table 4.5. Decision of transfer or not, to which school and amount of support

Child	Transfer or not	To which school	Amount of support
Catherine	Yes	Mainstream school	Full time support
Matthew	Yes	Mainstream school	Full time support
Marvin	Yes	Mainstream school	Twenty hours shared with twin
Robin	Yes	Mainstream school	Twenty hours shared with twin

As table 4.5. summarises, a decision was reached for the four pupils to transfer to a mainstream school. Before formalising the decision to transfer, a mainstream school had to be chosen by parents and their choices acknowledged by LEAs. In Marvin's and Robin's cases this seemed quite smooth, the LEA approved of the parents' choice of school. This was not the case in Catherine's and Matthew's case where lack of resources appeared to stand against fulfilment of parental wishes. Catherine's parents were informed that it was difficult to finance alterations needed at the school of their choice. They chose another mainstream school that met all the criteria they had in mind; religiously, accepting both twins together, and where the LEA agreed to finance the building alterations needed. As for Matthew, the LEA informed his parents that financing a full time teacher as a support assistant for him at the mainstream school was impossible. The parents had to choose another mainstream school that would accept him with a support assistant, who is not a trained teacher. They chose the mainstream school that Catherine had transferred to though it was of a different religion, inconvenient geographically and he was going to be supported by a support assistant and not a teacher.

4.3.2. Discussions, visits and further measures taken to facilitate transfer:

Table 4.6. summarises the discussions taking place relating to the pupil's transfer to mainstream school, the visits exchanged by the special school staff and mainstream staff prior to transfer and the further measures that staff at mainstream school said to have taken prior to pupils' transfer.

Table 4.6. Discussions, visits and further measures taken to facilitate transfer

	Catherine	Matthew	Marvin	Robin
Discussions involved	Parents, head teacher at special school, educational psychologist, head teacher at mainstream school and SENCO	Parents, head teacher at special school, educational psychologist, head teacher at mainstream school and SENCO	Parents, head teacher at special school, educational psychologist, head teacher at mainstream school	Parents, head teacher at special school, educational psychologist, head teacher at mainstream school
How often	Frequent	Brief	Frequent	Frequent
Visits to mainstream school	Yes	Yes	Yes	Yes
Visited at special school	Yes	No	Yes	Yes
Measures taken by head teacher at mainstream school	Physical alterations, SNA, outside agencies	Physical alterations, SNA	SNA	SNA
Measures taken by SENCO	Materials, work at own level, SNA	SNA	Work at own level, SNA	Work at own level, SNA
Measures taken by class teacher at mainstream school	Physical alterations, SNA, outside agencies	Physical alterations, SNA	SNA	SNA

Table 4.6. shows that discussions for all pupils involved parents, head teachers at special school, educational psychologists, and head teachers in mainstream schools. The SENCO in Catherine's and Matthew's case was involved in discussions, but that was because the head teacher at their mainstream school had also acted as SENCO. Class teachers at mainstream schools, SENCOs and SNAs were involved with the head teacher in further discussions after the initial discussions had occurred.

Discussions seemed to take place similarly for Catherine, Marvin and Robin, but for Matthew there were only brief discussions prior to transfer.

All those who were involved in discussions reported having held long discussions over a long period of time except in Matthew's case. In Matthew's case the special school staff and educational psychologist had held extensive discussions with another mainstream school but because of lack of resources, the LEA had refused to finance the support teacher that the school had asked for. Parents had to choose another mainstream school that would accept Matthew with a support assistant. A week prior to the end of term Matthew's parents approached the head teacher at the mainstream school where Catherine had transferred, and he accepted Matthew at the school. The head teacher at special school, educational psychologist and head teacher at mainstream school met to discuss Matthew's forthcoming transfer. His class teacher at the mainstream school was briefed on the same day of Matthew's needs, and his SNA was briefed about his needs over the phone. The LEA appeared to agree with that transfer, because there were less resource implications, as the mainstream school was already physically suitable and because the head teacher had agreed to accept Matthew with a support assistant. It is interesting to note that no class teachers whether in special school or mainstream school were involved in discussions prior to transfer, and neither were SNAs.

Catherine, Marvin and Robin visited the mainstream school with some members of the special school where they met their prospective class teachers, SNAs and were visited by them at the special school. Matthew was the only one who visited the mainstream school only once and was not visited at the special school. The visits to the mainstream school were considered very important in introducing the pupil to the new environment that he was going to transfer to, to get to know his teachers and SNAs. The visits by mainstream school staff to the special school were valued even more by the mainstream staff because these visits gave them an insight in the environment from which the pupil was coming. This would help them in meeting their needs better.

The absence of such visits was regarded by Matthew's class teacher as an important factor in her inability to meet Matthew's needs. She said "*I think you need to be involved with the children and parents before they come to school and I think you need to see them like we saw Catherine in the nursery I think you need to at least talk to the nursery staff to see what they have been doing and what they are capable of. It is as if he has been plopped here really and it is not fair on him and it is not fair on people. We have not seen the true picture of Matthew so we don't know what he is capable of.*"

Prior to transfer of pupils into mainstream school, mainstream staff prepared for the transition of pupils by taking some additional measures to ensure meeting the needs of pupils.

The measures mentioned involved physical alterations, support assistants, materials and work adapted to meet needs of pupils. Appointment of SNAs was mentioned by all key participants. In addition to support given by SNAs there was mention of physical alterations, involvement of outside agencies, and some means of introducing the curriculum to pupils; gearing work to the level of the pupil and materials borrowed from special school to help in catering for the needs of pupils.

Head teachers and special needs co-ordinators only mentioned physical alterations, involvement of outside agencies and appointment of SNAs. While teachers mentioned materials and means of introducing the curriculum in addition to appointment of SNAs. This perhaps reflects the staff's different responsibilities. On the one hand, head teachers and special needs co-ordinators have the duty of ensuring that the school is physically suitable for the pupil and that adequate support is available for the pupil after transfer, and on the other hand, class teachers have to ensure that the curriculum can be conveyed to the pupil in a suitable way.

4.3.2.1. Summary of the preparation phase prior to transfer:

The preparation phase involved discussions between the parents, special school staff, educational psychologist and mainstream school staff. It also involved visits by the child accompanied by special school staff to the mainstream school, and visits by the mainstream school staff to the child at the special school. It finally involved the mainstream school getting prepared to meet the needs of pupils by appointing support assistants, ensuring support from outside agencies was made available, physical alterations to the school and adaptations to the means of introducing curriculum.

Regarding the four pupils that were prepared for transfer to the mainstream school; Catherine's, Marvin's and Robin's transfer appeared to have adequate preparation; there were many discussions involving the special school staff, educational psychologist, and mainstream school staff, there was an exchange of visits between the special school and mainstream schools and the mainstream schools had mentioned taking the measures to meet the needs of the pupils. As for Matthew's transfer, it did not seem to be preceded by adequate preparation. There seemed to be contrasting phases of preparation preceding the transfer of Catherine and that of Matthew. The contrast was noticeable not only because they transferred from the same special school but also because they transferred to the same mainstream school. Therefore, any difference noticed was not due to the difference of special school or difference of mainstream school, but due to differences between them in the preparation phase.

Catherine's transfer to the mainstream school was decided at the end of the term preceding the summer holidays and she was supposed to start at the mainstream school in September. There were numerous visits undertaken by Catherine and her family to the mainstream school, in addition to visits by mainstream school staff to Catherine at the special school. The head teacher ensured that the physical alterations in the form of a hygiene room and ramps around the school had been done. Appointing a suitable SNA was the second measure taken by the head teacher to ensure that the school was getting ready for Catherine. Outside agencies that had been involved with Catherine at the special school were contacted to maintain their involvement at the mainstream school.

In contrast Matthew's transfer to the mainstream school was decided two days before the Easter break and Matthew was supposed to start in two weeks time. Brief discussions took place only once between the special school staff and the mainstream staff, one visit to the mainstream school took place and as for the measures taken to meet his needs; physically the school was already adapted to meet Catherine's needs, the head teacher appointed an SNA over the phone during the Easter break so she had no idea what Matthew's needs were going to be like. It was assumed that because the outside agencies were involved with Catherine they would automatically be involved with Matthew. Matthew's transfer to the mainstream school coincided with an upheaval in Matthew's personal life; the breakdown of the relationship between his parents.

The head teacher compared the two transfers by saying that Matthew's was proving to be problematic because there was less preparation prior to his transfer and that there were two contributing factors to the difficulty of meeting his needs. First; outside agencies had not become involved since his transfer, and second his mother, who was the one eager for his transfer to happen, had left the family home and Matthew was left with his father and younger brother.

4.3.3. Staff attitudes and expectations

Part of the school's preparation for pupils' transfer to a mainstream school is having positive attitudes towards integration and having positive expectations of pupils' performance at the mainstream school. This is important both for those at the special school and at the mainstream school. This is because positive attitudes and positive expectations appear to be linked with a positive experience. That is why before discussing pupils' experience at school it was found important to reveal how those teachers regarded integration and what expectations they held of pupils' performance.

4.3.3.1. Staff's attitudes towards integration

The attitude of staff in both special school setting and mainstream setting towards integration was represented by one of two categories which are listed below with some examples. One category was mainly positive while the other was also positive but with some conditions.

- Positive ;

examples: *"I am all in favour of it", or "great idea"*

- Conditional positive;

examples: *"Sound principle as long as it is appropriately resourced", or "If it is recommended by everybody dealing with the child, yes."*

Table 4.7. attitudes of special school staff, educational psychologists and mainstream school staff regarding integration

	Special school		Educational Psychologist	Mainstream school		
	Head teacher	Class teacher		Head teacher	Class teacher	SENCO
Catherine	Positive	Positive	Positive	Conditional positive	Conditional positive	Conditional positive
Matthew	Positive	Positive	Positive	Conditional positive	Conditional positive	Conditional positive
Marvin	Positive	Positive	Positive	Positive	Positive	Conditional positive
Robin	Positive	Positive	Positive	Positive	Positive	Conditional positive

Table 4.7. shows that there is an overall positive attitude held by those interviewed regarding integration. None of the people interviewed in this group expressed any negative views. This could be explained by a genuine positive attitude regarding integration stemming from a belief that all pupils should be given the chance to be educated in a mainstream school. Alternatively, the fact that all those who were interviewed knew that the subject of this research was the integration of pupils into mainstream schools, they may have felt that a positive attitude was expected of them, which is a well known drawback of interviews. Often in an interview situation people feel pressured to give answers that they think are expected of them. This overall positive attitude regarding integration could also be explained by the desire of interviewees to respond in "politically correct" or "educationally correct" manner, thus portraying an enthusiastic attitude towards integration.

It seemed striking that special school staff and educational psychologists interviewed expressed a positive attitude of integration, and had put no conditions upon its success. This positive attitude of special school staff contradicts an accusation made against them that they opposed integration because they felt it threatened the survival of special schools. Bennett and Cass (1989) for example said that teachers in special schools see integration as a threat to their own work, and they believe that teachers in mainstream schools cannot possibly provide those pupils with the kind of education they need.. Educational psychologists interviewed said that they believed that all pupils should be educated in a mainstream setting. The educational psychologist responsible for Marvin and Robin said that if he had not believed so positively in integration he would have not been able to do his job.

Although mainstream school staff expressed positive views of integration, they placed some provisos for its success. In Catherine's and Matthew's cases the mainstream staff had mentioned the type of need as important in deciding the appropriateness of integration; they said that for some pupils with complex needs, they had to be taught in special schools catering for such complex needs. In Marvin's and Robin's case the mainstream school staff put a different condition on the success of integration, namely, the availability of resources. They argued that without adequate resources the needs of pupils would not be met. The provisos put by mainstream school staff could be justified by the fact that they were the ones who were receiving the pupils in their schools and had to make sure that they were able to meet the needs of pupils and that adequate resources were made available. It was their main duty to make sure that before pupils with special needs were transferred to the school that the school was equipped to meet the needs of pupils.

4.3.3.2. Expectations of pupils' performance at the mainstream school

The expectations held by the different key participants of pupils' performance was investigated. The answers given in the interviews were categorised and four categories emerged; they ranged from reasonably positive expectations to unknown expectations. Those answers classified as positive seemed tentatively positive, because at that stage no-one could guarantee a successful experience.

- Positive:

This was gleaned from answers like; *"I think she'll be OK"*, *"They will get on as well as they can"*

- Conditional positive:

This indicated positive expectations but that was dependent on certain conditions. Examples of these answers; *"As long as sufficient support is available, they will make progress and fit in"* and *"I think he will love the new environment provided it is a good school"*

- Concerns:

This category summarised some concerns expressed by some of the participants regarding the expectation of pupils' performance at the mainstream school an example; *"I expected them to find it really difficult"*

"She has complex difficulties and knowing mainstream school, I am not sure how appropriate it would be"

- None:

This category involved an inability by respondents to indicate any expectations and implied some lack of knowledge on the part of the respondents of the pupils' needs; examples; *"I didn't really know"*, and *"I don't know,.... how he was like"*

A few of the answers given to interviews appeared to bear more than one meaning, but by analysing the rest of the interview one category was chosen; For example one of the parents responded regarding her expectations by saying *"I don't know how to answer that question really because I don't know how he'll get on till he's actually in that situation"* this answer could have been categorised as "none", but instead a "positive" was chosen because the overall message that was conveyed from the parents' interview was one of positive expectations. These positive expectations were gleaned from sentences like: *"I don't doubt he will cope extremely well in a mainstream school situation."*

Table 4.8. Expectations held by parents, special school staff, educational psychologists and mainstream school staff of pupils' performance at the mainstream school:

Child	Parents	Special school		Educational Psychologist	Mainstream school			
		Head teacher	Class teacher		Head teacher	SENCO	Class teacher	SNA
Catherine	Positive	Conditional positive	Concerns	Positive	Concerns	Concerns	Concern	None
Matthew	Positive	Conditional positive	Conditional positive	Conditional positive	Positive	Positive	None	None
Marvin	Positive	Conditional positive	Conditional positive	Positive	Conditional positive	Positive	Positive	Concern
Robin	Positive	Conditional positive	Conditional positive	Positive	Conditional positive	Positive	Positive	Concern

Table 4.8. shows that most of those who were interviewed had positive expectations of the pupils' performance at the mainstream school . These positive expectations could be expected because had there been negative expectations a transfer to a mainstream school would not have been considered. All parents expressed positive expectations of their children's performance which reflected the positive views that parents held regarding the appropriateness of transfer in the first place.

All head teachers at the special school and most class teachers at the special school had expressed positive expectations but have placed some conditions without which such positive expectations would not be fulfilled. These conditions either concerned the presence of support or adequate resources. Catherine's class teacher at the special school expressed some concerns. The head teacher in Marvin's and Robin's case placed some conditions upon her positive expectations which were again; the availability of resources and the presence of a competent support assistant. Matthew's class teacher was unable to predict her expectations of Matthew's performance because she said she did not know enough about him, which reflected the lack of preparation prior to his transfer taking place.

SNAs' were unable to express any expectations in Catherine's and Matthew's case, because they did not have enough knowledge of their exact needs. The SNA in Marvin's and Robin's case expressed many concerns regarding their behaviour problems and eating disorders perhaps because she did not know the nature of these problems. This indicates that SNAs were not adequately prepared for the pupils they were going to support in class, and appeared unaware of the exact needs of pupils.

It is interesting to compare the contrasting expectations held by mainstream school staff in Catherine's and Matthew's case. In Catherine's case the mainstream school staff had expressed concerns regarding her performance and had expected her to face many problems in the mainstream school. However, in Matthew's case; the mainstream school staff especially the head teacher who acted as special needs Co-ordinator had expressed positive expectations because they had used Catherine as "a yardstick" upon which they judged Matthew's transfer. This may have been a misjudgment because as outlined before there were many differences between the two transfers; mainly in: the amount of preparation prior to transfer taking place and the family circumstances.

In summary, staff at the special school and educational psychologists had expressed mainly positive attitudes towards integration. Mainstream school staff also expressed a positive attitude towards integration but have mentioned some conditions that in their view had to be present in order for integration to be successful. These conditions were mainly: availability of resources and the nature of children's needs. All parents expressed positive expectations of pupils' performance, while all special school staff expressed positive expectations with some provisos. These provisos centred mainly on availability of resources and the right attitude of mainstream school. Mainstream school staff either mentioned their concerns or were unable to predict. This indicated a lack of understanding of the exact nature of pupils' needs.

The overall positive attitude towards integration may indicate a genuine positive attitude, or respondents providing an answer they thought was expected of them. Positive expectations were mentioned by parents because they would not have encouraged transfer if they did not expect it to be successful. Mainstream school staff seemed cautious at that stage to express positive expectations, because the outcome was uncertain at that time.

4.4. Pupils' experience at the special school:

In order to find out about pupils' experience in the special school pupils' experience at the special school was observed using two schedules; the Classroom Observation Schedule which aimed at reflecting what was taking place in the classroom. The Classroom Interaction Schedule aimed at revealing the detailed interactions taking place. (See chapter 2)

The Classroom Observation Schedule gave a "snapshot" of what was going on every five minutes of the sessions observed, giving an overview of what was taking place.

Observations were deliberately arranged on different days of the week and at different times of the day so that it would represent different occurrences and therefore could be considered as an accurate representation as possible to what really was taking place during different times of the day.

The Classroom Interaction Schedule observed a few five minute interactions between the pupil and adults and peers trying to reveal the quality of talk and the quality of the non verbal interactions that took place.

4.4.1. Information from observation at the special school:

The classroom experience of pupils in this group was sampled through direct observation. Catherine was observed for one term at the special school, Matthew for three terms, Marvin and Robin for two terms, and Ben, John and David for four terms. During each term four sessions were observed using the Classroom Observation Schedule described above. The schedule was designed to record the setting and the curriculum areas pupils were involved in during observation sessions. It also aimed at revealing who chooses activities, who accompanies the pupil, and the incidence and participants in interactions.

Although the same observational schedule was used for the seven pupils in the group, there was a major difference between the settings that was reflected in the observations captured. The difference of settings was a result of the fact that four pupils (Catherine, Matthew, Marvin and Robin) were observed in a nursery setting while the other three pupils (Ben, John and David) were observed in a school setting. It was therefore, expected that some differences would become apparent as a result of the differences of settings.

Table 4.9. summarises the observed sessions during the terms observed at the special school. During the sampled sessions in each term the percentage of occurrences were calculated, and the highest percentage in each category was highlighted to indicate which was the highest occurrence of that category during the sampled sessions.

Table 4.9. Summary information from sessions observed using the Classroom Observation Schedule

	Catherine				Matthew				Marvin				Robin				Ben				John				David			
	A	A	B	C	A	A	B	C	A	B	A	B	A	A	B	C	A	B	C	D	A	B	C	D	A	B	C	D
Terms																												
Organisation																												
Class setting	21	22	14	10	9	18	10	23	43	45	100	43	34	61	93	36	22	39	97	49								
Group setting	35	28	10	45	39	19	48	32	22	9	0	18	18	18	7	27	18	7	0	31								
Individual setting	44	50	76	45	52	63	42	45	35	46	0	39	48	21	0	27	60	54	3	20								
Curriculum																												
Core subjects	28	12	8	55	11	21	15	10	7	20	68	27	21	47	55	32	23	19	64	37								
Foundation subjects	10	0	25	11	7	0	7	0	34	30	0	14	27	8	12	3	24	20	0	14								
“Choosing”	34	34	20	25	56	54	64	63	22	22	7	34	32	20	4	51	30	38	5	15								
Snack	19	32	7	0	17	5	8	4	37	15	11	10	20	12	11	8	17	13	16	10								
Routine	9	13	20	9	9	20	6	23	0	13	14	15	0	13	18	6	6	10	15	24								
Therapy	0	9	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
Choice of activities																												
by adults	70	76	63	88	39	44	43	57	75	91	93	64	61	77	74	71	67	50	79	71								
by self	30	24	37	12	61	56	57	43	25	9	7	36	39	23	26	29	33	50	21	29								
Who with																												
With adults	100	73	97	89	50	48	51	41	63	74	94	81	59	65	86	76	45	57	80	65								
With peers	0	4	0	2	34	22	35	37	19	8	0	9	16	27	14	14	30	18	6	13								
None	0	23	3	9	16	30	14	22	18	18	6	10	25	8	0	10	25	25	14	22								
Interacting																												
Verbally	40	27	67	78	36	47	35	42	49	42	56	78	25	22	43	61	40	24	37	36								
with adults	35	24	49	67	36	34	31	38	34	42	56	64	25	22	39	58	27	18	37	36								
with peers	100	100	100	96	100	59	100	61	100	84	82	88	100	55	63	45	100	92	94	92								
Non Verbally	0	0	0	4	0	41	0	39	0	16	18	12	0	45	37	55	0	8	6	8								
with adults	5	13	50	58	3	30	3	9	3	10	34	57	0	6	23	23	3	20	17	23								
with peers	100	100	85	91	100	29	100	0	100	50	71	73	0	50	54	31	100	56	72	92								
Not interacting	0	0	15	9	0	71	0	100	0	50	29	27	0	50	46	69	0	44	28	8								
	60	73	33	22	64	53	65	58	51	58	44	22	75	78	57	39	60	76	63	64								

Numbers in bold = highest percentage of occurrences in each category, Letters on second row = terms that pupils were observed in, Background information: Organisation (teacher's organisation setting), Curriculum (Curriculum areas pupils engaged in, “choosing” is where pupils were left to choose between some activities like construction, home corner and painting)

Table 4.9. shows major difference between the group of pupils observed at the nursery and the group observed at the special school. This difference was most apparent in the organisation within the classroom. In the nursery setting pupils were observed working in an individual setting more than a group or class setting. As for the group observed at the special school setting they were observed working in a class setting (the class included eight pupils) or individual setting.

At the nursery setting pupils were observed “Choosing” the most, in addition to that Catherine was observed doing Core subjects and having a snack. Matthew was observed engaged in different curriculum areas , like having a snack, Foundation subjects, Routine activities and Therapy equally. At the special school, pupils were observed engaged in a variety of curriculum areas these were Core subjects, Foundation subjects, “Choosing”, and having a snack..

At the nursery setting Catherine’s and Matthew’s observed activities were mostly chosen for them by adults while Marvin and Robin were observed choosing activities for themselves equally to that chosen for them by adults. This may have been because both Matthew and Catherine had mobility problems and this led to their inability to go independently to the activity they chose. During one session Matthew was observed doing a painting he did not want to do, the SNA reasoned it was one way to get him to stay in his standing frame for a reasonable amount of time, and Matthew did not like to be put in his standing frame. Marvin and Robin on the other hand had the freedom to roam from one activity to the other, but on some occasions they were told to go to a certain activity. In the special school setting most activities were chosen for pupils by adults, with some exceptions. For example, during term B, David was observed choosing activities for himself equally to those chosen for him by adults. This was during “Choosing” where David was given a choice between three different activities : construction, home corner, or painting.

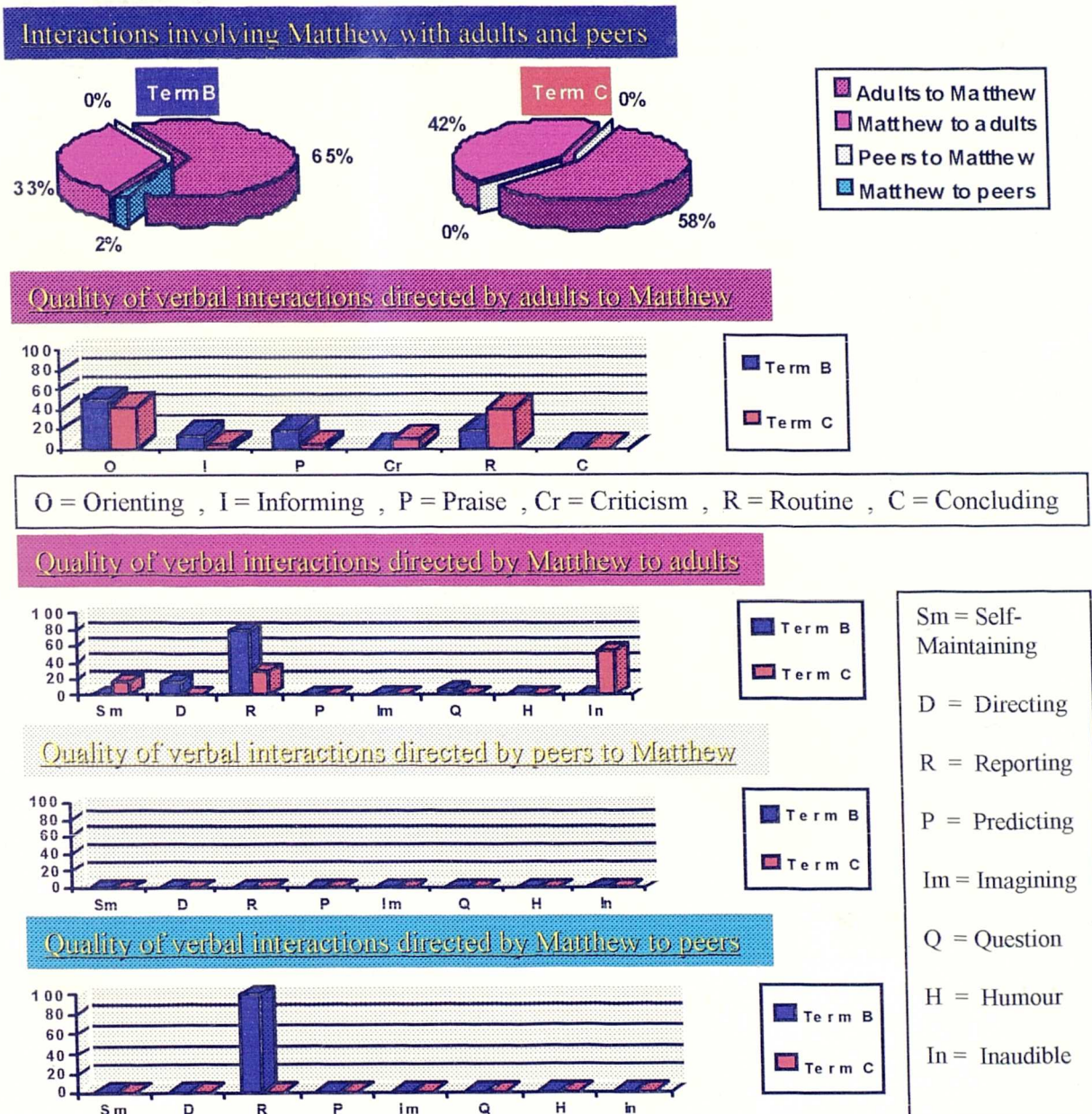
Within the nursery setting there appeared to be differences between Catherine and Matthew on the one hand and Marvin and Robin on the other hand in their presence with adults, peers or alone. Catherine and Matthew were observed primarily in the presence of adults, while Marvin and Robin were observed more with adults but there was also a balance in their presence with peers or on their own. It is worth noting here that in many occasions when Marvin or Robin was observed with peers it was with one another. At the special school setting pupils were observed with adults more than with peers or alone, but during some terms there was a balance of pupils’ presence with peers or alone.

Although the bold numbers on the table indicate there were more observations of pupils Not interacting than Interacting, but the difference between both percentages was sometimes too small to be counted as a significant difference. It can be said that there was a balance between observations of pupils Interacting and Not interacting. There were some exceptions to that, for example, Matthew during term C was observed interacting in 78% of time observed, John during term B was observed Not interacting in 78% of time observed. When observed verbally interacting, most interactions involved adults except for Marvin, Robin and John who during some terms were observed interacting verbally with peers equally to adults.

4.4.2. The quality of interactions sampled at the special school

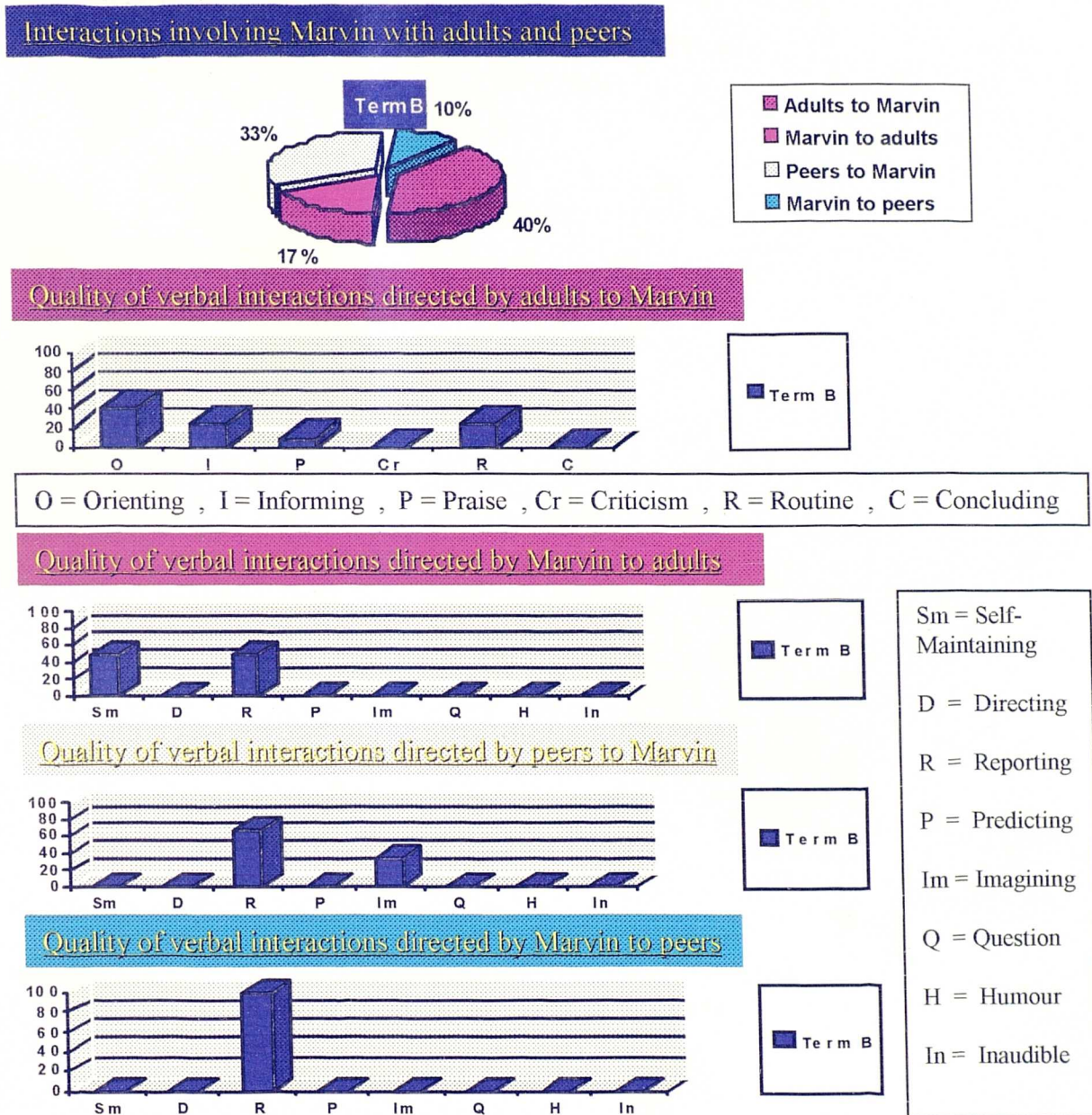
Pupils' observed interactions were summarised in pie charts showing the pattern of interactions observed and in bar graphs showing the quality of talk occurring between adults and the pupil, and peers with the pupil.

Figure 4.1. Matthew's observed interactions involving adults and peers at special school



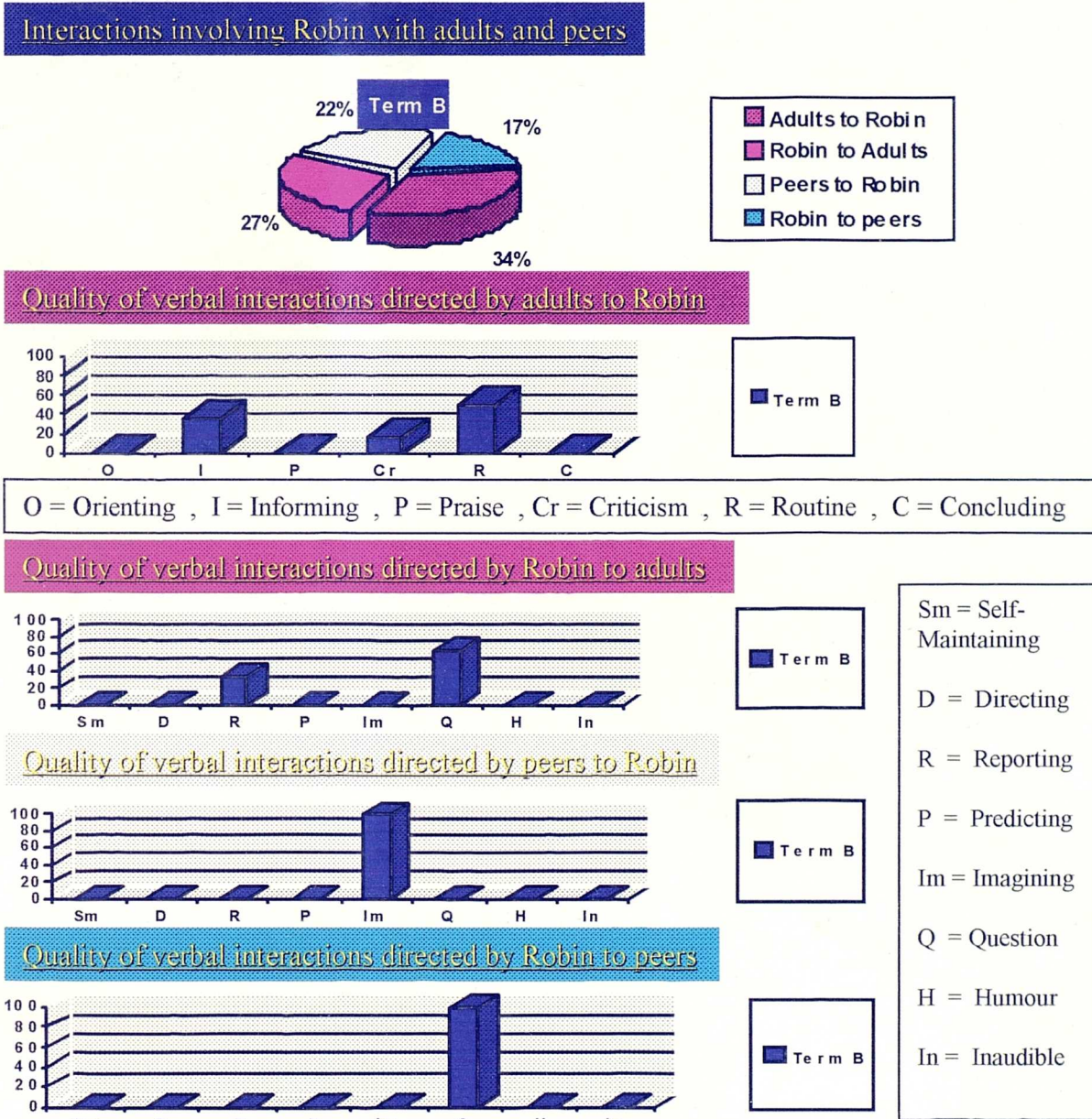
Matthew's observed interactions mainly involved adults, and with the passage of time Matthew was observed initiating more interactions. During term B, adults mainly used orienting statements, and during term C they used orienting and routine statements equally. Matthew used reporting statements when verbally interacting with adults and peers. During term C some of Matthew's verbal interactions with adults were inaudible.

Figure 4.2. Marvin's observed interactions involving adults and peers at special school



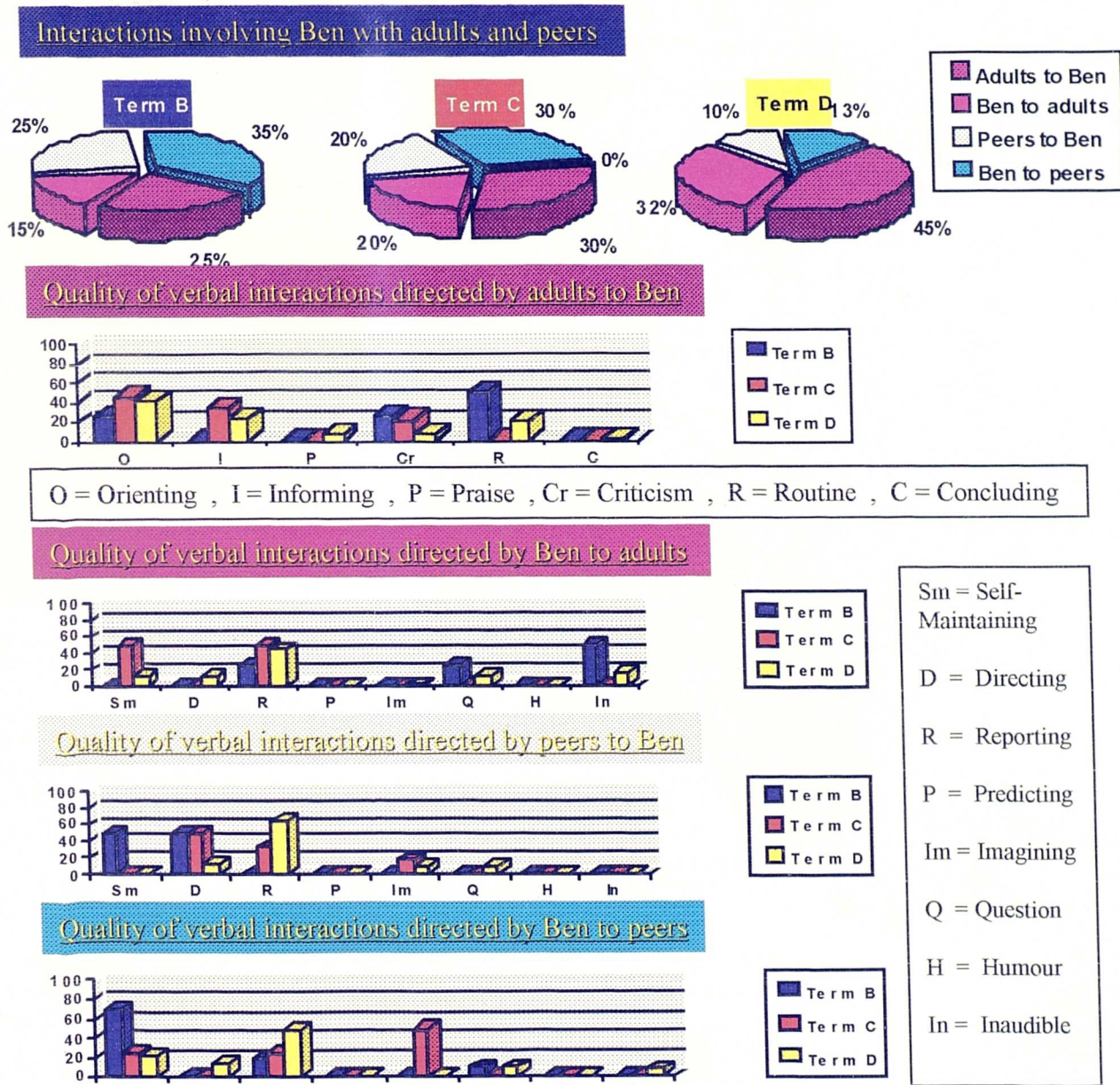
Marvin was observed interacting with adults and with peers almost equally, with more interactions involving adults. He initiated more interactions to adults than to peers. Adults mainly used orienting statements when verbally interacting with Marvin and he used both self maintaining and reporting statements. Peers used mainly reporting statements when verbally interacting with Marvin and he also used reporting statements in all his verbal interactions with peers.

Figure 4.3. Robin's observed interactions involving adults and peers at special school



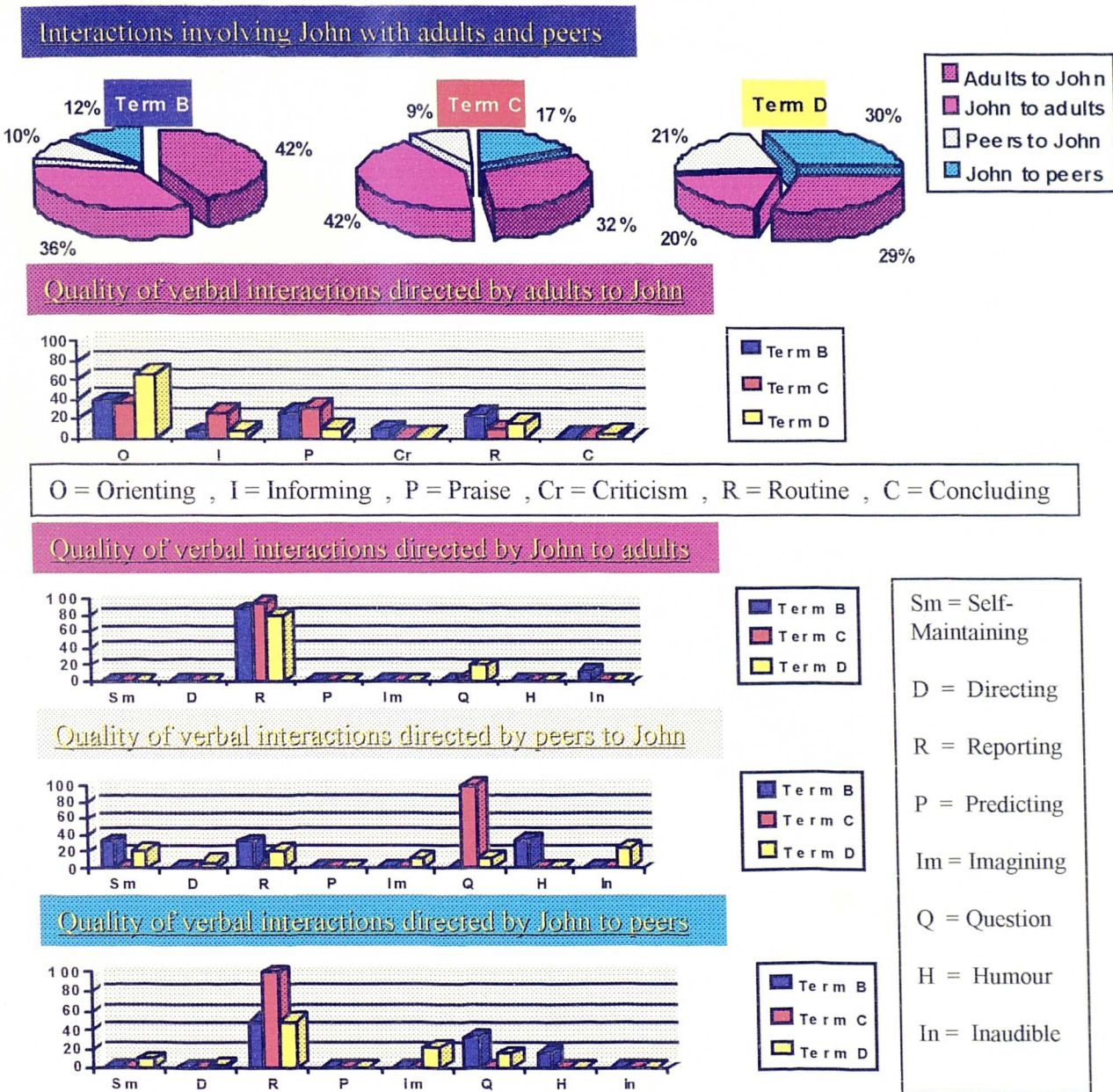
Robin's interactions with adults slightly surpassed that with peers, and his initiated interactions to adults was more than that with peers. Adults used mostly routine statements and he used questions when verbally interacting with adults. Peers were observed using imagination when addressing Robin, and he used questions when observed verbally interacting with peers.

Figure 4.4. Ben's observed interactions involving adults and peers at Special school



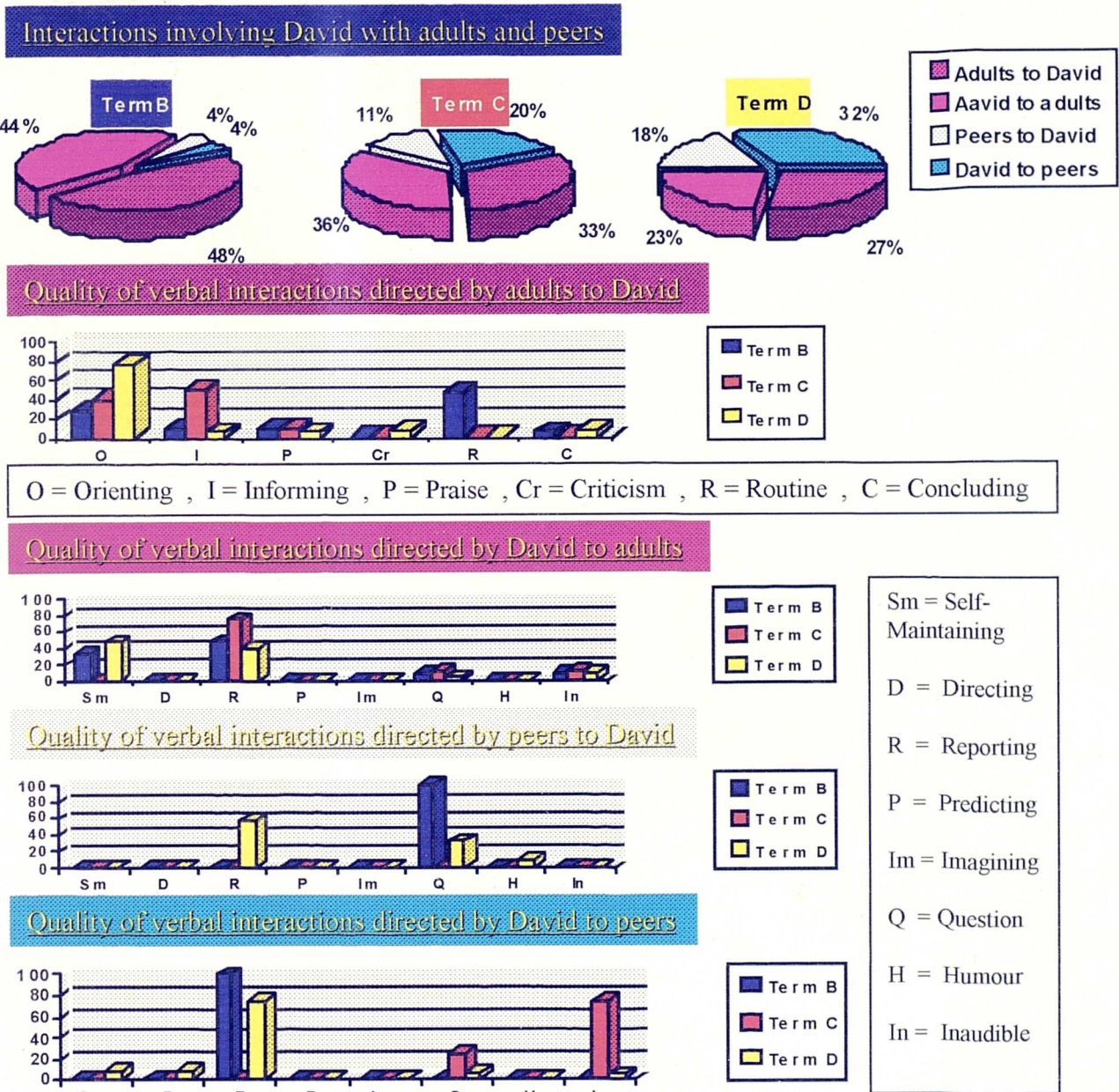
During terms B and C there was a balance between Ben's interactions with adults and peers. During D, Ben's interactions with adults surpassed that with peers. He initiated more interactions to peers during B and C, but during D he initiated more to adults. During B adults mainly used routine statements, in C and D they mainly used orienting statements. During B his interactions to adults was inaudible and during C and D he used self maintaining and reporting statements. Peers used self maintaining and directing statements during B, directing statements during C and reporting statements during D. Ben used Self Maintaining statements during B, reporting statements during C and imagination during D.

Figure 4.5. John's observed interactions involving adults and peers at special school



John's interactions with adults surpassed that with peers during terms B and C, but during D interactions with adults equalled that with peers. In terms B and C John was initiating more interactions to adults than to peers, but during D he initiated more to peers than to adults. During terms B, C, and D adults mainly used orienting statements as well as praise and informing statements. John used reporting statements. During terms B and D peers used a combination of self maintaining, reporting and humour. In term C they used questions. John mainly used reporting statements when verbally interacting with peers.

Figure 4.6. David's observed interactions involving adults and peers at special school



David's interactions with adults surpassed that with peers during term B with more initiation to adults. With the passage of time there was a balance between interactions involving adults and peers during term D. This was linked with increased initiation to peers. Adults mainly used routine statements, during term, informing statements during C, and orienting statements during D. David used reporting and self maintaining statements to adults during terms B and D, and reporting statements during C. Peers used questions during term B and reporting statements and questions during term D, no verbal interactions were observed during C. David used reporting statements during B and D, and inaudible statements during C.

4. 4. 3. Summary of pupils' experience at the special school

There were some differences observed between the experience of those at the nursery and those at the special school . These differences could be attributed to the difference in setting. The first apparent difference was in the organisation setting pupils were observed in. In the nursery setting it was either individual or group setting. In the special school it was either class or individual setting. Pupils in both settings were observed engaged in a variety of curriculum areas but there seemed to be more "Choosing" which is where pupils are given a choice of several activities like painting, construction or home corner imaginative play. Having a snack and Core subjects were other areas that pupils were observed engaging in. For some pupils most activities were chosen for them by adults, but for a few like Marvin and Robin they were observed choosing activities for themselves equally to that chosen for them by adults. Likewise, most pupils were observed in the company of adults with some exception in Robin's and Marvin's cases who were observed equally with peers and on their own. There seemed to be a balance between interactions and non interactions, with a predominance of interactions involving adults. Pupils' interactions in detail revealed that for most pupils there was some balance of interactions involving adults and peers, with slightly more interactions involving adults. Matthew was the only exception his observed interactions mainly involved adults. There was an increase in initiation of interactions with the passage of time. Adults mainly used orienting statements when talking to pupils, and pupils mainly used reporting statements. For example: one episode of interaction taking place between John , teacher and a group of pupils: Teacher:: "Which drink would you like: orange or blackcurrent?"(Orienting). John: "blackcurrent please" (Reporting) Teacher: "Which cup would you like John, red or blue?" (Orienting) John "Blue: please." (Reporting) Teacher: "There you go" (Routine) John: "Thank you." (Reporting) The teacher is talking to other pupils and John interrupts talks to one pupil "Say please!, say please!" (Directing) the boy looks at John and does not answer. John: "I've finished, thank you" (Reporting).

4.5. Pupils' experience at the mainstream school:

This section will deal with the experience of Catherine, Matthew, Marvin and Robin at the mainstream school. Their experience was observed using the same schedules that were used at the special school. Catherine was observed for three terms at the mainstream school, Matthew for one term, and Marvin and Robin for two terms. The same method of determining the percentages of occurrences in each

category was done, and they were listed in table 4.10. The highest percentage in each category was highlighted to show the category that was observed the most to occur during the sessions observed.

4.5.1. Information from observation at the mainstream school

Table 4.10. Summary information from classroom observation at the mainstream school.

Terms	Catherine			Matthew	Marvin		Robin	
	B	C	D	D	C	D	C	D
Organisation								
Class setting	44	25	50	46	70	36	70	35
Group setting	0	31	16	14	30	43	30	55
Individual setting	56	44	34	40	0	21	0	10
Curriculum								
Core subjects	27	33	39	37	26	56	4	85
Foundation subjects	10	11	26	25	59	10	56	0
“Choosing”	28	36	2	20	4	25	30	3
Snack	0	0	0	3	0	0	0	0
Routine	35	20	25	15	11	9	10	12
Therapy	0	0	8	0	0	0	0	0
Choice of activities								
by adults	65	84	98	92	79	79	100	96
by self	35	16	2	8	21	21	0	4
Who with								
With adults	90	98	95	100	85	61	70	78
With peers	5	2	2	0	11	16	26	12
None	5	0	3	0	4	23	4	10
Interacting	70	88	78	79	51	62	62	71
Verbally	83	96	87	87	86	96	67	86
with adults	100	96	100	100	83	81	100	93
with peers	0	4	0	0	17	19	0	7
Non verbally	75	89	87	81	71	50	33	54
with adults	63	85	97	89	56	46	50	73
with peers	37	15	3	11	44	54	50	27
Not interacting	30	12	22	21	49	38	38	29

Key: Highlighted numbers are the highest percentages occurring in each category.

Background information : Organisation = classroom organisation, Curriculum = the curriculum area that the pupil was observed engaged in. The Choice of activities, who with and interactions = what was taking place during observed sessions. “Choosing” = pupil given a choice between a few activities like construction, home corner or painting.

Looking at Table 4.10. the first striking point seemed to be the similarity between Catherine’s and Matthew’s experience, and that of Marvin and Robin, this may have been a result of their being in the same school and the same classroom. However, this need not have been the case because placement in the same class does not mean, because of the grouping system, they experience same curriculum areas, same activities, and on the whole similar experiences.

This highlights a possibility that these two pupils (Catherine and Matthew in one class, and Marvin and Robin in another class) were grouped together as an entity sharing the same classroom experience.

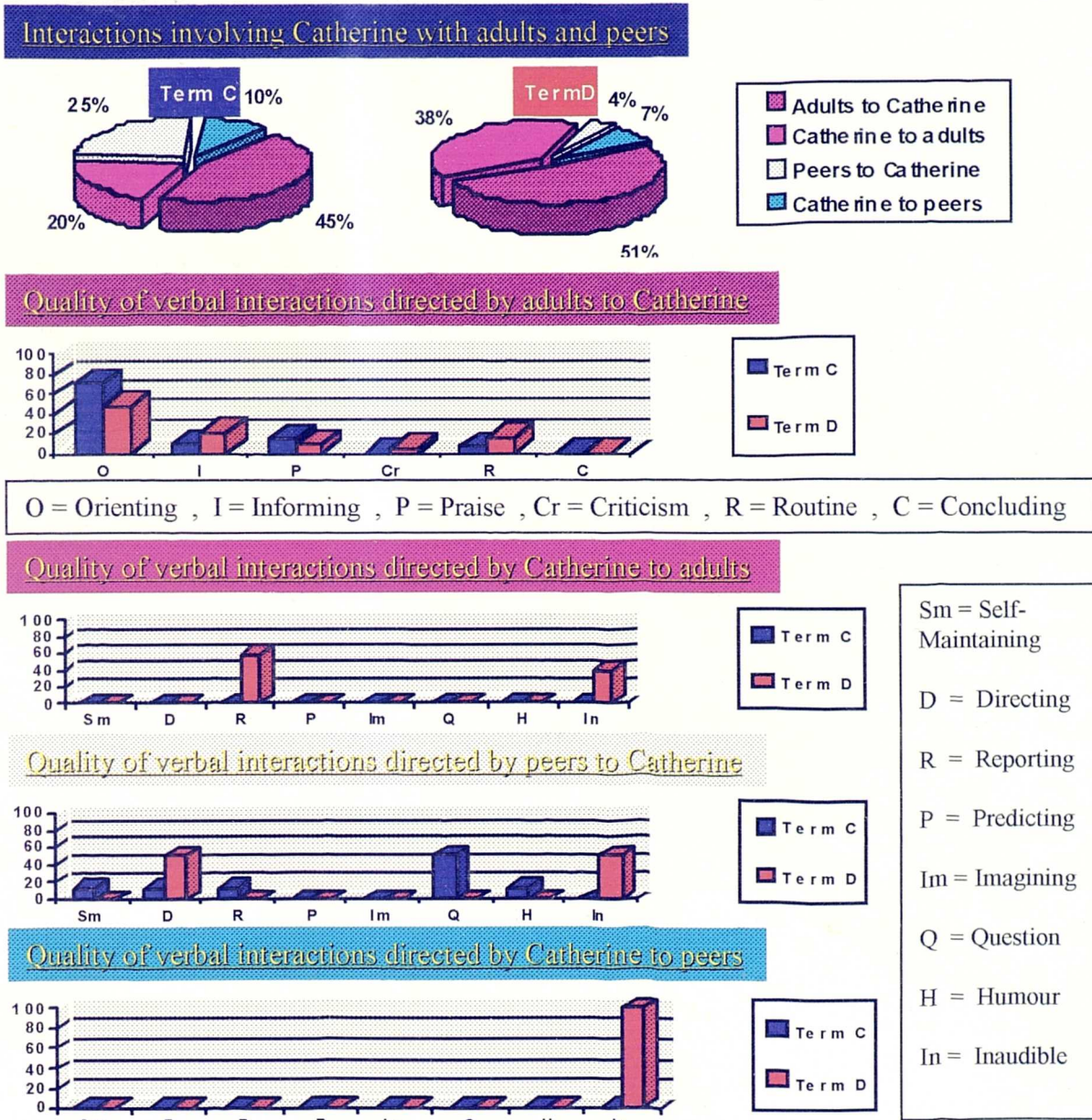
Catherine and Matthew were observed mainly in a class setting or individual setting, while Marvin and Robin were observed mainly in a class or group setting. The curriculum areas that the four pupils were observed to engage in were Core subjects, Foundation subjects, "Choosing" and Routine at varying degrees. Catherine was mainly observed doing Core subjects, "Choosing" and Routine areas, while Matthew was observed engaged in Core and Foundation subjects. Marvin and Robin were engaged in Core subjects, Foundation subjects and "Choosing". It was striking how minimal time was spent by pupils Having a snack or doing Therapy during the sessions observed, and as a direct contrast to what they were observed to experience at the special school.

During the sessions observed most activities were observed to be chosen for pupils by adults and there was maximum adult presence with pupils observed. All pupils were observed interacting more than half of the time observed as compared to the time they were observed not interacting, most verbal interactions observed involved more adults than peers. There seemed to be a predominance of adults being involved in non verbal interactions as well, but in some cases there was a balance between non verbal interactions involving adults and peers, for example, Marvin during terms C and D.

4.5.2. The quality of interactions sampled at the mainstream school

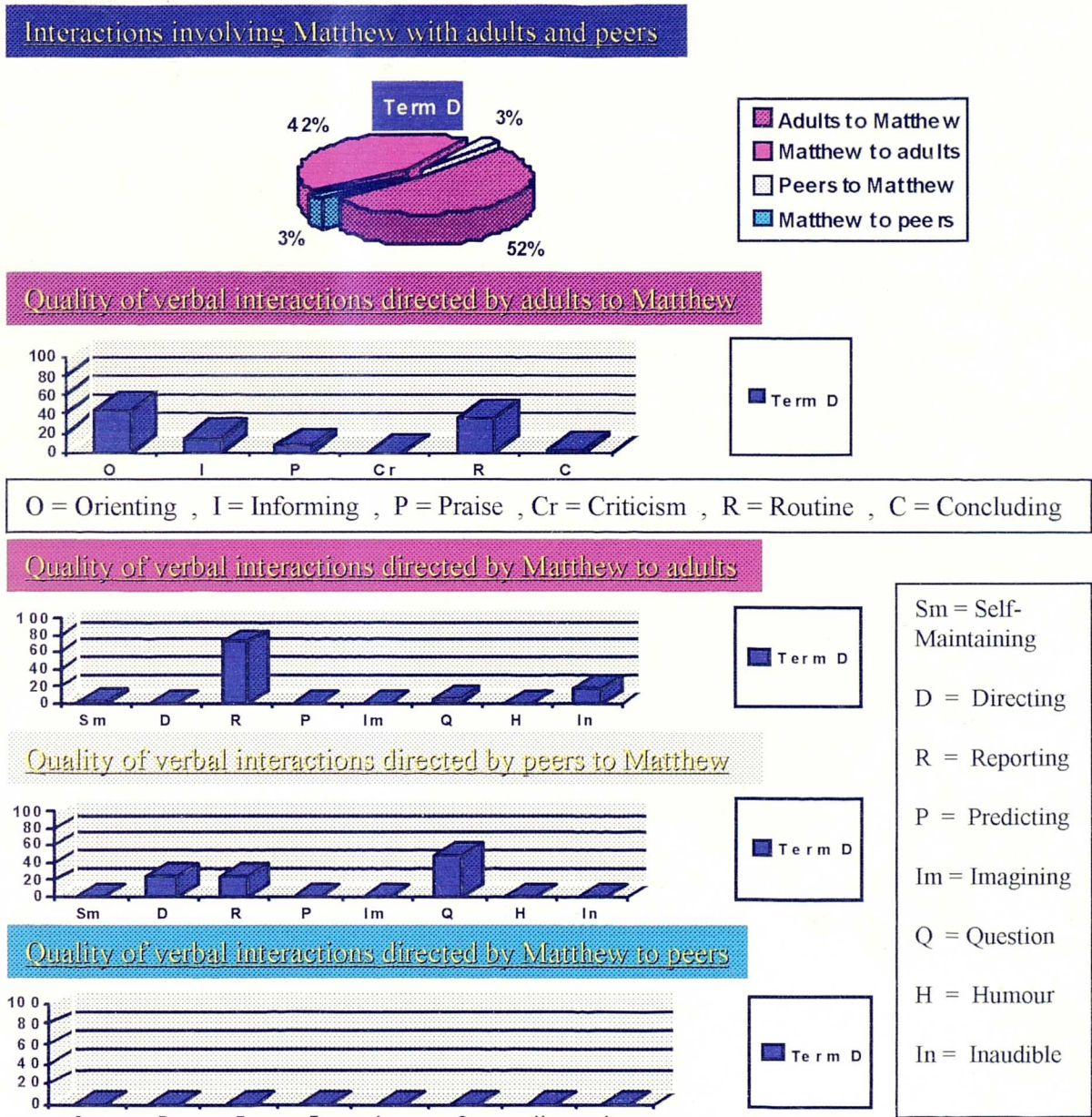
Pupils' interactions were observed in the mainstream school using the same Classroom Interaction Schedule used in the special school. Catherine's interactions were observed for three terms at the mainstream school for a maximum of fourteen interaction sessions. Matthew's interactions at the mainstream school were observed for one term for a maximum of six interaction sessions. Both Marvin's and Robin's interactions at the mainstream school were observed for two terms for a maximum of ten interaction sessions each.

Figure 4.7. Catherine's observed interactions involving adults and peers at mainstream school



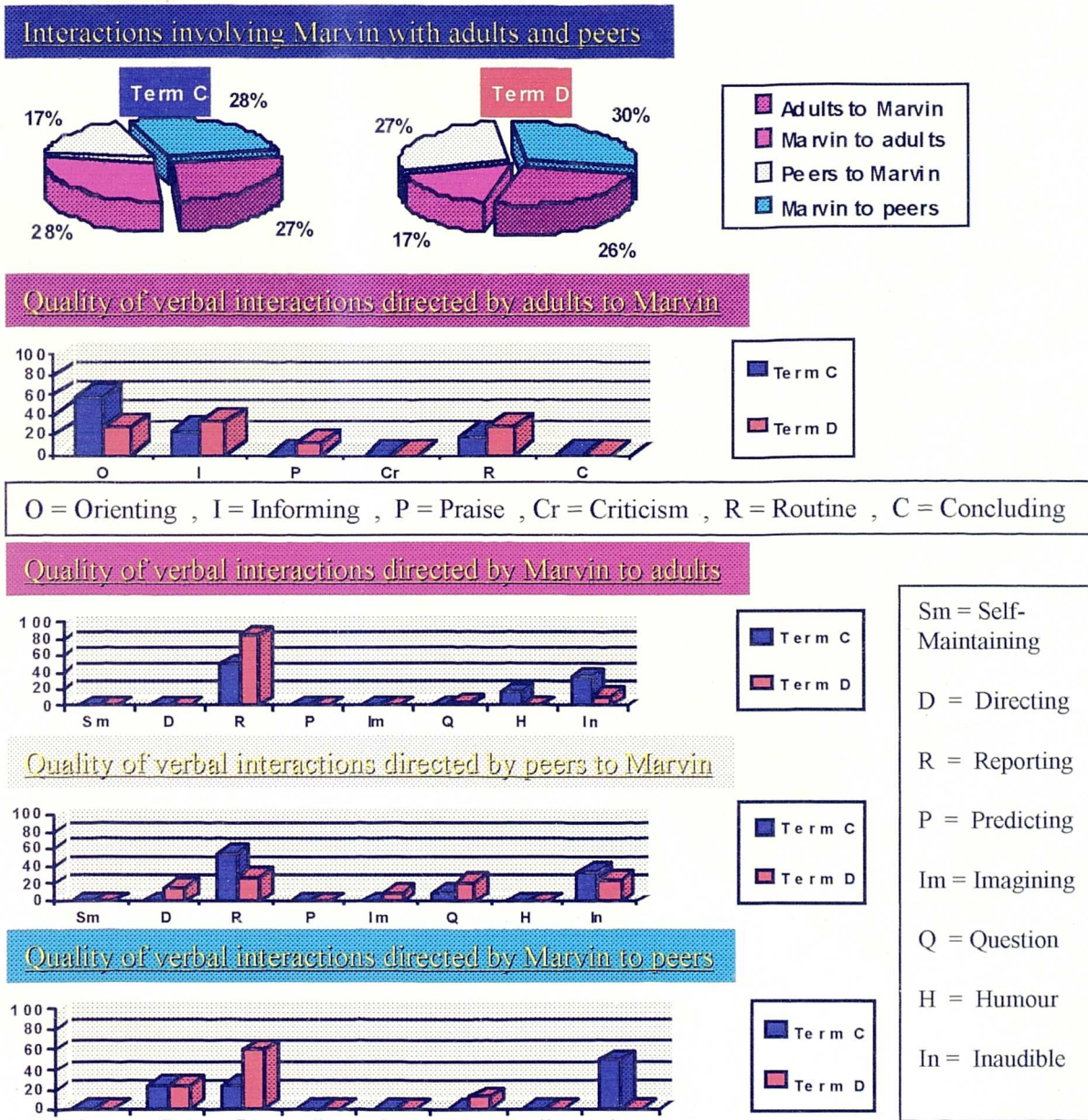
Catherine's observed interactions mainly involved adults and that increased with the passage of time. This was linked with more initiation of interactions by Catherine to adults. Adults mainly used orienting statements when verbally interacting with Catherine. Catherine verbally interacted with adults using reporting statements, and some of what she said was inaudible. Peers used questions during term C and reporting statements during term D as well as many inaudible statements. Catherine verbally interacted with peers but all of what she said was inaudible because of her language problems, but it was an indication she was using spoken language in addition to sign language.

Figure 4.8. Matthew's observed interactions involving adults and peers at mainstream school



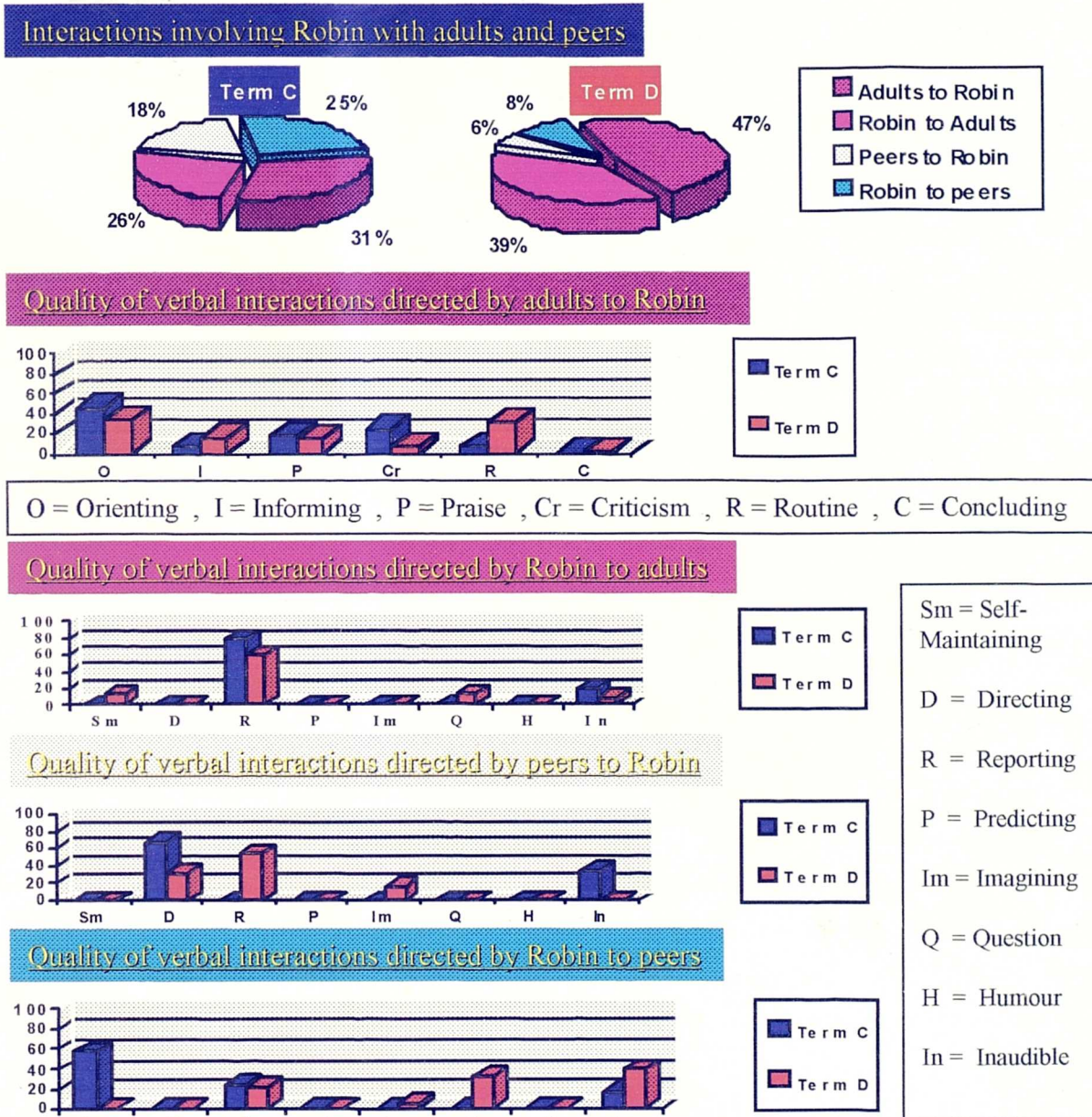
Matthew's observed interactions mainly involved adults. Adults initiated slightly more interactions than Matthew did. Adults used orienting and routine statements when observed verbally interacting with him. He used mainly reporting statements. When peers verbally interacted with Matthew they mainly used questions, and he was not observed verbally interacting with peers.

Figure 4.9. Marvin's observed interactions involving adults and peers at mainstream school



Marvin's interactions with peers almost equaled that with adults, with a slight increase of interactions involving peers with the passage of time. Marvin was observed initiating more interactions to peers, and more than he received. Adults were observed using orienting statements the most during term C while a combination of orienting, informing and routine statements during term D. Matthew used reporting statements when verbally interacting with adults. Peers used mainly reporting statements during term C, and a combination of reporting statements and questions during term D. Marvin used reporting statements during term D, but during C much of what he said was inaudible.

Figure 4.10. Robin's observed interactions involving adults and peers at mainstream school



During term C there was nearly a balance between Robin's interactions with peers and adults, but during D most interactions involved adults, with an increase in Robin's initiated interactions to adults. During both terms adults used a combination of orienting, praise and routine statements. Robin mainly used reporting statements when verbally interacting with adults. Peers used directing statements the most during term C and reporting statements during D. Robin used self maintaining statements the most when interacting with peers during C, and a combination of questions and reporting statements during D.

4.5.3. Summary of pupils' experience at the mainstream school

Pupils observed in the mainstream school were split in two groups regarding the organisation setting. One group was observed in an individual or class setting, and the other in a group or class setting. Pupils were observed doing Core subjects, Foundation subjects and 'Choosing'. Adults were observed choosing most activities for pupils, and they were observed in the company of adults most of the time. Pupils were observed interacting with adults more than peers. Looking at pupils' interactions in detail, it can be said that Matthew, Catherine and Robin interacted more with adults than with peers, and their initiation of interactions increased with the passage of time. Marvin on the other hand interacted equally with adults and peers but his initiation of interactions slightly decreased with the passage of time. Adults were observed mainly using orienting and routine statements. Pupils were observed using mainly reporting statements when verbally interacting with adults and peers. Peers used directing statements and questions. For example: an interaction episode between Robin and his SNA was as follows: SNA: "Robin, how many block are those?" (Orienting) , Robin: "1, 2, 3, 4." (Reporting) SNA: "Put them on the scales, how much do they weigh "(Orienting) Robin: "....." . SNA: "Robin, how much do they weigh? ... no no don't touch them" (Orienting) Robin: "They are four" (Reporting) SNA : "they weigh as much as three cotton reels, don't they?". (Informing) SNA " how many fingers on your hand?"(Orienting) Robin: "Don't know." (Reporting) SNA: "Count your fingers, see, 1, 2,3,4,5" (Orienting, Informing) Robin: "1, 2, 3, 4, 5" (Reporting).

4.6. Comparison between pupils' observed experience at the special school and mainstream school:

There were some similarities and differences between pupils' observed experience at the special school and that observed at the mainstream school. Looking at the observed classroom occurrences for the four pupils (Catherine, Matthew, Marvin and Robin) at the special school and that at the mainstream school it can be said that the organisation setting that was most observed for those pupils in the special school was Individual setting in addition to class setting for some of them or group setting. In the mainstream school there was a decrease in the amount of work observed in an individual setting except in Catherine's and Matthew's case who were observed in an individual setting in a large proportion of the time observed.

Pupils were observed engaged in a variety of curriculum areas at the special school, and at the mainstream school they were also observed engaged in a variety of curriculum areas, but as expected they were not observed in Therapy or Having a snack in the mainstream school, and the amount of time they were observed "Choosing" in the mainstream school was less than that observed in the special school. The third point of difference was that they were observed taking part in more interactions.

As for the points of similarity; pupils' activities were observed to be chosen by adults most of the time both at the special school and at the mainstream school. Except in Marvin's and Robin's case who appeared to choose more activities for themselves at the special school, but at the mainstream school adults appeared to choose more activities for them during the sessions observed. Pupils were observed mostly in the company of adults with a few exceptions at the special school, but there were fewer exceptions in the mainstream school. Pupils' interaction indicated a predominance of interactions involving adults, that increased with the passage of time, except in Marvin's case who seemed to interact with adults and peers equally during the interaction sessions observed, this was anticipated by his teacher at the special school when she said "*Marvin is socially (.....) a little bit more competent than Robin sharing and understanding the needs of others...*". The passage of time and the difference in settings seemed to show an increased initiation of verbal interactions on pupils' part, particularly interactions directed to adults. There appeared to be similarity in the quality of talk by adults with a prevalence of orienting and routine statements and on the pupils' part a prevalence of reporting statements. To illustrate table 4.11. shows a comparison between Marvin's observed experience in special school and that observed in mainstream school as an example of the differences and similarities discussed above. It illustrates the difference in organisation setting observed, how less time was observed in an individual setting. Also the difference in the curriculum areas observed. It also shows the increased involvement with adults and activities chosen by adults. It shows that there a similar pattern of interactions observed in both settings.

Table 4.11. Marvin's observed experience in special school and that observed in mainstream school

Terms	Marvin at special school		Marvin at mainstream school	
	A	B	C	D
Organisation				
Class setting	9	18	70	36
Group setting	39	19	30	43
Individual setting	52	63	0	21
Curriculum				
Core subjects	11	21	26	56
Foundation subjects	7	0	59	10
"Choosing"	56	54	4	25
Snack	17	5	0	0
Routine	9	20	11	9
Therapy	0	0	0	0
Choice of activities				
by adults	39	44	79	79
by self	61	56	21	21
Who with				
With adults	50	48	85	61
With peers	34	22	11	16
None	16	30	4	23
Interactions	36	47	51	62
Verbally	36	34	86	96
with adults	100	59	83	81
with peers	0	41	17	19
Non verbally	3	30	71	50
with adults	100	29	56	46
with peers	0	71	44	54
Not interacting	64	53	49	38

Key: Highlighted numbers are the highest values in each category

4.7. Perspectives with the passage of time:

It was important at the end of the second academic year observed to investigate the perspectives of parents and teachers to reveal their feelings towards the transfer of the pupils who had transferred, or towards the non transfer of those who had not. Moreover, their views of the support given to the pupils and their expectations of the future were sought.

4.7.1. Perspectives of parents with the passage of time

It was only possible to interview Matthew's and Catherine's parents (of the group that have transferred to mainstream school), and John and David (of the group who had remained at special school) at the

end of second academic year. They were all asked for their opinions of their children's progress, the support received by their children and their expectations of their children's future performance.

All sets of parents expressed their satisfaction with the progress that their children had achieved whether at the mainstream school, or special school. For example, Catherine's mother said; *"After being here a week I knew I had done the right thing and she has just come on really really well."* John's parents expressed satisfaction with his progress socially and behaviourally, but expressed concerns that academically he had not progressed and attributed that to the occurrence of epileptic fits.

All parents expressed their complete satisfaction with the support given to their children from within the school. They were less pleased with the support given from outside agencies, Catherine's mother mentioned speech therapy, David's mother criticised the long time she had to wait for a statement and the long time she has to wait for transfer into mainstream school. John's mother criticised doctors at the Regional Child Development Centre for refusing to take her complaints seriously.

Catherine's mother had positive expectations of her child at the following stage at the mainstream school. She said: *"....there are a lot of things that she achieved that I wouldn't have thought in six months, so I think she'll be OK, I really do."* Matthew's father considered it too early to form any expectations for the following stage. David's parents expected him to do well academically but were concerned about him socially. In contrast, John's parents expected him to do well socially but were concerned about him academically.

4.7.2. Perspectives of teachers with the passage of time

Teachers were interviewed regarding their opinion of pupils' progress, and of the support given to pupils and their expectations of the pupils' performance. Teachers were mostly positive about the pupils' progress, Robin's teacher was positive but had expressed some concerns regarding his behaviour problems. Ben and John's teacher described some progress in some areas but also some concerns in other areas.

For example, when describing Ben's progress she said: *"...he'll sit down and he'll wait for someone to tell him what to do which is a great improvement instead of racing down the school trying to find him in corners, I think that has probably happened twice in the last half term that he disappeared completely so that's a huge improvement."* Teachers were also positive regarding the support given to pupils from

within the school and from outside agencies. Catherine's teacher, however, expressed some concerns regarding the area of speech therapy. Teachers' expectations of pupils' performance were either conditional positive or positive with some concerns. In Marvin's and Robin's case the class teacher was positive they would continue to do well with the proviso that the level of support was maintained and the home background became more stable. Although Catherine's teacher was positive that she would do well the following year, but she was concerned that some problems may occur during the following stage when according to her *"the gap would widen between Catherine and her peers"* David's teacher felt it was appropriate for David to transfer the following term to a mainstream school provided he was granted some classroom support to help keep him on task. As for John and Ben the class teacher felt it was inappropriate for them to transfer to a mainstream school in the near future.

4.8. Summary

It was the aim of this chapter to shed the light on who makes the decision, criteria used and how consensus is reached. As well as the measures taken to facilitate the transfer to a mainstream school. In addition to pupils' experience at the mainstream school in comparison to that at the special school.

Upon discussing how the key persons viewed the appropriateness of transfer or inappropriateness of transfer to a mainstream school for the seven pupils in this group, some points emerged:

- It was interesting to note that the opinion of pupils whose transfer was discussed by the key persons had not been sought and that may have been because of their young age, and parents' belief that they knew what was best for their children
- It appeared that most of the key persons had agreed that it was appropriate to consider integration for the seven pupils. Parents were especially positive that it was appropriate for their child to transfer to a mainstream school except John's parents.
- The criteria used by parents when judging the appropriateness of transfer or not were child centred. Similarly special school staff also used criteria related to the child but also added some characteristics to do with the special school.

Educational psychologists also used characteristics of the pupils but added their own philosophy to the criteria they used when judging the appropriateness of transfer.

As for the decision of which school that children were going to transfer to;

- Parents were the ones that made that decision.

- Parents based their choice of which school on attendance of siblings at the school , religious reasons and/or geographic convenience.

As for the formal decision of transfer to a mainstream school ;

- It was decided that Catherine, Matthew, Marvin and Robin would transfer to a mainstream school while the other three pupils would remain at the special school.
- It was decided that Marvin and Robin would transfer to the mainstream school chosen for them by their parents. While Catherine's parents and Matthew's parents were asked to choose other mainstream schools to the ones originally chosen by them because of financial constraints. Catherine's parents chose a mainstream school that met their criteria, but Matthew's parents chose a mainstream school that was not suitable religiously, geographically, but it appeared to have been chosen because it had accepted Matthew and agreed that he would be supported by an SNA instead of a qualified teacher as requested by the school originally chosen by parents.
- The measures taken to facilitate transfer took the form of numerous discussions involving parents, special school staff , educational psychologists and mainstream school staff. There were also several visits to the mainstream school by pupils and special school staff to the mainstream school. Mainstream school staff also visited the pupils at the special school. However, this was not the case in Matthew's case who only visited the school once prior to his transfer and was not visited at the special school. The discussions that had taken place prior to his transfer had been with another mainstream school.
- The mainstream school staff mentioned the measures they had taken to ensure that the needs of pupils would be met at the mainstream school. The classroom practitioners (teachers) were not only concerned with ensuring support was in place but also with means of introducing the curriculum to the pupils. The policy makers (head teachers and SENCOs) were concerned with the physical alterations at the school and the provision of support.
- There was no adequate preparation of SNAs who did not know what to expect, and appeared not to realise the exact needs of pupils , they had not received any training prior to supporting pupils especially those with complex needs like Matthew and Catherine
- All the key participants appeared to regard integration positively and also had positive expectations of the pupils' performance at the mainstream school. Some however, had placed certain provisos to

ensure successful integration or positive expectations. These provisos mainly involved presence of support and adequate resources.

- By comparing the observed classroom experience of pupils at the special school and at the mainstream school there appeared to have been some differences especially in the organisation within the class, in the curriculum areas involved in, and in the amount of interactions taking place, but there was no difference in the number of activities chosen for pupils by adults, and the amount of activities done by pupils in the presence of adults. When looking at the interactions in depths there still appeared to be more interactions involving adults than peers except in Marvin's case who appeared to interact equally with adults and with peers.
- The role of the educational psychologist did not appear as prominent as expected. That was evident from their lack of involvement in resolving the disagreement that occurred between what parents wanted for their children and what LEA officers believed was possible to provide. This disagreement was resolved when parents had agreed to give up some of their demands.
- Parents of pupils who had transferred appeared pleased with the outcome of the transfer to mainstream school and were pleased with the support received from within the school, but there was some dissatisfaction with some areas of outside support; mainly the speech therapy areas. Likewise, parents of pupils who had not transferred were pleased with the progress of their children and were satisfied with the support received from school but were less pleased with outside agencies namely; the doctors at the regional child development centre. Teachers of pupils who had transferred expressed their satisfaction with the whole process but stressed that such satisfaction was conditional on the maintenance of support. The teacher of pupils who had not transferred was also pleased with their progress and talked about discussions regarding David's transfer to a mainstream school the following term.
- It soon became apparent that the lack of adequate preparation prior to Matthew's transfer to the mainstream school was going to jeopardise his chances of successful integration.

His class teacher and SNA did not feel confident they were meeting his needs, they felt inadequate, and lacking in training. During the school holidays the head teacher informed the researcher that they were seriously considering sending Matthew to a special school that catered for pupils with physical difficulties because at the school they were unable to meet his needs.

In view of the above there appeared to be some issues that are directly related to the issues raised by researchers in the field of inclusion:

- Overlooking the consultation of pupils regarding the possibility of transfer to a mainstream school raises an important question : would the child have had an alternative preference had he been consulted? It is worthwhile to remember here that 'mainstream children' of the same age are not often consulted regarding the school they are going to attend because parents believe they know what was best for their children.
- Parents seemed at the core of decision making procedure, but it was quite superficial , because it was only possible to fulfill parental wishes when they happened to agree with what professionals believed was possible to achieve. When a conflict occurred there appeared to be no constructive dialogue between disagreeing parties, and the outcome was that parents settled for what they regarded as second best
- The fact that some pupils were considered as possible candidates for transfer to a mainstream school because of certain skills they possess, or certain characteristics in the school opposes current moves towards the inclusion of all pupils in mainstream schools regardless of their needs. For example Booth (1996) defines inclusion as the education of all pupils in classes in local schools, given support when and if needed.
- It appeared to be the case here that if pupils would not fit the mainstream school they would not transfer as in the case of Ben, John, and David, or would find another mainstream school that would accept them like in Catherine's and Matthew's case. These issues reflect the current move towards inclusion and not integration. As MacKay and McQueen (1998) have discussed that integration requires pupils to fit into the mainstream school, while inclusion means that the mainstream school has adaptability to accommodate all pupils regardless of their kind of need.
- Availability of resources seem to be detrimental in the appropriateness of transfer or not; in Catherine's and Matthew's cases lack of resources resulted in a change of schools chosen by parents. This meant that resources stood in the way of fulfillment of parental wishes. The following chapter will deal more closely with the settling in period after transfer and the first academic year after transfer.

Chapter 5 : The Transition group

5.1. Introduction

This chapter aims to answer research questions 2, 3 and 4.

Research question 2: After a decision is reached what measures are taken to facilitate the transfer?,

Research question 3: Following transfer what support is received by the pupil in the mainstream school and does it change with the passage of time?, and

Research question 4: What is the classroom experience encountered by pupils when they first transfer to the mainstream school and does it differ with the passage of time?

There are seven pupils in this group; three boys and four girls, the characteristics of the group are summarised in the following table.

Table 5.1. Characteristics of Transition group

Name	Age	Type of need	Setting
Robert	6 years	Developmental delay	Special school in LEA Y
Anna	8 years	Cerebral palsy	Special school in LEA Y
Andrew	5 years	Developmental delay	Special school in LEA Y
Karl	6 years	Developmental delay	Special school nursery in LEA X
Amy	5 years	Developmental delay	Special school nursery in LEA X
Mary	5 years	Cerebral Palsy	Special school nursery in LEA X
Martine	5 years	Developmental delay	Special school nursery in LEA X

Table 5.1. shows that at 8 years old Anna was the oldest pupil in this group. The ages of the rest of the group ranged from five to six years. The needs of five pupils were classified as Developmental delay, and two pupils were classified as having Cerebral palsy which differed in degree; Anna was in a wheel chair while Mary had very mild cerebral palsy that made her limp slightly. Robert and Andrew were from the same special school in LEA Y and Anna was from a different special school in the same LEA. The four pupils from LEA X came from the same special school nursery.

The criteria used in including pupils in the sample was that a decision had been made to transfer to a mainstream school.

5.2. Decision making , who is involved and criteria used

This section will investigate the decision making process. The perspective of key participants' towards the appropriateness of transfer to a mainstream school and the criteria used. The key participants involved in making the decision of transfer to a mainstream school were identified as; parents, head teacher at special school, class teacher at special school and the educational psychologists. The choice of the mainstream school will also be discussed, trying to shed light on the reasons behind such choices.

5.2.1. The key participants' perspectives on appropriateness of transfer and choice of mainstream school :

The key participants were asked if they believed it was an appropriate decision that pupils should transfer to a mainstream school and the criteria they used in reaching their decision. Most of them regarded the transfer of pupils as appropriate. The criteria they used in making such a judgment were classified in the following categories.

- “Child’s skills” :

Examples; *“she was brighter than most of the girls in the class”*, and

“Robert is the most capable, some of this work is too simple for him”

- “Nature of needs” :

Example; *“ She has only a few physical difficulties, but she’s always been destined to go to first school”*

- “Special school staff’s opinion”

Example: *“.....it was mostly the school staff, I think. I did my assessment as well, but I think it was the school staff because they generally know the child much better than we do”*

- “Nature of mainstream school”

Example: *“.....so many children couldn’t speak, couldn’t communicate, we felt he would be better stimulated at a mainstream setting”*

- “Parental wishes” :

Example’ *“Mother was quite insistent really and I couldn’t see any reason why she shouldn’t be”*.

Choice of school was also investigated to find out if mainstream schools were chosen by parents and the criteria they used in making that choice.

Table 5.2. key participants' opinion on the appropriateness of transfer or not and the criteria used by them in making their judgment.

	Parents		Head teacher		Class teacher		Educational Psychologist	
	Yes/No	Criteria	Yes/No	Criterion	Yes/No	Criterion	Yes/No	Criterion
Robert	Yes	Child's skills	Yes	Child's skills	Yes	Child's skills	Yes	Special school staff's opinion
Anna	Yes	Child's skills	Yes	Child's skills	Yes	Child's skills	Yes	Nature of needs
Andrew	Yes	Child's skills	No	Nature of needs	No	Nature of needs	No	Nature of needs
Karl	Yes	Nature of main-stream school	No	Nature of needs	No	Nature of needs	Yes	Parental wishes
Amy	Yes	Child's skills and nature of needs	Yes	Child's skills	Yes	Nature of needs	Yes	Special school staff's opinion
Mary	Yes	Child's skills	Yes	Child's skills	Yes	Child's skills	Yes	Special school staff's opinion
Martine	Yes	Child's skills	Yes	Nature of needs	Yes	Nature of needs	Yes	Special school staff's opinion

Table 5.2. shows that in five cases all the key participants agreed it was appropriate for pupils to transfer to a mainstream school. The two exceptions were Andrew and Karl. Andrew's parents believed it was appropriate for him to transfer to a mainstream school, but special school staff and the educational psychologist did not share their views. As for Karl, both parents and educational psychologist believed it was appropriate, but the special school staff disagreed.

The criterion most frequently used by participants was the child's skills. The second most frequent was the nature of the needs of pupils. In Karl's case the nature of the mainstream school was also mentioned as a criterion used by his parents. It is interesting to note that 'child's skills' was not used as a criterion by any of the educational psychologists, rather nature of needs was used to judge the appropriateness or inappropriateness of transfer in Anna's and Andrew's cases. Parental wishes was the criterion used by the educational psychologist involved in Karl's case. Moreover, in Amy's, Mary's and Martine's cases because the special school staff regarded their transfer as appropriate, educational psychologists adopted that view because they believed that special school staff know the children best.

All parents chose the mainstream school for their children and the criteria used by parents in their selection were mostly geographic convenience, attendance by other siblings or religious reasons. The only two exceptions were Anna's and Andrew's parents. Anna's parents chose the mainstream school because they heard it had a successful experience of integrating a pupil with similar needs to Anna. Andrew's parents chose the mainstream school because it was the only one that accepted him.

5.2.2. Summary of decision making process:

From the evidence presented, it can be said that all key participants had agreed on the appropriateness of transfer to a mainstream school for all pupils except Andrew and Karl. In Karl's case the special school staff had felt it was inappropriate for him to transfer then, but had decided to fulfill parental wishes. In Andrew's case; the situation was slightly different; special school staff and the educational psychologist had all agreed that it was an inappropriate decision to transfer him to a mainstream school. The parents asked the educational psychologists' department for a second opinion, and when a disagreement occurred, a third psychologist was called to resolve the dispute. She agreed with the first one that it was inappropriate for Andrew to transfer to a mainstream school. But parents decided to follow the second psychologist's advice. It is also interesting to note that sometimes parents preferred to think that the decision to transfer to a mainstream school was a decision made by special school staff, for example Robert's parents stressed that the special school staff were the ones who initiated the transfer. The special school staff stated that parents were the ones who initiated the transfer.

As for the criteria used by the different players in deciding appropriateness of transfer; they were mainly related to the pupil; pupils' skills, and nature of needs. Other criteria cited were the opinion of special school staff, parental wishes and characteristics of the mainstream school.

The mainstream school was chosen by parents and the criteria they used in making their choice ranged from geographic convenience, attendance by siblings and religious reasons. Anna's parents chose the mainstream school because it had successful past experience in integrating a pupil of similar needs to Anna's. Andrew's parents chose the mainstream school because it was the only one that accepted him. There appears to be some differences and some similarities between the decision making in the Pre transition group and the Transition group. In both groups, almost all the key people had regarded the transfer as appropriate and the criteria used in both groups were similarly related to child's skills or nature of needs. The criteria used by Educational psychologists to judge appropriateness of transfer seemed to differ. In the Pre transition group they had mentioned their personal philosophy as one of the criteria they used in deciding appropriateness of transfer, as well as child's skills and nature of needs. In the Transition group they mentioned nature of needs, parental wishes, and special school staff opinion. Parents in both groups chose the mainstream school themselves, and the criteria for making that choice was the same in both groups: geographic convenience and attendance by other siblings. Only in the Transition group did one set of parents choose the mainstream school because it had past experience in integrating a pupil with similar needs to their daughter.

5.3. Measures taken to facilitate the transfer

In this group the measures taken to facilitate the transfer to a mainstream school started with informing the pupil while still at special school of the forthcoming transfer, then discussions, visits, further measures to meet pupils' needs and sometimes introduction to their peers and their parents.

5.3.1. Pupils' feelings regarding their transfer to a mainstream school:

All pupils were informed of their approaching transfer to a mainstream school. In most cases their parents and class teachers said that the pupils were excited at the idea of their approaching transfer to a mainstream school. One interesting case was Andrew where his class teacher assumed he must have been unaware of his forthcoming transfer because she was unaware herself, and his transfer to a mainstream school had come as a surprise for her. Karl's parents and class teacher had talked to Karl about his transfer, but felt that he was unaware what transfer to a mainstream school entailed.

5.3.2. Discussions, visits and other measures taken to facilitate the transfer

Part of the measures taken to facilitate the transfer were discussions between the key participants, exchange of visits between mainstream school and special school and further measures taken by mainstream school to meet pupils' needs.

Table 5.3. Discussions, visits and further measures taken to facilitate transfer

	Robert	Anna	Andrew	Karl	Amy	Mary	Martine
Discussions involving							
Parents	Yes	Yes	Yes	Yes	Yes	No	Yes
Head teacher at special school	Yes	Yes	No	Yes	Yes	Yes	Yes
Class teacher at special school	Yes	No	No	No	No	No	No
Educational Psychologist	Yes	No	Yes*	Yes	Yes	No	Yes
Head teacher at mainstream school	Yes	Yes	Yes	Yes	Yes	Yes	No
Class teacher at mainstream school	Yes	Yes	Yes	Yes	Yes	No	No
SENCO	Yes	No	No	Yes	Yes	Yes	Yes
SNA	No	No	No	No	Yes	Na	Na
Support Services	No	Yes	No	No	No	No	No
How often	Many	Many	Few	Many	Many	Few	Few
Visits to mainstream school	Yes	Yes	No	Yes	Yes	Yes	Yes
Visited at special school	Yes	Yes	No	Yes	Yes	Yes	Yes
Further measures taken by head teacher at mainstream school	Support	Physical changes support	None	Support	Support	None	Na
Further measures taken by SENCO	Support	Physical changes	Support	Support	Support	None	Support**
Further measures taken by class teacher at mainstream school	Support	Support material	Support	Material support	Materials support	None	Support

* Andrew's educational psychologist was involved in discussions to resolve a dispute that occurred between two educational psychologists regarding the appropriateness of Andrew's transfer

**The SENCO talked about the need to start statementing procedures in order to get support for Martine
Table 5.3. shows that the discussions that took place prior to the transfer occurring usually involved parents, head teacher at the special school, educational psychologists, head teacher at mainstream school, class teacher and special educational needs co-ordinators. Class teachers at the special school were not involved in the discussions except in Robert's case. Likewise, special needs assistants did not

take part in discussions prior to transfer except in Amy's case. It is worthwhile to notice that only in Anna's case were the LEA Support Services involved.

The amount of discussions that took place prior to transfer seemed directly related to the professionals' perspective of support needed at the mainstream school. For example, few discussions took place in Mary's and Martine's cases because there was no statement and no additional support needed. Andrew's case seemed different because there were no discussions at all involving the special school staff prior to his transfer, all discussions went on between parents and mainstream school staff, because special school staff were unaware that he was transferring to a mainstream school.

All pupils except Andrew went on a few visits to the mainstream school accompanied by members of staff from the special school and their parents. They were also visited at the special school by mainstream school staff. Andrew visited his school only once prior to his transition, and was not visited at the special school. All pupils except Anna and Andrew met their class teachers when they visited the mainstream school. Of the five pupils who were going to receive support at the mainstream school only Robert, Andrew and Amy met their SNAs prior to transfer. In Andrew's case the SNA was known to him before he transferred to the mainstream school because she had been training to become a nursery nurse at the special school he attended.

Almost all of the staff in the mainstream school mentioned the presence of SNAs as the main measure taken to meet the needs of pupils. In Mary's case, all the staff interviewed at the mainstream school said that there was little need for special measures to meet her needs. Anna's, Amy's and Karl's teachers not only mentioned the presence of a support assistant, but also special materials. In Anna's case both head teacher and SENCOs appeared to regard the physical alterations as the most important measure taken to meet her needs. Andrew's head teacher said there were no special measures she felt they should take to meet his needs at that stage.

5.3.3. Introduction of pupils to peers and parents of other pupils

Some teachers felt the need to introduce the newcomer to the other children, explaining the kinds of problems that were likely to occur, especially so in the case of behaviour problems. This was especially the case in Karl's and Amy's cases because the teacher warned the class of their 'tantrums' and explained to them that when they screamed it would not mean that they were in pain.

The only exception was Robert, where the teacher said that she did not feel she needed to explain his needs to other pupils because he did not have behaviour problems that would disrupt the class. The only

teacher who had to explain to parents was Karl's and Amy's teacher who was questioned by several concerned parents worried that the presence of Karl and Amy would affect the education of their children. One head teacher also held assemblies where the needs of different pupils were discussed.

5.3.4. Summary of measures taken to facilitate the transfer

All pupils were informed of their forthcoming transfer and parents and teachers had reported their feelings of excitement. In Andrew's case the class teacher assumed that Andrew was unaware of the forthcoming transfer because she herself was unaware of the transfer.

Most of the key participants were involved in discussions that took place prior to transfer. According to recommendation of special school staff the support services were involved in Anna's case. The most striking issue seems to be the almost non-existent discussions involving Andrew; the only discussions involved parents with the head teacher who at the same time was the special educational needs Co-ordinator. The educational psychologist was only involved to resolve the difference of opinions between another two psychologists.

Visits were exchanged between the special school and the mainstream school except in Andrew's case who visited the mainstream school with his parents and was not visited at the special school by the mainstream staff.

Almost all teachers found it necessary to introduce pupils to their peers and in the case of Karl and Amy the teacher mentioned to the class that they may exhibit some behaviour problems and that they should not worry about them. Moreover, some parents were concerned that their children's education would be affected by the presence of pupils with special needs in their class and were reassured by the teacher that nothing would affect their children's education.

There were some similarities and some differences between the measures taken to facilitate the transfer in the Transition group and the Pre transition group. The similarities were in the discussions that took place prior to transfer that usually involved parents, special school head teacher, educational psychologist, and mainstream staff. The only difference in the Transition group was the involvement of the Support Services in discussions concerning one pupil. The pattern of visits was also the same in both groups.

The mainstream school staff also mentioned the same further measures taken to meet the needs of pupils which mainly centred on the presence of support in both groups. The differences between both groups

lay in the fact that in the Transition group it was mentioned that the parents had informed their children of their transition into mainstream school, and that pupils had expressed feelings of excitement. This was perhaps because parents of pupils in the Transition group were sure of the forthcoming transfer unlike those in the Pre transition group and therefore were able to inform their children. In addition to that the mainstream teachers of pupils in the Transition group had introduced pupils to their peers prior to their transfer. This may have been related to the nature of their needs, because teachers mainly mentioned behaviour aspects when introducing pupils to their peers.

5.4. Support received by pupils at the mainstream school

What the school theoretically believes in regarding integration, what the school staff say they believe in as well as their expectations of pupils' performance are very important in the way support is given and affects the success of the whole process of integration. That is why the following section will deal with the attitudes and expectations in the mainstream school.

5.4.1. Attitudes towards integration as featured in the school SEN

policy

There were three areas that were looked at in the analysis of the schools' SEN policies, these were;

- the special needs co-ordinator's role;
- the policy on integration;
- the partnership with parents

Only Mary's and Martine's school policies mentioned the name of the special needs Co-Ordinator. The role of the special needs Co-Ordinator was outlined similarly in all school policies; the special needs Co-Ordinator should be involved in all stages of identification, assessment starting from the second stage, involved in planning, reviewing progress, and liaising with outside agencies to meet the needs of pupils with special needs. In addition to the SENCO's role in staff training and development. Only in Robert's and Martine's school policy was it mentioned that the special needs Co-Ordinator would work with the children on one to one basis if necessary whether inside the class alongside their peers or withdrawn outside.

Regarding the policy on integration; all policies mentioned curricular integration as a very vital issue; indicating that all children were entitled to the same curriculum. In addition to curricular integration social integration was mentioned as an important objective in the provision for special needs in the

All school policies allowed the withdrawal from the class room situation for individual work, but at varying degrees; in Karl's, Amy's, Martine's and Robert's school policies it was mentioned as something that may occur on regular basis. In Mary's and Anna's school policies it was mentioned that withdrawal from the classroom situation may happen but on temporary basis.

The only school policy that mentioned any links with special schools was Martine's mainstream school that mentioned having a link with the special school nursery from which Martine came.

The only school policies that mentioned Inclusion or Integration as a separate category were Anna's and Martine's.

As for the partnership with parents; the only policy that included a separate section dedicated to the partnership with parents was Martine's school policy. All school policies mentioned that it was necessary to inform parents of all documentation, statements and records kept of their child. In Martine's mainstream school SEN policy, there was a section about the pupil's views on the provision and on his education.

In the introduction to the special educational needs policy of Mary's school it was written; *"We feel parents are the experts on their own child and therefore an important partner in the education of children."*

5.4.2. Attitudes of mainstream school staff regarding integration

The staff at the mainstream school were interviewed to explore their views about integration. Their responses were analysed and three categories emerged:

- Positive:

Examples: *"Integration in general, I am very pro it, as I think children should be given the chance to be in mainstream."* and *"I think it is a good idea"*

- Conditional positive :

Examples; *" Well I think in integration all would be well and good if everybody came up with the goods that they have promised."* (goods meaning resources), and *"...if the support came with them"*

and that is not just the support in the classroom but the backup of information, the professional support from outside, I think it would be excellent"

"....if a child's needs are so severe whether they are mental or physical that it is having an effect on the general welfare of the class then I think it has to be looked at carefully." and ".... it off course depends on the needs of the child"

- Negative:

example: *"Theoretically the idea sounds wonderful but over the last few years in practice it leaves a lot to be desired"*

Table 5.4. Attitude of mainstream school staff regarding integration:

	Head teacher	SENCO	Class teacher
Robert	Conditional positive	Positive	Conditional positive
Anna	Conditional positive	Conditional positive	Conditional positive
Andrew	Positive	Positive	Conditional positive
Karl	Conditional positive	Conditional positive	Positive
Amy	Conditional positive	Conditional positive	Positive
Mary	Conditional positive	Conditional positive	Conditional positive
Martine	Positive	Negative	Conditional positive

Table 5.4. shows that most of those interviewed at the mainstream school regarded integration positively, but mentioned some conditions that would, in their view, aid successful integration. These conditions either related to the presence of adequate support or related to the nature of the needs of pupils. Linking the success of integration to the nature of the needs of pupils, seems to exclude some pupils; if pupils do not 'fit' the mainstream school then they won't be included. Those who were positive attributed that to their positive philosophy towards integration.

Head teachers appeared to place slightly more emphasis on the type of needs when mentioning the provisos they placed on the success of integration. In contrast, class teachers appeared to place more stress on the presence of support.

Special Educational Needs Co-Ordinators appeared to regard type of need and presence of support both equally but one of them had expressed a negative attitude to integration and said how frustrated she had felt because of her lack of experience.

5.4.3. Expectations held by different key participants of pupils'

progress at the mainstream school

When the expectations held by the different players were analysed five categories emerged. These categories were as follows;

- Positive,

Examples: *"I think Anna will get on very well"*,

"I expect her to do extremely well she is very bright...." and

"I think she'll be OK"

- Conditional positive,

Examples: *"It depends on the school, I think he is the sort of child that was struck lucky with the teachers he's got"*, and

"I was quite positive really, seeing the amount of support they got."

- Concerns,

Examples: *"I thought there will be more problems with him and I thought it will make organisation difficult"*

"I expected Karl to be much worse than he is, because as I said I used to see him with his mother and he used to make such terrible paddies"

- Negative, Example; *"....they are never going to race through the system and become 'normal' that sounds awful doesn't it? but they are never going to catch up and to me that seems to be the shame of taking them out of special school"*

- None, example: *"I have no idea where I could place her at the moment"* and

"....it is difficult to judge without knowing the situation so I don't think I am in a position to comment on the situation"

Some answers did not seem to be represented by a single category but one category was chosen by working out the main message. An example of this was:

"I think in reception there won't be too many problems and I think he will have a good time to settle in. I think it will be as he is moving through National Curriculum that expectations grow and his rate of learning will be that far behind."

This could have been categorised as Concerns because the respondent was talking about future concerns, but it was categorised as positive, because the respondent had mentioned elsewhere how she expected him to do well during that stage.

Table 5.5. Expectations held by parents, special school staff, educational psychologists and mainstream school staff of pupils' performance at the mainstream school:

Child	Parents	Special school		Educational Psychologist.	Mainstream school			
		Head teacher	Class teacher		Head teacher	SENCO	Class teacher	SNA
Robert	Positive	Positive	Positive	Conditional positive	Positive	Positive	Negative	Negative
Anna	Positive	Concern	Positive	Positive	Positive	Positive	Positive	None
Andrew	Conditional positive	Positive	Conditional positive	None	Positive	None	Negative	Negative
Karl	Positive	Concern	Concerns	Conditional positive	Concern	Negative	Concern	None
Amy	Positive	Positive	Positive	Conditional positive	Concern	Negative	Concern	Negative
Mary	Positive	Positive	Positive	Positive	Positive	Positive	Positive	NA*
Martine	Positive	Positive	Concerns	Positive	None	None	Positive	NA

* NA = not applicable

Table 5.5. shows that parents mostly had positive expectations of their children's performance at the mainstream school, linked with some conditions as in Andrew's case (the maintenance of level of support). Similarly special school staff and educational psychologists had positive expectations, again linked with some conditions.

Most mainstream school staff mentioned positive expectations, while some expressed some concerns, and negative expectations. Special needs assistants in particular either mentioned negative expectations or felt in no position to have expectations because of the lack of knowledge of pupils' needs. Mainstream school staff appeared to have more reservations about what to expect of pupils' performance. This may

have been due to lack of knowledge of pupils' exact needs, and/or an exaggeration of severity of pupils' needs.

There was almost total agreement between the key people interviewed about their expectations of pupils' performance in Anna's and Mary's case with predominantly positive expectations. It was also striking how most of the concerns and the negative expectations expressed were on the part of mainstream staff. This was specially noticeable in Andrew's, Karl's and Amy's cases.

5.4.4. Support and the effect of passage of time

Having decided it was appropriate for pupils to transfer to a mainstream school, these decisions were formalised by issuing statements or reviewing existing statements. For Mary and Martine it was decided that they would transfer to a mainstream school without a statement, because they did not require additional support. In Martine's case the special school staff explained that they did not want her to become dependent on an SNA and lose her confidence.

Table 5.6. Statements and the decisions reached: prior to transfer and at the end of following academic years

	First review of statement		End of 1st academic year.		End of 2nd academic year	
	Support	Year group	Support	Year group	Support	Year group
Robert	Full time	Reception	Part time	Year one	Part time	Year two
Anna	Full time	Year one	Full time	Year two	Full time	Year three*
Andrew	Full time	Reception	Full time	Year one	Full time	Year two
Karl	Issued	Reception	Full time	Reception	Full time	Year one
Amy	Part time	Reception	Full time	Year one	Full time	Year two
Mary	None	Reception	None	Year one	None	Year two
Martine	None	Reception	None	Reception	None**	Year one

* Anna was going to spend some time with year five as she needed to be with her age peers socially

** Statement procedures were going to start for Martine to get additional support

Table 5.6. shows that prior to transfer, it was decided that out of the five that were given support only Amy was going to receive part time support. Karl and Amy were transferring to the same school and into the same reception class. Robert, Andrew, Mary and Martine were to be admitted in reception classes in different schools. Anna however, was going to be admitted to a year one class, two years below her chronological age.

At the end of the first academic year only Anna and Andrew had no change either in the support level they were receiving or in their placement with peers. But it was stressed in Anna's statement review that

she needed to use a computer with a special keyboard, that she was supposed to have had during the first academic year. Anna did receive the computer during the second academic year. Both Robert and Amy had a change in the level of support. In Robert's case there was agreement among the professionals that he was doing well and that he did not seem to need so much support especially the playground supervision which seemed to hinder his interactions with peers at playtime. It was therefore agreed to decrease his level of support to part time. As for Amy the class teacher and SNA felt that her needs were not being met appropriately because she was only receiving part time support. They conveyed their feelings to her mother who requested full time support for her child and was granted it. In Karl's case the class teacher agreed with his parents that he should be kept in reception class for the following year since Karl was only beginning to progress and behave like a pupil leaving nursery and starting reception. Karl's parents agreed because the class teacher and SNA had first-hand knowledge of his needs. Amy's mother had wanted her to be kept in reception but the mainstream school staff advised her to let her move on with her peers.

Martine's class teacher proposed keeping her in reception for another year, and her parents agreed because they believed it would boost both her confidence and her academic performance.

At the end of the second academic year after transfer there was no change in the level of support given to pupils. However, Robert's support was under threat as the educational psychologist was of the opinion that he no longer needed it. The SENCO supported Robert's parents' opinion that the maintenance of support was important for his continued progress. It is interesting to note that Robert's parents highlighted in their report a medical condition which needed to be monitored because it may cause learning difficulties. This medical condition had never been mentioned before in any of his reports, and it may have been highlighted at this point because his parents felt that his support was under threat.

All pupils were going to proceed to the following academic year. Anna's mother requested that Anna should spend some time with her age peers so that she might move with them into high school. The class teacher was of the opinion that academically Anna would not fit with her age peers, but her mother felt that socially she needed to be with children of her own age.

Although Martine did not have a statement, the Special Educational Needs Co-Ordinator notified her parents that the school was going to refer her for formal assessment procedures because her needs were not being adequately met.

5.5. Pupils' experience during settling in period:

The settling in period varied for pupils because some of them transferred in September, others in January and one transferred in April. Those who transferred in September their settling in period was considered to be the first three terms (A, B, C) during that academic year (Robert, and Anna), those who transferred in January, their settling in period was considered to be the first two terms (A and B) of that academic year, (Andrew, Karl, Amy and Mary). For Martine, because she transferred after Easter the settling in period was considered to be only during term A.

The pupils' experience during the settling in period was observed using the Classroom Observation Schedule which aimed to capture some background information of what was taking place in the class during the sessions observed, like the classroom organisation and the curriculum focus, in addition to who is involved with pupils and the interactions taking place during those observed sessions.

5.5.1 Information from observation in the mainstream school during settling in period

Table 5.7. comprises the percentages of occurrences in each category during the sessions observed in each term. The categories observed were the organisation in class, the curriculum areas, choice of activities, with whom and whether interacting or not.

Table 5.7. Summary information from the Classroom Observation Schedule during settling in period

	Robert			Anna			Andrew		Karl		Amy		Mary		Martine
	A	B	C	A	B	C	A	B	A	B	A	B	A	B	
Terms	A	B	C	A	B	C	A	B	A	B	A	B	A	B	A
Organisation															
Class	25	0	28	13	0	25	6	15	32	19	18	23	23	17	24
Group	45	33	40	60	49	63	20	33	28	17	31	36	43	66	26
Individual	30	67	32	27	51	12	74	52	40	64	51	41	34	17	50
Curriculum															
Core subjects	57	0	54	19	68	56	29	34	18	33	32	53	10	36	40
Found. subjects	10	21	0	0	0	0	0	0	0	0	0	0	18	0	0
"Choosing"	33	79	46	81	32	44	71	66	82	67	68	25	62	57	52
Snack	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Routine	0	0	0	0	0	0	0	0	0	0	0	22	10	7	8
Therapy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Choice of activities															
By adults	80	33	51	75	76	69	80	64	69	72	63	73	42	63	65
By self	20	67	49	25	24	31	20	36	31	28	37	27	58	37	35
With whom															
Adults	71	44	48	74	49	75	68	54	64	76	58	45	42	40	50
Peers	15	56	48	18	32	19	6	16	11	12	23	40	54	54	29
None	14	0	4	8	19	6	26	30	25	12	19	15	4	6	21
Interacting															
Verbally	47	40	60	57	70	71	43	43	50	46	40	63	47	26	35
with adults	86	70	85	70	94	90	87	79	75	95	73	71	100	83	100
with peers	81	109	100	100	50	88	100	100	100	100	100	61	100	100	100
Non verbally	19	0	0	0	50	12	0	0	0	0	0	39	0	0	0
with adults	14	33	20	30	6	16	13	21	33	21	27	29	0	33	0
with peers	100	100	100	100	0	100	100	67	100	100	100	45	0	100	0
Not interacting	0	0	0	0	100	0	0	33	0	0	0	55	0	0	0
	53	60	40	43	30	29	57	57	50	54	60	37	53	74	65

Numbers in bold = highest percentage of occurrences in each category, Letters on second row = terms that pupils were observed in, Background information: Organisation (teacher's organisation setting), Curriculum (Curriculum areas pupils engaged in, "choosing" is where pupils were left to choose between some activities like construction, home corner and painting)

Table 5.7. shows that during observed sessions pupils were observed within the classroom in class, group and individual setting. But they were observed more in an individual setting or group setting. For some pupils there was nearly a balance between work done in a group setting and that done in an individual setting. For example Anna during term B and Amy during term B. Other pupils were observed working primarily in an individual setting, for example Andrew during term A and Robert during term B.

Pupils were observed primarily doing Core subjects and "Choosing". Some pupils were observed primarily engaged in "Choosing", for example, Andrew, and Karl. This predominance of "Choosing" may have been linked with pupils' presence in reception classes.

Most of observed activities were chosen for pupils by adults. For some pupils there was sometimes a balance between what adults have chosen for them and what they had chosen for themselves. For example, Robert during terms B and C and Mary during term A

Some pupils were observed almost equally in the presence of adults and peers, while others were observed primarily in the presence of adults. Robert during terms B and C and Mary during terms A and B were observed almost equally with adults as with peers. While Karl, for example was observed in the company of adults in two thirds of the time observed. The rest of the time was split between his presence with peers or on his own.

There was also a balance between pupils' interactions and non interactions, except in certain cases where there was marked differences between occasions of interactions and no interactions. For example, Anna during terms B and C was observed interacting for more than 70% of the time observed. In contrast, Mary, during term B was observed not interacting in 74% of the time observed. Verbal interactions surpassed non verbal interactions. Most verbal interactions engaged by pupils involved adults, except in Anna's and Amy's case during term B where there was a balance between verbal interactions involving adults and peers. Similarly almost all non verbal interactions observed for pupils involved adults except in Anna's case whose non verbal interactions in term B involved peers. There was a balance of non verbal interactions involving adults and peers with Amy, during term B.

5.6. Later experience at mainstream school:

During the second academic year after transfer all pupils were observed for three terms, for a maximum of four sessions each term. Robert, Andrew, Amy and Mary were in year one. Anna in year two and Karl and Martine were still in Reception. The Classroom Observation Schedule was used as discussed previously (see page 49). The results of the observations are shown below in table 5.9. where all the numbers are percentages of the occurrences during the sessions observed of each category. Numbers in bold correspond to the highest percentage in each category.

The following section will illustrate the observations captured using the Classroom Observation Schedule.

Table 5.8. Summary information from Classroom Observation Schedule during second academic year

	Robert			Anna			Andrew			Karl			Amy			Mary			Martine			
	D	E	F	D	E	F	C	D	E	C	D	E	C	D	E	C	D	E	B	C	D	
Terms																						
Organisation																						
Class	30	67	58	39	18	9	40	18	23	37	44	43	18	15	42	15	55	15	20	30	35	
Group	63	33	42	37	22	58	0	45	17	41	46	39	52	64	40	60	38	75	36	56	56	
Individual	7	0	0	24	60	33	60	37	60	22	10	18	30	21	18	25	7	10	44	14	9	
Curriculum focus																						
Core subjects	59	63	30	56	48	40	57	65	45	30	15	36	30	20	36	76	55	80	23	30	15	
Foundation subjects	9	12	40	31	15	46	18	0	5	16	32	0	9	29	0	0	15	0	0	15	25	
"Choosing"	11	10	23	0	25	9	6	14	29	34	35	44	51	44	44	6	15	8	60	31	22	
Snack	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Routine	19	15	7	13	12	5	14	21	21	20	18	20	10	7	20	18	15	12	17	24	38	
Therapy	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Choice of activity																						
By adults	92	98	100	100	75	96	92	83	88	79	93	83	63	68	83	92	100	100	57	89	86	
By self	8	2	0	0	25	4	8	17	12	21	7	17	37	32	17	8	0	0	43	11	14	
Accompanied by																						
Adults	74	63	80	98	83	87	79	61	90	70	63	54	57	59	54	48	57	32	34	45	71	
Peers	23	37	20	0	17	10	15	28	0	9	34	29	33	37	29	45	40	61	51	43	24	
None	3	0	0	2	0	3	6	11	10	21	3	17	10	4	17	7	3	7	15	12	5	
Interacting	34	70	78	64	68	72	67	58	77	37	81	62	45	53	47	42	47	53	53	59	67	
Verbally	100	71	74	62	60	72	60	65	76	75	62	60	64	51	69	85	91	88	68	89	68	
With adults	72	36	48	83	81	88	100	86	100	70	88	79	82	65	79	50	62	20	52	52	68	
With peers	28	64	52	17	19	12	0	14	0	30	12	21	18	35	21	50	38	80	48	48	32	
Non verbally	8	34	55	40	48	38	42	36	59	28	43	40	48	50	37	45	41	76	56	74	50	
With adults	67	7	42	79	80	87	100	80	100	56	56	42	67	46	42	12	30	35	24	58	55	
With peers	33	93	58	21	20	13	0	20	0	44	44	58	33	54	58	88	70	65	76	42	45	
Not interacting	66	30	22	36	32	28	33	42	23	63	19	38	55	47	53	58	53	47	47	41	33	

information: Organisation (teacher's organisation setting), Curriculum (Curriculum areas pupils engaged in, "choosing" is where pupils were left to choose between some activities like construction, home corner and painting)
 Numbers in bold = highest percentage of occurrences in each category, Letters on second row = terms that pupils were observed in, Background

5.6.1. Information from observation in the mainstream school during the second academic year:

Table 5.8. shows that during the second academic year when the pupils were observed at the mainstream school, there was no pattern in the classroom organisation they were observed in. Some pupils were observed equally in a class and group setting, for example Karl, during the three terms observed. Other pupils were observed primarily in a group setting for example Mary during terms C and E. Some pupils were observed equally in a group and individual setting for example, Martine during term B. While others were observed primarily in an individual setting, for example Anna in term E.

The curriculum areas that pupils were observed engaged in were Core subjects, Foundation subjects, and "Choosing". Some pupils were observed involved mostly in Core subjects and "Choosing", for example Karl and Amy during terms C and E. Some pupils were observed almost equally doing Core subjects and Foundation subjects, for example Anna and Robert during term F. While others were observed mainly doing Core subjects for example Mary, or "Choosing" for example Martine during term B.

Most of the activities observed were chosen for pupils by adults, except in Martine's case during term B where there was a balance between activities chosen for her by adults and those she chose herself. Pupils were predominantly observed in the company of adults with a few exceptions: Mary, and Martine, during term C were observed equally in the company of adults and peers.

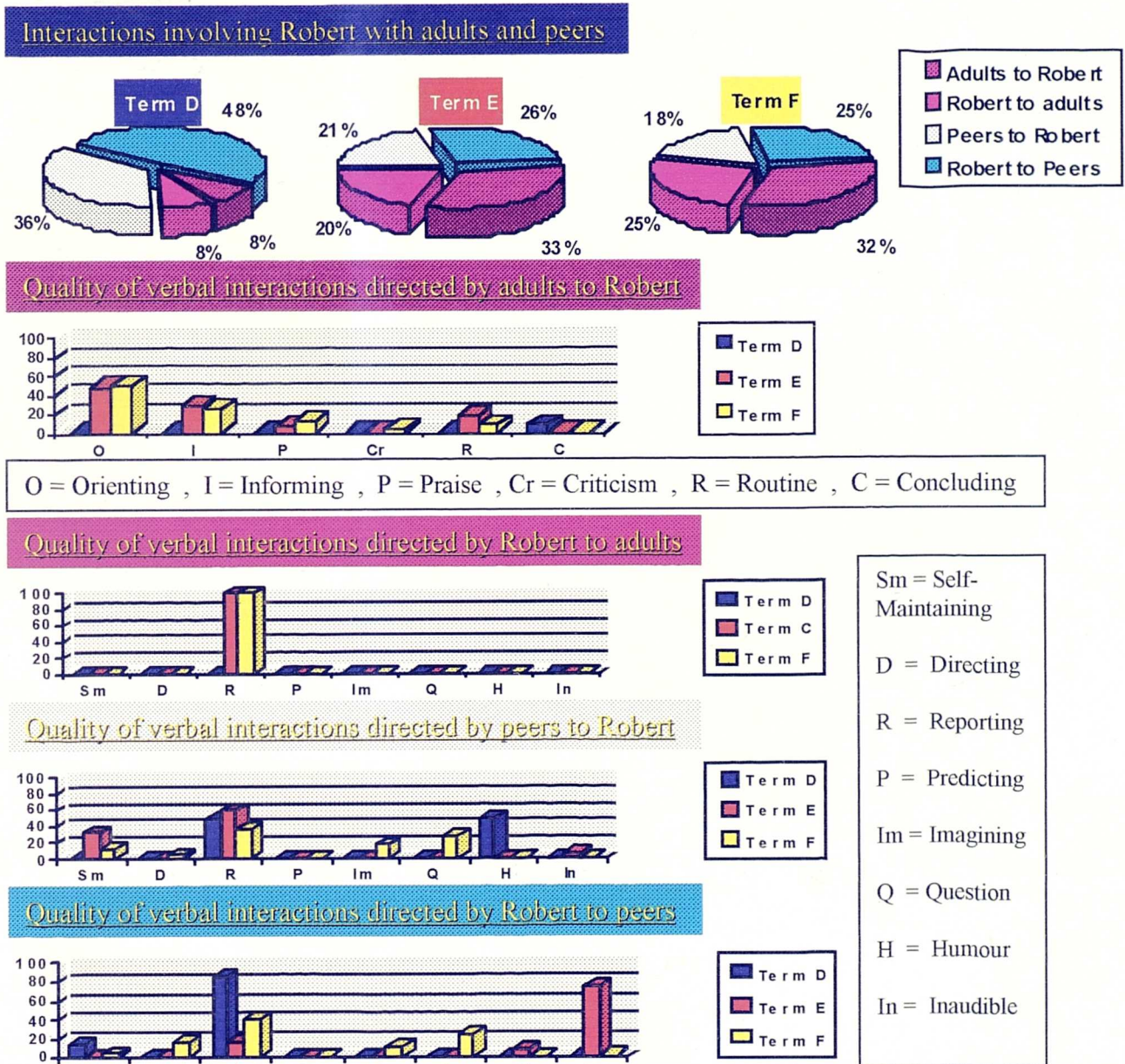
Some pupils were observed interacting more than not interacting, for example Robert in terms E and F, Karl during term D. Other pupils were observed almost equally not interacting as interacting, for example, Amy and Mary during the three terms observed.

Verbal interactions exceeded non verbal interactions. Most verbal interactions involved adults, with a few exceptions where verbal interactions mostly involved peers for example, Mary during term E. Non verbal interactions sometimes involved adults, for example Andrew's observed non verbal interactions. Sometimes non verbal interactions involving peers surpassed that with adults, for example Robert during term E and Mary during the three terms observed. Finally, sometimes there was a balance of non verbal interactions involving adults and peers, for example, Karl during the three terms observed.

5.6.2. The quality of the interactions taking place

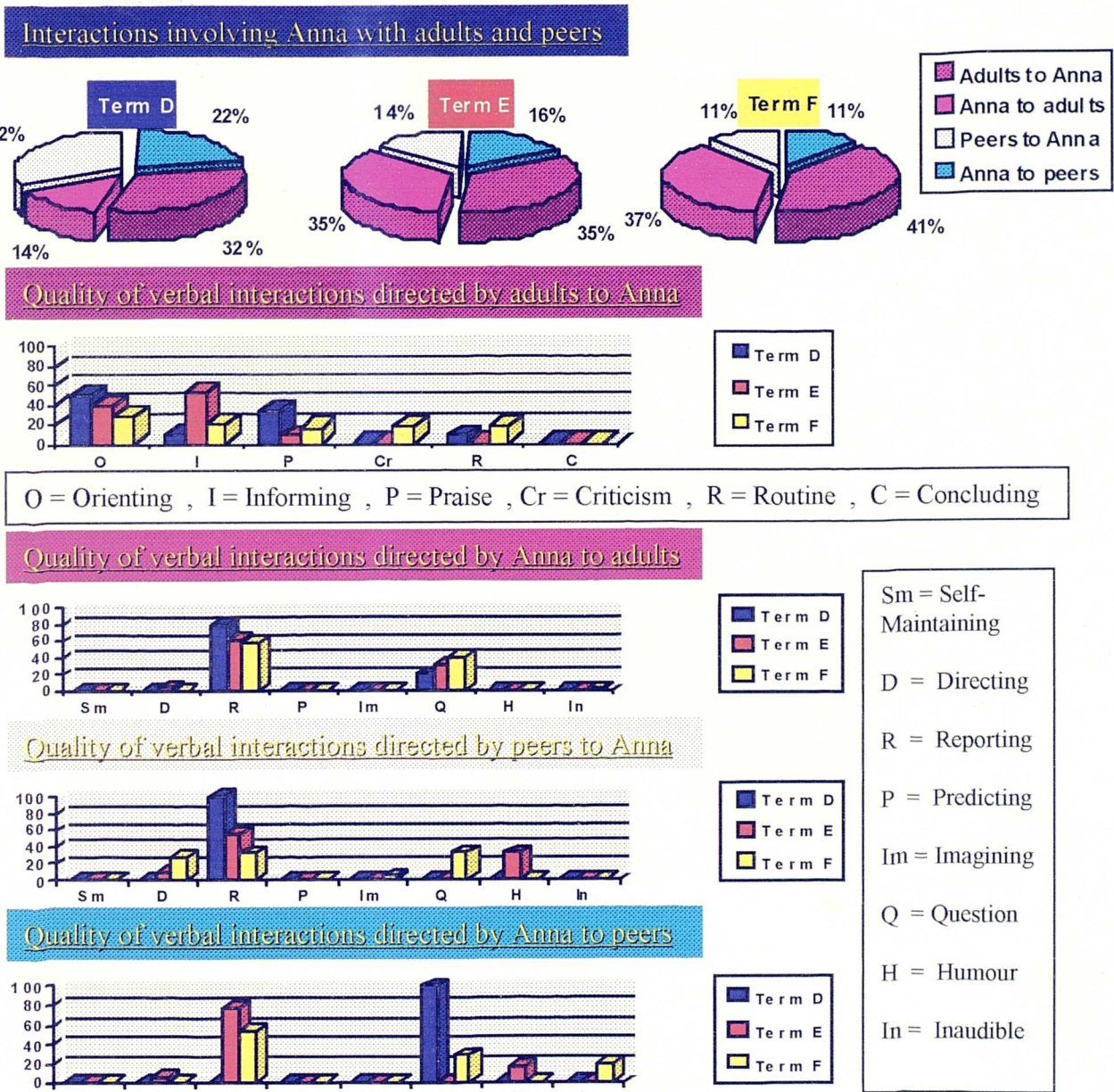
The interactions observed for pupils during the second academic year are represented in figures 5.1 - 5.7. These figures comprise pie charts and bar graphs. The pie charts show the nature of interactions taking place between target pupils and adults and peers. The bar graphs show the quality of talk exchanged by adults with pupils and peers with pupils.

Figure 5.1. Robert's observed interactions during the second academic year



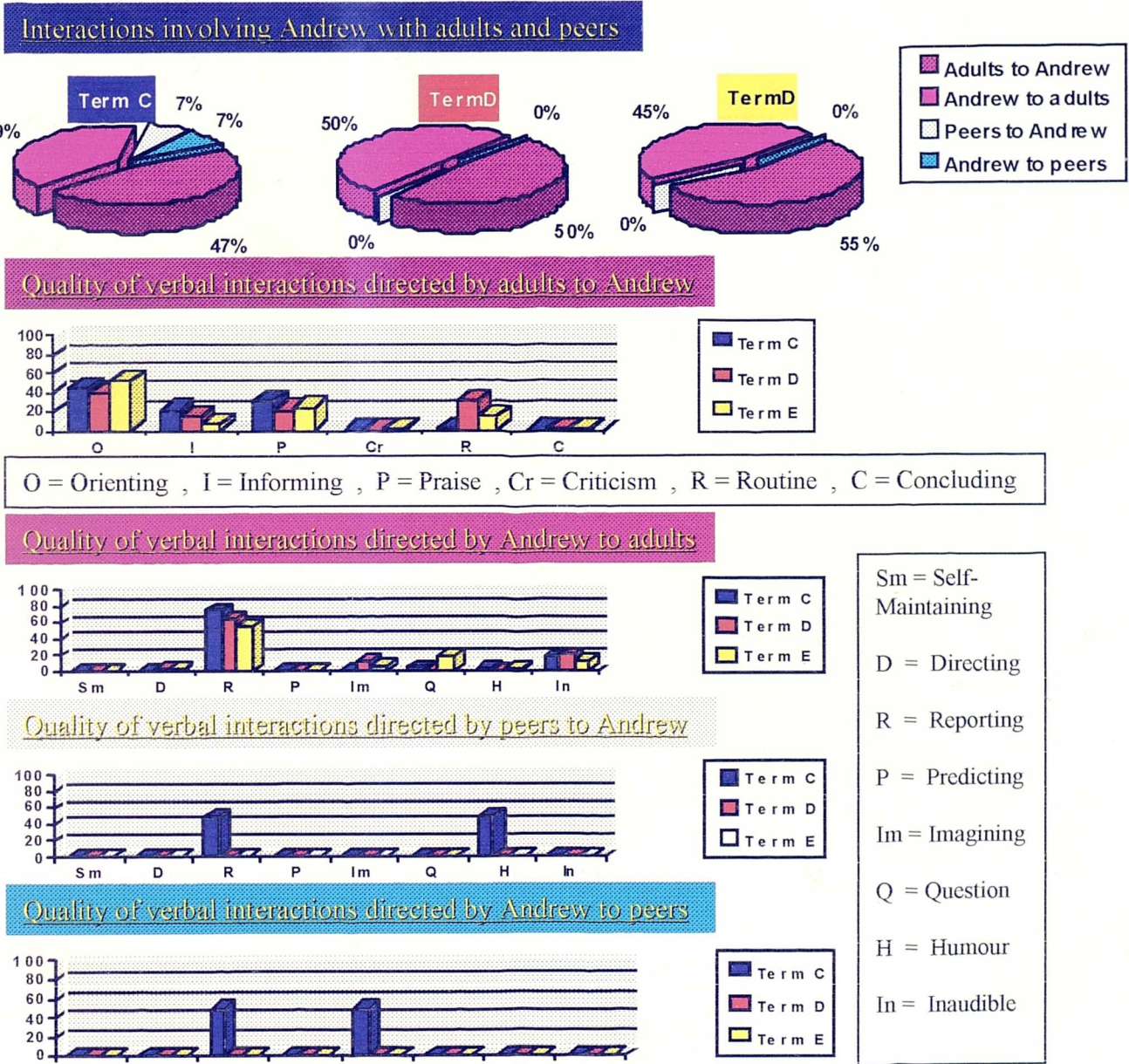
With the passage of time Robert's interactions with peers decreased so that there was a balance between his interactions involving adults and peers. There was a decrease of his initiation towards peers, and an increase in initiating interactions towards adults. During terms E and F adults mainly used orienting statements and Robert mainly used reporting statements when interacting with adults and peers. During term D peers used reporting and humour statements, during term E they used reporting statements, and during F they used reporting statements and questions. No verbal interactions were exchanged between Robert and adults during term D.

Figure 5.2. Anna’s observed interactions during the second academic year



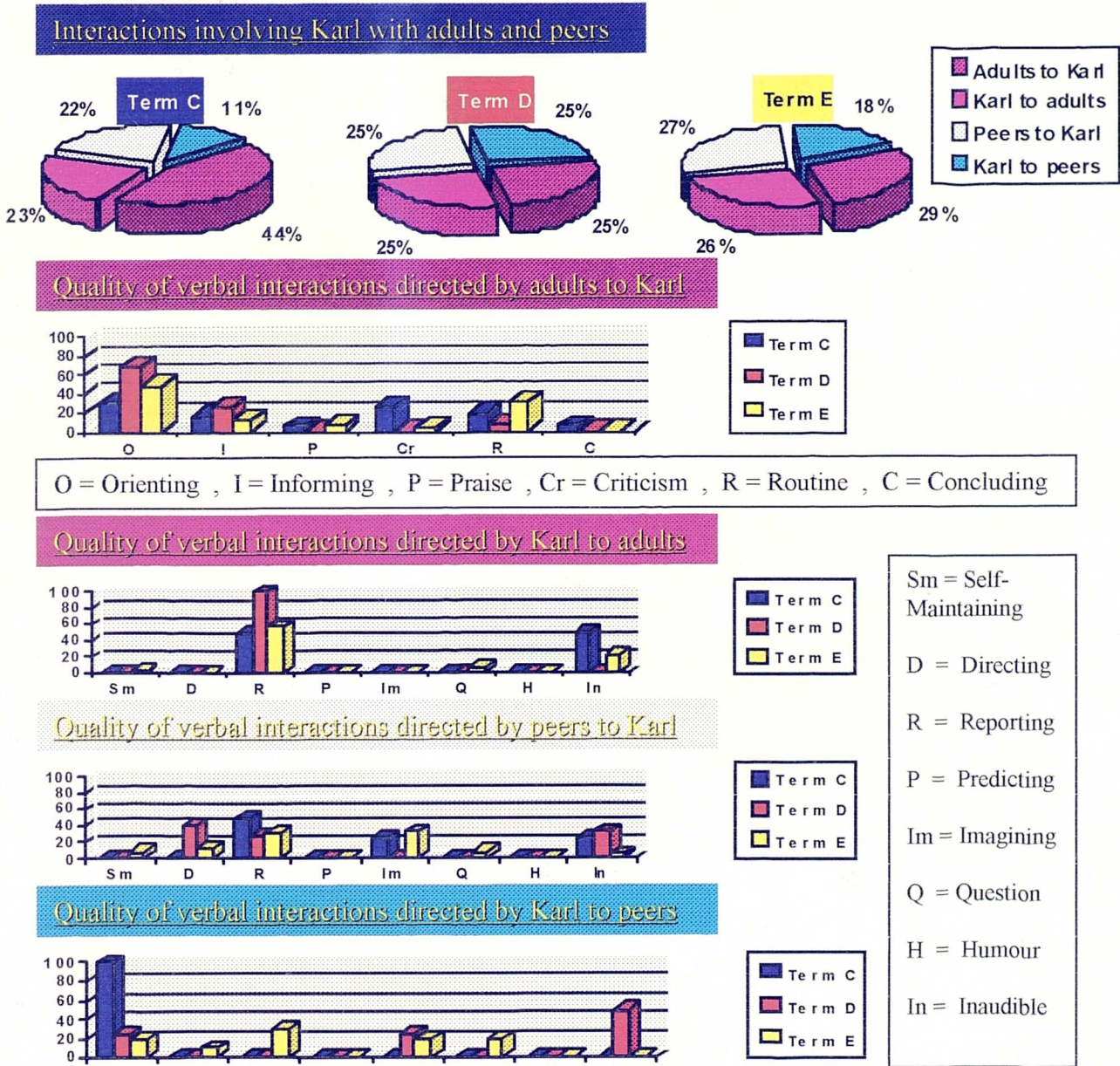
Anna’s interactions with adults and peers were balanced, but with the passage of time most interactions involved adults, she was also observed initiating more interactions to adults and less to peers. During term D, adults mainly used orienting statements, during E, they used informing and orienting statements, and during F they used orienting statements, informing, praise, criticism and routine statements. While Anna mainly used reporting statements. Peers used reporting statements during term D, reporting and humour statements during E, and directing, reporting statements and questions during F. Anna mainly used questions during term D and reporting statements during terms E and F.

Figure 5.3. Andrew's observed interactions during the second academic year



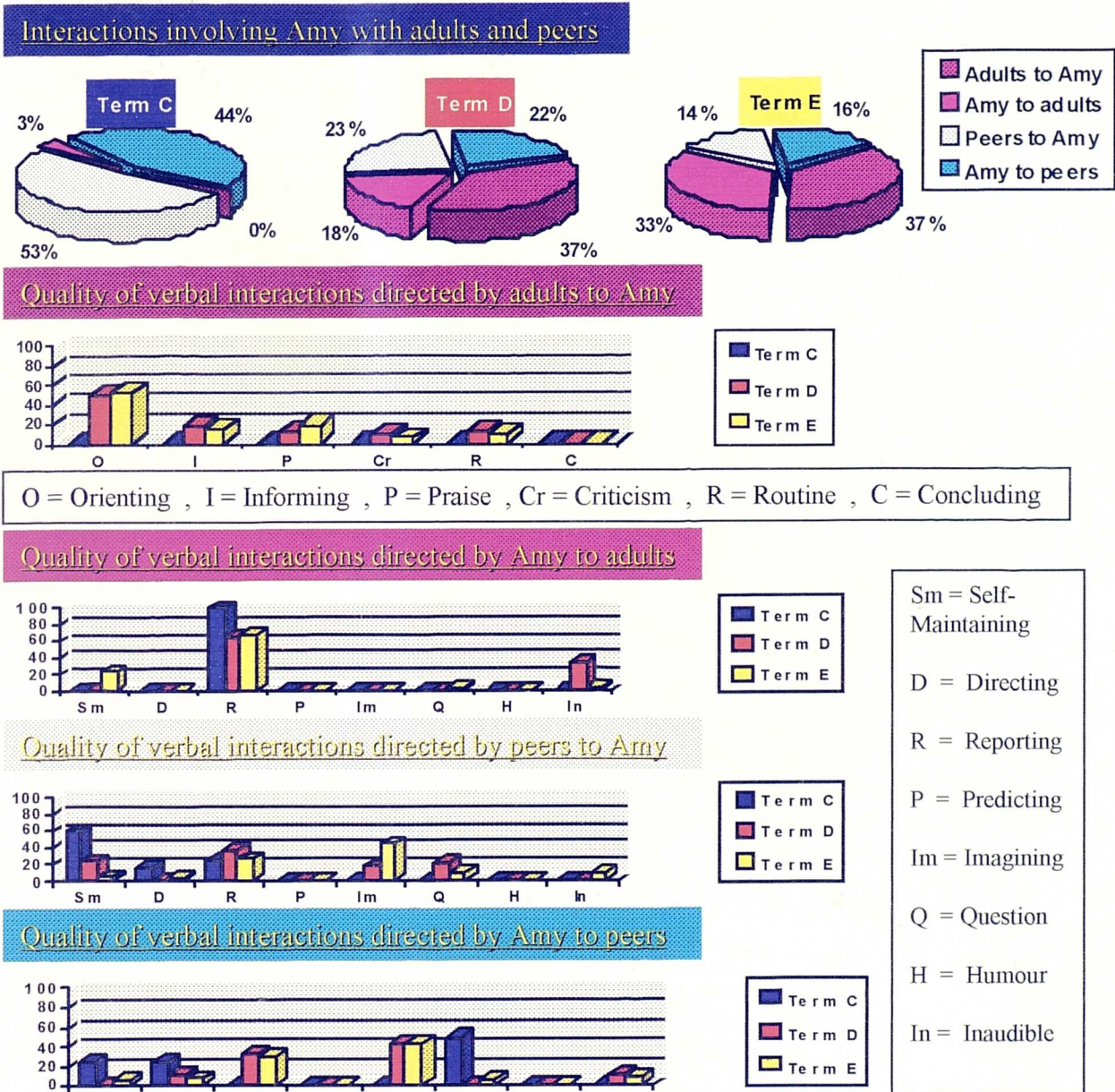
All of Andrew's interactions involved adults. During term C, a few interactions involved peers. Adults used a combination of orienting and praise statements during terms C, D, and orienting and praise statements during E. Andrew mainly used reporting statements. During C, peers used both orienting and humour statements while Andrew talked with peers using both reporting and imagination statements.

Figure 5.4. Karl's observed interactions during the second academic year



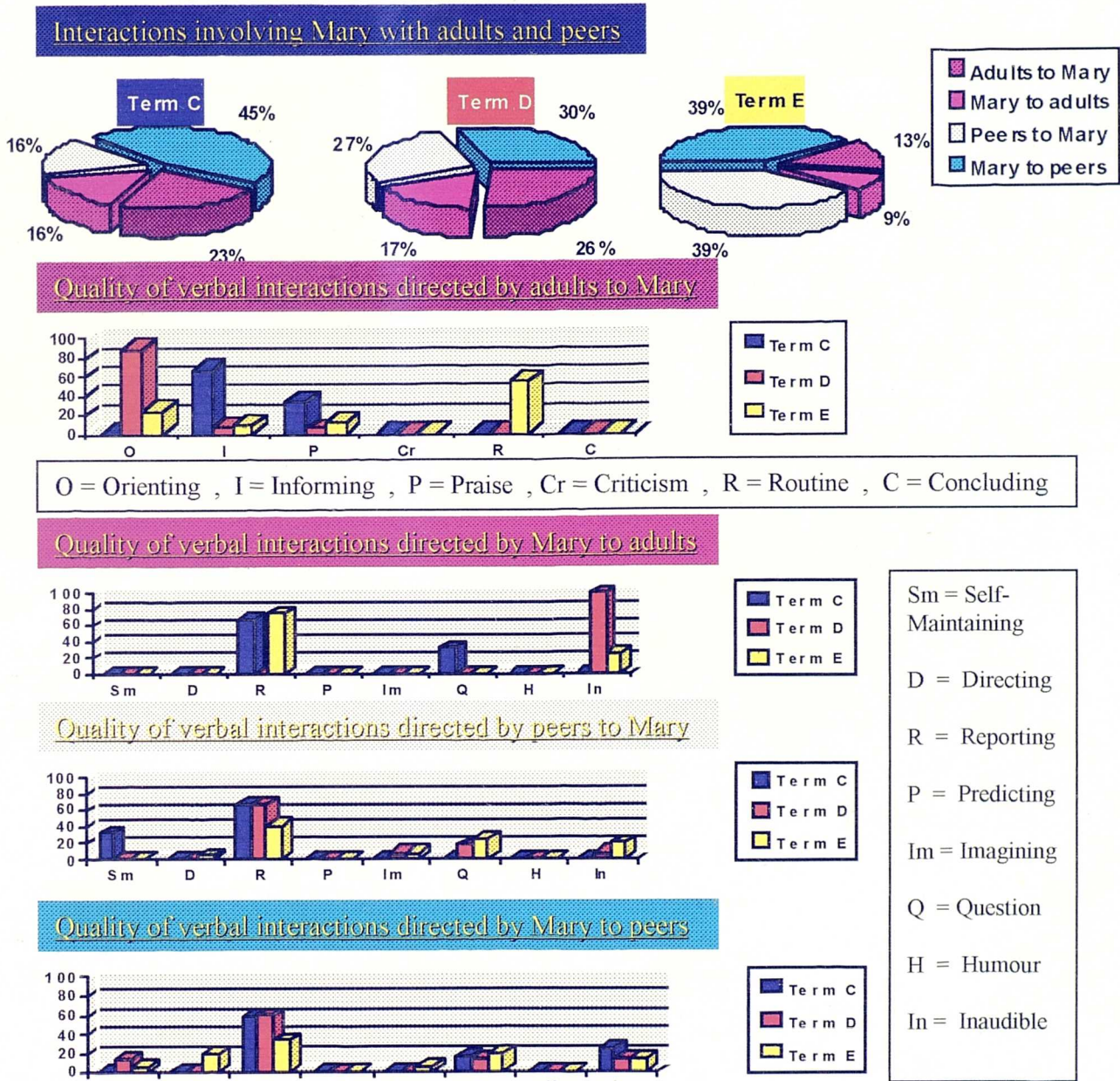
Karl's interactions with peers increased with the passage of time so that it became balanced with that involving adults during terms D and E. Karl's initiated interactions to adults increased with time. During term C, adults used orienting, criticism and routine statements, while mainly orienting statements during D and E. Karl used reporting statements when verbally interacting with adults. During term C, peers used reporting statements, during D, they used directing and reporting statements, and during E they used reporting and imagination. Karl used self maintaining statements with peers during term C, self maintaining and imagination during D, reporting, imagination statements, and questions during E.

Figure 5.5. Amy's observed interactions during the second academic year



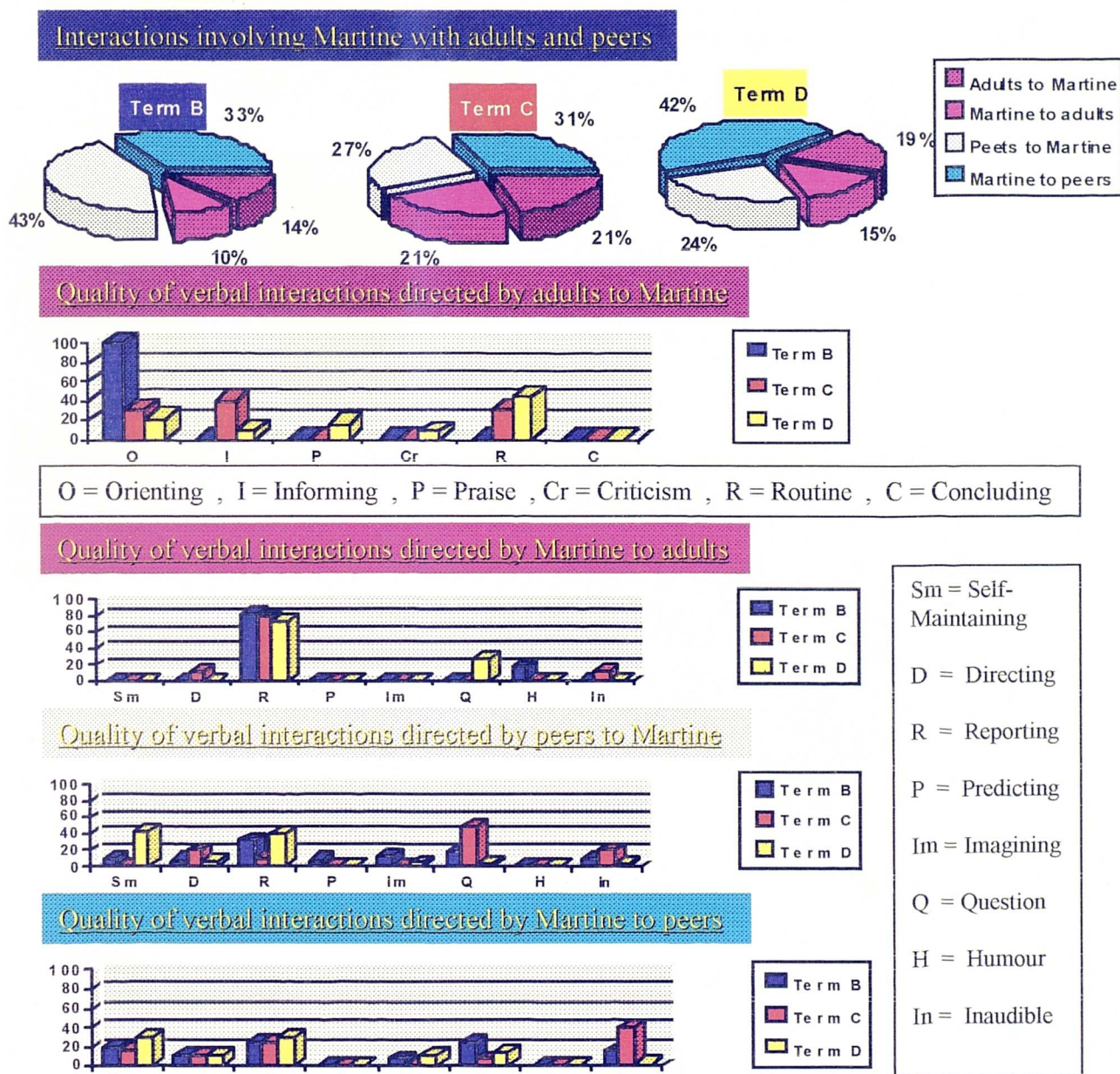
Amy's interactions with peers dominated during term C, but with the passage of time it decreased so by term E most of her interactions involved adults, linked with an increase in initiation of interactions towards adults. Adults mainly used orienting statements when observed talking to her, while she mainly used reporting statements with adults. Peers used self maintaining statements during term C, reporting, directing statements and questions during D and imagination and reporting during E. Amy mainly directed questions to peers during term C, and both imagination and reporting statements during terms D and E.

Figure 5.6. Mary's observed interactions during the second academic year



Mary's interactions with adults was nearly equal that with peers but with the passage of time most of her observed interactions involved peers, and she initiated as much as she received. During term C adults mostly used informing statements, while during term D they used orienting statements and during E mainly used routine statements. Mary directed reporting statements to adults during C and E, but during D, all of what she said was inaudible. Peers mainly used reporting statements when talking to Mary. Mary also used reporting statements, and during E she also used directing statements and questions.

Figure 5.7. Martine's observed interactions during the second academic year



During terms B and D, Martine's interactions with peers surpassed that with adults. During term C there was a balance of interactions involving adults and peers. Martine's initiation of interaction to peers increased with the passage of time. During term B adults mainly used orienting statements while in terms C and D they used a combination of informing, orienting and routine statements. Martine's talk to adults mainly involved orienting statements. Peers used reporting statements and questions during term B, questions during term C, and a combination of self maintaining and reporting statements during term D. Martine interacted with peers using a combination of reporting, self maintaining and directing statements.

5.6.3. Summary of pupils' experience during second academic year

There appeared to be no pattern in pupils' experience during the second academic year at the mainstream school. Pupils were observed sometimes equally in class, group or individual settings or sometimes pupils were observed predominantly in one particular setting. The curriculum areas pupils were observed in were Core subjects, Foundation subjects, "Choosing" and Routine areas. For some pupils there was a predominance of activities chosen for pupils by adults and sometimes there was a balance of activities chosen by pupils and adults. The same was the case in the presence of pupils with peers and adults. There was sometimes a balance between interactions and no interactions and sometimes for some pupils a predominance of interactions.

Looking at the interactions in depths some pupils were observed interacting more with peers than adults and that increased with the passage of time. Other pupils were observed increasingly interacting with adults. The striking feature for all pupils was all pupils had initiated more interactions with adults and peers with the passage of time.

Adults were observed using mostly orienting statements and pupils used reporting statements. When observed interacting with peers, pupils and peers used reporting, directing and self maintaining statements.

For example: Teacher talking to Martine: "Which picture do you think has something beginning with an "S"? (Orienting question), Martine: " This one" (reporting statement). Teacher "Yes, a star begins with an "S", can you see any other picture beginning with an "S" ? ", (informing, orienting question) Martine " There isn't any." (reporting statement) Teacher "Yes there is, there..... sand" (orienting, informing statements)

Another example: Peers talking to Martine in the home corner: " Martine, the phone is ringing get it please" (imagination) Martine : " Hello, yes, yes thank you. That was daddy, he's soon coming home." (imagination) She goes on "I'll change the baby" Girl: "no, that's my baby" (self maintaining) Martine "Take that one. This one is mine" (Directing and self maintaining statements)

5.6.4. Comparison between pupils' classroom experience during settling in period and during second academic year:

(Refer to table 5.7. and table 5.8.)

There did not seem to be a certain pattern of similarities or differences between pupils' experience at the mainstream school during the second academic year as compared to the first academic year.

The organisation within the class: during the settling in period and the second academic year some pupils were predominantly working in an individual setting or a group setting, some other pupils were observed working in a group setting or class setting.

During both years the curriculum areas observed for pupils were core subjects, foundation subjects, and "Choosing". There was slightly more "Choosing" during the settling in period which seemed a result of their presence in reception classes. During the second academic year pupils were also observed doing routine activities.

Sometimes during both years there was a balance of activities chosen by adults and by pupils for themselves, and sometimes there was a predominance of adults choosing for pupils their activities.

Similarly, there was sometimes for some pupils a balance of pupils being in the company of adults and peers, and for other pupils a predominance of presence with adults.

The same was the case in interactions where for some pupils there was a balance of interactions and no interactions observed, and for others during the first academic year there was less interactions, and during the second year more interactions observed. Most interactions during the settling in period involved adults, while there was sometimes a balance between interactions involving adults and peers during the second academic year. This was also evident from looking at the interactions in depth during the second academic year where for some pupils interactions with peers exceeded that with adults with the passage of time. However, some pupils' interactions with adults increased with the passage of time.

Table 5.9. shows that there were some similarities and differences in Andrew's experience during settling in period and during the second academic year. Andrew was observed mainly in an individual or class setting during the first academic year, and during the second year he was observed in an individual and group setting, or individual and class setting. Andrew was observed predominantly "Choosing" during the first year, while he was observed mainly doing Core subjects during second year. There was more time observed doing Routine activities.

Andrew's activities were chosen by adults during both years, but during the first academic year he was observed choosing for himself. There was almost a balance of his presence with adults and peers during the settling in period, but there was a predominance of presence with adults during the second academic year.

During the settling in period there was a balance of interactions and no interactions but during the second academic year there were more interactions observed.

Table 5.9. Example of similarities and differences between observed classroom experience during first academic year and second academic year.

Terms	First academic year		Second academic year		
	A	B	C	D	E
Organisation					
Class	6	15	40	18	23
Group	20	33	0	45	17
Individual	74	52	60	37	60
Curriculum					
Core subjects	29	34	57	65	45
Foundation subjects	0	0	18	0	5
"Choosing"	71	66	6	14	20
Routine	0	0	14	21	21
Choice of activities					
By adults	80	64	92	83	88
By self	20	36	8	17	12
With whom					
Adults	68	54	79	61	90
Interactions					
Interacting	43	43	67	58	77
Not interacting	57	57	33	42	23

5. 7. The perspectives of parents and mainstream school staff of settling in period

Having reviewed some of the pupils' experiences in the classroom, it was important to investigate the different staff perspectives of the settling in period. Parents' perspectives were sought in addition to the head teacher, class teacher, special educational needs co-ordinators, and special needs assistants at the mainstream school.

As outlined before the answers given in interviews were analysed and two categories emerged ;

- Positive,

Examples: *"She's settled in very well, she is very happy"* ,

"He's come on very well, he's come on just like all the other children, you wouldn't know he was any different" and

"She's fine, she's very independent"

- Difficulties,

Examples: *"At first he found great difficulty"*,

"..... at first they couldn't get her to sit all the way through assembly, she was on the floor, on the piano, anywhere"

"..... the first few weeks have been horrendous",

Table 5.10. Perspectives of parents and mainstream school staff of settling in period:

	Parents	Head teacher	Class teacher	SENCO	SNA
Robert	Positive	Positive	Positive	Positive	Positive
Anna	Positive	Positive	Positive	Positive	Difficulties
Andrew	Difficulties	Difficulties	Positive	Difficulties	Difficulties
Karl	Positive	Difficulties	Difficulties	Positive	Negative
Amy	Difficulties	Difficulties	Difficulties	Positive	Difficulties
Mary	Positive	Positive	Positive	Positive	NA*
Martine	Difficulties	Positive	Difficulties	Difficulties	NA

* Not applicable, not supported by SNA

Table 5.10. shows that slightly more than half of those interviewed regarded the settling in period positively, while the others saw the settling in period as presenting difficulties. All those interviewed about Robert and Mary described their settling in period as a positive period. Andrew, Karl, Amy and Martine's settling in period was regarded by those interviewed as having some difficulties.

One of the most striking issues is that special needs assistants were the ones who mentioned the settling in period as having difficulties. This may be explained by the fact that they were the ones who were with the pupils in most activities during the day and therefore had to deal with the difficulties. Added to this was their lack of preparation for the integration of pupils and advice on how to best meet their needs. Among the difficulties mentioned by parents was the unsettled period that was expected at any transition, crying and clinging to parents. In Karl and Amy's cases the settling in period was regarded as a difficult period by head teacher, class teacher and special needs assistants, but, this view was not

shared by the special educational needs Co-Ordinator who regarded the settling in period positively. She had regarded their transition to a mainstream school to have been inappropriate and had expected their performance to prove that, that is why when they settled in with some problems she regarded it positively as it was not as bad as she had expected.

5.8. Perspectives at the end of second academic year:

Parents' and teachers' perspectives were sought at the end of the second academic year to reveal perspectives of their pupils' progress, the support given and their expectations of pupils' performance during the following stage.

5.8.1. Perspectives of parents at the end of second academic year

All parents expressed an overall satisfaction with their children's progress at the mainstream school, but some of them expressed some concerns. Martine's parents expressed concerns about her academic progress. Anna's mother felt that she had outgrown her classmates socially. Robert's mother highlighted his immaturity and his communication problems.

Some of these concerns appear to be reactions to professionals' views. To illustrate, Martine's parents' may have said that Martine needed a statement to support her academically, because this was the view expressed by the mainstream school staff who had conveyed to them their concerns regarding her academic development and the fact that they felt that a statement was needed to ensure meeting Martine's needs. Another example is Robert's mother, who seemed to stress his difficulties because she felt that was the only way she could keep his support which the educational psychologist had wanted to terminate.

All parents expressed their satisfaction with the support given to their children especially from within school. Robert's mother stressed that she was pleased with the support given to him but again stressed the importance of maintaining the level of support given to Robert. However, some parents expressed their dissatisfaction with the support given from outside agencies, because of lack of communication between the different professionals, low number of speech therapists, and because of the difference between support given to pupils at the special school and that given in mainstream school. Karl's mother mentioned the lack of communication between the different outside agencies which she attributed to their being under the domain of different authorities, educational and health authorities. Andrew's mother and Amy's mother mentioned the area of speech therapy as being specially less

pleasing because of the infrequent speech therapy sessions received by their children. Anna's mother described the difference she felt between the support given to Anna when she was in a special school and that given to her in the mainstream school. She said: "*when a child goes to a mainstream school they leave an awful lot behind in a special school*"

Regarding their expectations of their children's performance at the next stage all parents except Mary's anticipated some problems academically. Robert's mother insisted that he would only do well academically at the next stage if his support was maintained. Anna's mother expected her to be a few years behind her age peers academically but she expected her to enjoy being in high school socially. Andrew's mother talked about possible return to special school at the transition to high school because academically it may prove too difficult. Karl's, Amy's and Martine's mothers expected their children to continue facing academic problems especially as they move through school and curriculum areas become more complex. Mary's parents were the only ones who expected her to go through the rest of her school life with no particular problems.

5.8.2. Perspective of class teachers at the end of second academic year

Regarding the pupils' progress at the mainstream school, teachers were divided in their views. One group regarded the pupils' progress as acceptable in every aspect and the other group felt that progress was achieved in some areas and not others. The teachers of Robert, Andrew, Amy and Mary regarded their progress positively on all aspects, academic, social and behaviour. Anna's, Karl's and Martine's teachers all stressed how they had matured socially, and how few behaviour problems they were exhibiting. They were less positive though about academic progress.

As for their expectations of pupils' performance during the following stage some teachers talked about pupils continuing their progress as they had done the previous year and others talked about "*the gap getting bigger*". Robert's, Amy's, Anna's, Mary's class teachers were of the opinion that they would continue their progress at the same pace as the previous year. Martine's, Andrew's and Karl's class teachers were pleased with the pupils' progress but were concerned that with the passage of time the academic gap would widen between them and their peers.

5.9. Summary

The Transition group has been studied from the point where a decision had been made to transfer pupils from the special school into mainstream schools to the end of the second academic year at the mainstream school. Some issues seemed to emerge at different parts of the process, as exemplified by this group.

- * Pupils' views were not sought prior to transfer to seek their approval of the forthcoming transfer which could have been because of their young age. But no parents or professionals believed it was important to explain why pupils' opinions were not sought. They merely mentioned informing pupils prior to transfer.
- * Parental wishes appeared very important in deciding whether a child transferred or not to the mainstream school. This was especially apparent in Andrew's case where special school staff and two educational psychologists were of the view that it was inappropriate for him to transfer to a mainstream school, but his parents were able to fulfil their wishes by getting the support of a third psychologist and by finding a mainstream school that was willing to accept him.
- * Parents primarily chose the mainstream school on the basis of geographic convenience, and the attendance of siblings. But Anna's parents chose the mainstream school because of its previous experience in integration. This may have been because Anna had complex needs and needed a place that was appropriately equipped. The choice of mainstream school was made by her parents with the help of a member of the LEA Support Services who advised parents on their choice of school and supported them.
- * The role of the LEA Support Services in Anna's transfer highlights their absence in other pupils' transfers, and how some issues could have been better addressed by them. Andrew's transfer serves as an example to show what the role of the Support Services could have been. They could have acted as an intermediary between parents, educational psychologists and special school staff, in order to help parents in making their decision without ignoring professionals' advice.
- * The special school staff could have played a different role in Andrew's transfer to the mainstream school. They could have supported parents in fulfilling their wishes and helped them make the transition in a well prepared way.

- * Pupils' excitement at the prospect of transfer highlighted an important issue: parents portrayed the transition to a mainstream school as a sign of achievement and of growing up. This meant that perhaps pupils were not prepared for the mainstream environment, where they would find larger classes and a more demanding curriculum. This issue could have been resolved by more visits to the mainstream school or "phased integration" so that pupils would be introduced to the mainstream school gradually.
- * Statements and records appeared to be lacking in detail of the nature of the needs of pupils and did not provide a real picture of pupils' needs. This resulted in some professionals' lack of knowledge of the nature of pupils' needs resulting in over simplification of the severity of the needs or on the contrary in exaggeration of the severity of the needs. An example of oversimplification of the needs of pupils was in Amy's case where mainstream staff believed her needs would be adequately met with the presence of a part time support assistant but having gone through the experience, they realised she needed full time support in addition to individualised work in order to meet her needs. An example of an exaggeration of the severity of the needs was in Mary's case whose second academic year class teacher expected her to be wheelchair-bound, as she read in her records that she had cerebral palsy.
- * The preparation prior to the transfer seemed to be lacking in the areas of discussions, visits and measures taken by mainstream staff prior to transfer. Discussions that took place prior to transfer seemed to focus only on the support that would be given to pupils at the mainstream school which is important but is not the only important issue. This was apparent in Mary's and Martine's cases where significantly fewer discussions took place because they were considered as not needing additional support. For some pupils visits between the special school and mainstream school were very few. Only one visit took place to the mainstream school and to the special school prior to the transfer taking place. This did not seem as adequate preparation either for the pupil transferring or for the mainstream staff receiving pupils. The measures taken by mainstream staff in order to meet the needs of pupils also seemed lacking. Support seemed to be the main measure mentioned by mainstream staff, there was no mention of means of introducing the curriculum to pupils or preparation of IEPs. This could have been a result of mainstream staff's lack of knowledge of pupils' exact academic needs.

- * It is important to note here how little preparation SNAs received prior to pupils' transfer, which was apparent from the little knowledge they had of pupils' exact needs. This was reflected in their inability to express any expectations of pupils or in their unfounded expectations.
- * There appeared to be a contrast between parents' expectations at the beginning of their child's placement in mainstream school and those at the end of the second academic year. At the beginning parents mainly held positive expectations of their children's performance, and any concerns were centred on the availability of support or lack of concentration in the classroom. However, at the end of the second academic year, most parents had some concerns about their children's academic performance. One set of parents (Andrew's) even talked about his returning to special school later on.
- * There was also some contrasts between mainstream school staff's expectations of pupils prior to transfer and their expectations after the experience. Some members of staff had began the experience with positive expectations but realised they were unfounded, and others had envisaged many problems to occur but the experience proved otherwise. For example, Anna's special needs assistant said that she thought that Anna would achieve much academically but was surprised after the first few terms that her academic performance was slower than she had expected. Likewise the special educational needs Co-Ordinator in Karl's and Amy's school had believed their transfer was inappropriate and envisaged the occurrence of many problems, but after the first few terms she realised that her expectations were not realistic.
- * Some of the methods by which mainstream staff addressed any difficulties faced following the transfer was by increasing support and/or keeping pupils back for another academic year. This occurred in Karl's, Amy's and Martine's cases; Karl was kept back a year, Amy's support was increased to full-time support, and Martine was kept back a year and statementing procedures were started in order to provide her with additional support.
- * All parents were pleased with support given from within school, but were less pleased with support given by outside agencies and attributed that to the lack of CO-ordination between the two authorities; health authority and educational authority. However, this lack of CO-ordination should have been the duty of the SENCOs who had, in many cases, felt lacking in experience and not able to fulfill the requirement of the job.

Chapter 6: The Post-transition group

6.1, Introduction

This chapter aims to answer research questions 3 and 4.

Research question 3: Following transfer what support is received by pupil in the mainstream school and does it change with the passage of time?

Research question 4 : What is the classroom experience encountered by pupils when they first transfer to the mainstream school, does it differ with the passage of time?.

The characteristics of the group chosen to represent this phase of the integration process are summarised in table 6.1.

Table 6.1. Characteristics of pupils in Post - transition group

Name	Age	SEN	Original setting
Simon	7 years	Developmental delay	Special school in LEA Y
Laura	9 years	Cerebral palsy, deaf in one ear, blind in one eye	Special school in LEA Y
Lee	9 years	Autism, behaviour problems	Special school in LEA Y
Sean	7 years	Cerebral Palsy	Special school in LEA Y
Nevine	6 years	Mild cerebral palsy	Special school nursery, LEA X
Selim	6 years	Mild cerebral palsy	Special school nursery, LEA X

Table 6.1. shows that there were four boys and two girls in this group. Pupils' age ranged from 6 to 9. Four pupils had cerebral palsy, with different degrees of severity. One pupil had autism and behaviour problems and the sixth had "Developmental delay". Four pupils were in different special schools in LEA Y, and two pupils were from the same special school nursery in LEA X. The two pupils from LEA X were of an Asian origin.

6.2. Retrospective account of decision making and criteria

used:

This section aims to provide some background information of what happened prior to transfer, who made the decision and why. The key participants identified earlier were interviewed and their recollections of the period preceding the actual transfer had been sought in areas of decision making, and choice of school.

Because this group dealt with the post transition phase of transfer it was necessary to interview key people after the occurrence of transfer. A drawback of interviewing after the occurrence of transfer is that there is a possibility of collection of inaccurate data. This is because there is always a big difference between one's views in anticipation and one's views in hindsight; having known what really has happened.

The key participants were asked about their perspectives of appropriateness of transfer to a mainstream school and the criteria they used in making such a decision. By analysing the answers both categories that emerged were child centred, either relating to child's skills or the nature of his needs. Participants' views are summarised in table 6.2.

- "Child's skills",

Example: *"..... he was top of the class and he was not going any further"*

"..... he made rapid progress, started to read very quickly, started to make ,if you like, 'normal' progress at a normal rate and wasn't a slow learner." and,

" She was a little star, because she was better than her peers, the other children in her class had far greater disabilities than herself both physically and mentally."

- "Nature of needs"

Example: *" we always felt that intellectually she should be in mainstream, she really only came because she had difficulty walking"*

Table 6.2. Key people's views of appropriateness of transfer and criteria used

	Parents		Head teacher		Class teacher		Educational Psychologist	
	Yes/No	Criterion	Yes/No	Criterion	Yes/No	Criterion	Yes/No	Criterion
Simon	Yes	Child's skills	Yes	Child's skills	Yes	Child's skills	NA*	NA
Laura	Yes	Child's skills	Yes	Child's skills	Yes	Child's skills	NA	NA
Lee	Yes	Child's skills	Yes	Child's skills	NA	NA	NA	NA
Sean	Yes	Child's skills	NA	NA	Yes	Child's skills	Yes	Child's skills
Nevine	Yes	Child's skills	Yes	Nature of needs	Yes	Child's skills	NA	NA
Selim	Yes	Nature of needs	Yes	Nature of needs	Yes	Child's skills	Yes	Child's skills

* NA = Interviewee could not remember or was not interviewed.

Table 6.2. shows that all the key participants interviewed believed it was appropriate for pupils to transfer to the mainstream school. The criteria used by most of the key people were "child's skills" and "nature of needs".

The criteria mentioned by the key people were all "child centred", contrary to criteria mentioned for the pupils in the Pre-transition group or the Transition group which included; "parental wishes", "mainstream school characteristics", and "special school characteristics"

As a result of the passage of time, not all key participants were interviewed. It was not possible to interview except two educational psychologists and Sean's class teacher at the special school had forgotten the details of his transfer to a mainstream school.

The key participants were also interviewed to find out who chose the mainstream school and the criteria used in making such a choice. All parents chose the mainstream school, and only in Laura's case a member of the LEA Support Services was involved in making the choice. The criteria used in choosing the school was the attendance by siblings for Simon, Lee and Nevine. Alternatively, the mainstream school was chosen because of its suitable size in Laura's case, or suitability physically, in Sean's and Selim's cases. In Selim's case the school geographically suitable required him to walk a long distance

everyday for his dinner. His parents were not given advice by members of LEA Support Services or educational psychologist on which school to send Selim to, but they appealed against the decision when realising the unsuitability of the school.

Therefore the choice of mainstream schools was related to the nature of the needs of pupils for Laura, Sean, and Selim, the attendance of siblings for Simon, Lee and Nevine.

6.3. Retrospective account of measures taken to facilitate the transfer from special school into mainstream school

Similar to the measures taken to facilitate the transfer in the Transition group: the preparation procedures that took place prior to transfer of Post transition group were; informing pupils of their transfer, discussions, visits, further measures taken by mainstream staff to meet pupils' needs and introduction to other peers and possibly parents. The key participants that were interviewed regarding these preparation procedures were parents, special school staff, educational psychologists, and staff at the mainstream school. It was not possible to interview class teachers who received pupils initially when they transferred and therefore their perspective is not mentioned here, instead second academic year class teachers' perspectives are included.

6.3.1. Pupils' feelings regarding the transfer:

Perspective of parents and class teachers at the special school of pupils' feelings regarding the forthcoming transfer were sought. All pupils were told of the coming transfer to the mainstream school and they were excited at the prospect. The only exception were Selim and Laura. Parents did not inform Selim, but the class teacher told him of the transfer before taking him on visits. Laura's mother said that Laura had expressed concerns while the class teacher said she had been excited. Laura had been excited to begin with but had felt concerned after having gone on visits. This supports the idea raised in the Transition group chapter of the possibility that the excitement felt by pupils could be stemming from their lack of knowledge of what the transfer entailed. This is proved by Laura's feelings of concern after having gone through the "phased integration" where she began to realise the difficulties she may face at the mainstream school. Laura's mother said: *"She was excited at first she enjoyed coming sort of once a week, but she found it difficult, I think fear of failure, I think she was made aware she was different."*

6.3.2. Discussions, visits and further measures taken prior to transfer:

The interviewees mentioned the discussions taking place prior to transfer, the visits that were exchanged between the mainstream school and the special school, in addition to the further measures they had taken to meet pupils' needs at the mainstream school. These are summarised in table 6.3.

Table 6.3. Discussions, visits and further measures taken to facilitate transfer

	Simon	Laura	Lee	Sean	Nevine	Selim
Discussions involving						
Parents	No	Yes	Yes	Yes	Yes	Yes
Head teacher at special school	No	Yes	Yes	No	Yes	Yes
Class teacher at special school	Yes	Yes	NA	No	Yes	Yes
Educational Psychologist	NA*	NA	NA	Yes	No	Yes
Head teacher at mainstream school	Yes	Yes	Yes	Yes	Yes	No
Second year Class teacher	Yes	Yes	Yes	Yes	Yes	Yes
SENCO	Yes	Yes	No	Yes	No	No
SNA	No	No	No	No	No	NA
Support Services	No	Yes	Yes	No	No	No
How often	Few	Many	Many	Few	Many	Few
Visits to mainstream school	No	Yes	Yes	No	Yes	Yes**
Visited at special school	Yes	No	No	Yes	Yes	Yes**
Further measures taken by head teacher at mainstream school	Support	Support	Support	Support	Support	None
Further measures taken by SENCO	Support	Support	Support	Support, IEP	Support, IEP	None
Further measures taken by second year class teachers	None	Support	None	IEP	None	IEP

* It was not possible to interview some educational psychologists

**Visits took place with a different mainstream school than the one he transferred to.

Table 6.3. shows that all parents were involved in discussions prior to their children's transfer. Simon's parents, and Sean's special school staff did not remember being involved in such discussions which could have been a result of the passage of time. The LEA Support Services had been involved in two cases; Laura's and Lee's. The only educational psychologists who were involved in discussions prior to transfer occurring were Selim's and Sean's. At the mainstream school head teachers were involved in discussions regarding pupils' transfer, except for Selim. Class teachers had discussions with previous class teachers regarding pupils' needs. Special educational needs co-ordinators were involved in discussions with head teachers in Simon's, Laura's and Sean's case.

Those involved in discussions regarding Laura, Lee and Nevine mentioned that discussions had been extensive. In Laura's and Lee's cases there was phased integration supported by the LEA Support Service and discussions took place to discuss issues that emerged as a result of each visit.

Visits taking place prior to transfer occurring took different forms. In Laura's and Lee's cases there were many visits to the mainstream school that were made on different days of the week, at different times of the day supported by members of the LEA Support Service as a form of phased integration. There was no mention of visits taking place by mainstream school staff to Laura and Lee at the special schools. It was not possible for Simon and Sean to visit the mainstream schools, but they were visited at the special school by the SENCO.

Nevine and Selim visited the mainstream school accompanied by special school staff and they were visited by the mainstream school staff at the special school. However, in Selim's case; there was a turn of events and he ended up transferring to a mainstream school that was not the one he visited or the one that its staff had visited him at the nursery.

Head teachers, SENCOs and second year class teachers were interviewed regarding their perspectives of the further measures taken to meet pupils' needs. Support was the main measure mentioned by those interviewed as taken in meeting pupils' needs at the mainstream school. SENCOs in Sean's and Nevine's cases also mentioned devising IEPs as means of meeting their needs at the mainstream school. The mainstream staff interviewed in Selim's mainstream school did not mention any measures taken to meet his needs, except the second year class teacher who mentioned devising an IEP. This reflected the lack of preparation that preceded his transfer; lack of discussions and visits. The second year class teacher realised his academic problems and talked about devising an IEP as well as considering a statement for him

6.3.3. Introduction to other pupils and parents:

All head teachers did not feel the need to discuss the needs of pupils with the parents of peers and none of them mentioned that they were approached by parents expressing their concerns that their children's education would be affected by the presence of pupils with special needs. Only the head teachers in

Lee's and Sean's schools discussed with other pupils the fact that people had different needs. This may have been because of the nature of the needs of pupils. Lee's needs were of a behaviour nature and some aspects of his "autism" needed explanation. Sean's head teacher also explained indirectly to peers how people had different needs because Sean's physical difficulties were quite apparent as he was wheelchair-bound.

6.3.4. Summary of decision making and measures taken to facilitate transfer:

Almost all key participants had indicated that they believed transfer into mainstream school was appropriate for the pupils. They based their judgment on child centred criteria whether according to the nature of pupils' needs or the nature of pupils' skills. This was different to the criteria used in judging appropriateness of transfer either in the Pre transition group or the Transition group. Similarly there were no cases where disagreement occurred over the transfer of the pupil, unlike what happened in the Pre transition group in Matthew's case for example, or in the Transition group in Andrew's case.

Mainstream school was chosen by parents for almost the same reasons that schools were chosen for in the Pre transition group and the Transition group which were geographic convenience, attendance by siblings and suitability for pupils' needs.

The measures that were taken prior to transfer seemed similar to those preceding the transfer of pupils in the Transition group where pupils were informed of their transfer to the mainstream school, several discussions took place between parents, special school staff, educational psychologists and mainstream school staff. There were visits to the mainstream school and pupils were visited at the special schools, and the further measures mentioned by mainstream staff mainly involved support at the mainstream school. The LEA Support Service played an important role in managing phased integration into mainstream school. Their role was only evident in the Transition group in helping Anna's parents in choosing the mainstream school.

All second year teachers had discussed pupils with their previous teachers and they said they were aware of the pupils' needs. Their knowledge of pupils' needs was apparent by their considering learning programmes and special materials to meet the needs of pupils which indicated an awareness of pupils' needs.

6.4. The support received by pupils at the mainstream school and its change with the passage of time

As discussed in the chapters dealing with the Pre transition group and the Transition group the attitudes held by the mainstream school and the expectations held of pupils' transfer to the mainstream school affect the decision making, the way support is provided to the pupil and the overall experience of pupils.

6.4.1. Attitudes of mainstream school regarding integration

The attitude of the mainstream school towards integration can be divided in two parts, one is the theoretical attitude of the school, meaning what the school SEN policy mentions about integration. The second part is what the mainstream school staff say their attitude is towards integration.

6.4.1.1. The schools' SEN policy and attitude to integration

The mainstream schools' SEN policies were analysed with special interest to find out how they address:

- SENCOs' role
- Integration
- Partnership with parents

Only four school policies had been updated according to the Code of Practice; Selim's and Laura's mainstream school policies had not been updated and the revised versions were not finished before the end of the research.

SENCOs' role was identified in all policies as being responsible for the identification, assessment of, planning for, and meeting the needs of pupils with special needs. In addition to that SENCOs have the duty of liaison with outside agencies, parents, school staff and SNAs. As well as staff development and training. Only Simon's school policy mentioned that the Special Needs Co-Ordinator would work with children on one to one basis if necessary whether inside the class alongside peers or withdrawn outside.

Nevine's school policy was the only one that mentioned the Special Educational Needs CO-ordinator's name

All policies mentioned that integration was one of the primary aims of the school. They all mentioned the importance of providing the same curriculum for all pupils whether or not they had special needs.

Both Nevine's and Lee's school policies mentioned that withdrawal from the classroom situation may occur occasionally to work individually with pupils. However, in Simon's school policy it was

mentioned that withdrawal from classroom may occur on regular basis in order to carry out a learning programme.

None of the school policies mentioned any link with special schools or any on going integration schemes.

Moreover, none of the school policies had a separate section dedicated to “Integration” or “Inclusion”, or to the partnership with parents. Only Lee’s and Nevine’s mentioned parental involvement and role in some detail, and mentioned their involvement in implementing IEPs. All school policies mentioned that parents should be informed of all concerns, documentation, and statements of their children.

6.4.1.2. The mainstream school staff attitude towards integration

Head teachers and SENCOs were interviewed regarding their opinion of integration. The answers which were given in the interviews were analysed and two categories emerged;

- Positive:

Examples: “ *I think in general I support it and I am in favour of it.*” and,

“ *our children with special needs are not going to be in a segregated room all their lives, they are part of our world.*”

- Conditional positive;

Examples: “ *I believe that if the money is there, integration is a good thing, because if the money or resources are not there, it will be very difficult for the teacher to be able to work with that pupil, let alone the rest of the class.*” , and,

“ *I think it is a very good idea, but I think it needs a lot of back up*”

Table 6.4. Attitudes of mainstream school staff regarding integration

	Head teacher	SENCO
Simon	Conditional positive	Conditional positive
Laura	Conditional positive	Conditional positive
Lee	Positive	Conditional positive
Sean	Positive	Conditional positive
Nevine	Conditional positive	Conditional positive
Selim	Conditional positive	Conditional positive

Table 6.4. shows that most of the professionals interviewed at the mainstream school had placed some provisos on the positive attitude they held of integration. These provisos concerned the availability of resources, support and / or the skills held by those dealing with the pupils at the mainstream school. In addition to that the nature of pupils needs was also mentioned as one condition placed upon successful integration. All Special Educational Needs Co-Ordinators placed provisos on their positive attitude of integration, this may be due to the fact that they were responsible of the practical side of integration

6.4.2. Expectations of pupils' performance at mainstream school:

Key participants' answers were analysed and three categories emerged:

- Positive:

Example: *"Very well really, because socially she was quite independent, she liked other children she was very keen to show off her skills to other children"*

- Conditional positive::

Example: *"..... generally speaking if the school is well prepared and they have a flexible enough environment and a flexible enough staff to cope with that (autistic behaviour) then I expect him to be all right"*

- Concerns:

Example: *" We knew there were going to be major obstacles , we knew it wasn't going to be easy."*
".....but we were concerned by his social skills, because although he does play nicely, he doesn't make the first approach"

Table 6.5. Expectations held by key people of pupils' performance at the mainstream school

Name	Parents	Special school		Educational Psychologist	Mainstream school		
		Head teacher	Class teacher		Head teacher	SENCO	SNA
Simon	Concerns	Positive	Concerns	NA*	Positive	Positive	Positive
Laura	Concerns	Positive	Positive	Positive	Positive	Positive	Positive
Lee	Concerns	Conditional positive	NA	NA	Positive	Positive	Positive
Sean	Concerns	Positive	Concerns	Conditional positive	Positive	Positive	Concerns
Nevine	Concerns	Positive	Positive	NA	Concerns	Concerns	Concerns
Selim	Concerns	Concerns	Positive	Positive	Positive	Positive	NA

* NA = not applicable

Table 6.5. shows that all parents said they were concerned prior to their children's transfer to the mainstream school. This seemed to be related to the fact that interviews were held after transfer had occurred and parents had the benefit of knowing what had happened and therefore perhaps felt more at ease to voice their concerns and apprehension.

Most special school staff, educational psychologists, and mainstream staff expressed positive expectations or that linked with some provisos. Some of the concerns expressed were either academic, or social, and the provisos mentioned were either the positive attitude of mainstream school staff or the pupil remaining in good health. In Nevine's case mainstream school staff stressed their concerns. This may have been to justify having increased Nevine's support during the first term of transfer. Her support assistant was only appointed to escort her during lunch time, but her support time was gradually increased to become part time support.

6.4.3. The effect of passage of time on Support received:

After transfer had taken place and statements were reviewed there was either no change at all, or change in the level of support. Simon's support was part time initially, but after the first year at the mainstream school, staff felt that his needs were not properly met, and needed additional support which was granted. Nevine's SNA was originally appointed to support Nevine physically on her walk to the canteen during lunch time. Her support time was gradually increased when mainstream school staff felt her needs were not appropriately met physically and academically. Selim had transferred to a mainstream school with

no additional support, but at the end of the second academic year, there were discussions between the class teacher, the head teacher and SENCO concerning starting 'statementing' procedures. There was no change in Sean's, Lee's and Laura's provision after transfer.

It appeared that the only change after the review of statement was the increase in support time given to pupils, which was the case in the Pre transition and Transition groups.

6.5. Experience at the mainstream school and the effect of passage of time on that experience:

As mentioned earlier all pupils in this group were observed at the mainstream school during the second academic year. Simon, Laura and Lee were observed for two terms during the second academic year and three terms during the third academic year. Sean was observed for two terms during the second academic year and for one term during the third academic year, Sean was admitted into hospital during the first term of the third academic year as he was critically ill, and remained so till the end of the research. Nevine and Selim were observed for three terms during the second academic year.

As outlined in earlier chapters the Classroom Observation Schedule was used to observe what was taking place in general in the classroom, the background information like the organisation setting, which curriculum area, accompanied by whom and the activity was chosen by whom. In addition to that whether or not the pupil was interacting and with whom. Pupils' interactions were observed in some detail during the last three terms for Lee, Laura and Simon, Nevine and Selim. Sean's interaction in detail were not observed as he was taken ill as mentioned above.

6.5.1. Information from observation at the mainstream school during second academic year:

Simon, Laura, Lee and Sean were observed during the second academic year for two terms, Nevine and Selim were observed in the classroom for three terms during the second academic year, A, B and C.

Table 6.6 summarises the information from the Classroom Observation Schedule during the second academic year.

Table 6.6. The general occurrences in the classroom during the second academic year at the mainstream school

	Simon		Laura		Lee		Sean		Nevine			Selim		
	A	B	A	B	A	B	A	B	A	B	C	A	B	C
Terms														
Organisation														
Class	8	12	8	38	17	55	15	15	13	14	25	50	37	40
Group	37	30	67	46	66	42	39	41	52	59	75	30	48	50
Individual	55	58	25	16	17	3	46	44	35	27	0	20	15	10
Curriculum														
Core subjects	43	62	83	64	70	78	55	44	52	79	52	38	48	45
Found. subjects	0	0	17	12	20	0	0	8	0	0	40	22	12	22
"Choosing"	57	38	0	0	0	0	24	29	28	0	0	15	23	8
Snack	0	0	0	0	0	0	0	0	5	0	0	0	0	0
Routine	0	0	0	24	10	22	21	19	15	21	8	25	17	25
Therapy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Choice of activities														
By adults	88	76	94	74	76	92	76	83	73	100	100	90	92	92
By self	12	24	6	26	24	8	24	17	27	0	0	10	8	8
Who with														
Adults	43	45	54	61	53	46	44	56	40	69	81	75	68	84
Peers	22	35	25	32	18	48	20	25	38	24	14	25	28	16
None	35	20	21	7	29	6	36	19	22	7	5	0	4	0
Interacting														
Verbally	72	47	62	56	47	33	37	46	45	47	44	43	85	77
with adults	100	87	100	96	100	54	67	95	86	100	100	56	97	91
with peers	100	100	100	100	100	100	100	100	46	92	90	25	72	88
Non verbally	0	0	0	0	0	0	0	0	54	8	10	75	28	12
with adults	0	13	0	8	0	64	33	18	43	29	53	89	65	53
with peers	0	100	0	100	0	100	100	100	67	100	81	37	75	67
Not interacting														
with adults	0	0	0	0	0	0	0	0	33	0	19	63	25	33
with peers	28	53	38	44	53	67	63	54	55	53	56	57	15	23

Numbers in bold = highest percentage of occurrences in each category, Letters on second row = terms that pupils were observed in, Background information: Organisation (teacher's organisation setting), Curriculum (Curriculum areas pupils engaged in, "choosing" is where pupils were left to choose between some activities like construction, home corner and painting)

Table 6.7. shows that during the observed sessions during the second academic year some pupils were observed more in a group setting than other settings, for example Nevine during term C. Some pupils were observed equally in a group and individual settings, for example, Sean during both terms observed. While still others were observed equally in a class and group settings, for example Selim during terms B and C. The curriculum areas that pupils were observed engaging in were sometimes Core subjects and “Choosing”, for example Simon and Sean. Others were primarily engaged in Core subjects, for example Laura and Lee. While others were observed engaged in a combination of Core subjects, Foundation subjects, Routine activities and “Choosing” for example, Selim.

Adults were observed to choose most activities for pupils. Some pupils were observed primarily in the presence of adults, for example Selim, while others were observed equally with adults and peers, for example Lee during term B. Most pupils were observed interacting for half the time observed, for example Nevine. Some pupils were observed interacting more than not interacting during certain terms, for example, Selim during term B. Verbal interactions exceeded non verbal interactions. Both modes of interaction primarily involved adults, the only exception was Nevine during term A where she was observed interacting equally with adults and peers.

6.5.2. Summary of information from Classroom Observation Schedule during third academic year

As for the general occurrences observed in the classroom during the third academic year, these are summarised in table 6.8.

Table 6.7 The general occurrences in the classroom during sessions observed during third academic year at the mainstream school

	Simon			Laura			Lee			Sean	
	C	D	E	C	D	E	C	D	E	C	
Terms											
Organisation											
Class	26	14	4	46	89	100	19	10	11	50	
Group	26	25	28	54	11	0	81	83	86	41	
Individual	48	61	68	0	0	0	0	7	3	9	
Curriculum											
Core subjects	28	50	75	70	75	64	52	43	28	33	
Foundation subjects	0	25	0	21	22	26	35	46	64	25	
“Choosing”	45	0	5	0	0	0	0	0	0	21	
Snack	0	0	0	0	0	0	0	0	0	0	
Routine	27	11	5	9	3	10	13	11	8	21	
Therapy	0	14	15	0	0	0	0	0	0	0	
Choice of activities											
By adults	61	98	98	100	100	100	90	94	100	84	
By self	39	2	2	0	0	0	10	6	0	16	
Accompanied by											
Adults	45	97	75	74	100	96	39	19	41	71	
Peers	51	3	22	26	0	4	54	77	56	25	
None	4	0	3	0	0	0	7	4	3	4	
Interacting											
Verbally	48	71	64	52	66	57	44	31	42	50	
with adults	81	93	97	91	92	100	90	80	71	83	
with peers	55	100	94	36	87	77	15	54	34	100	
Non verbally	45	0	6	64	13	23	85	46	66	0	
with adults	45	59	55	41	32	44	67	70	50	17	
with peers	47	100	95	75	70	38	18	44	50	0	
Not interacting	53	0	5	25	30	52	82	56	50	100	
	52	29	36	48	34	43	56	69	58	50	

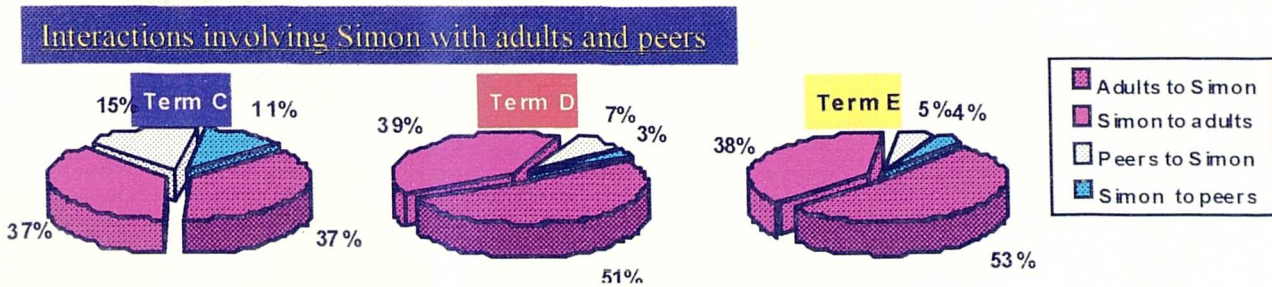
Numbers in bold = highest percentage of occurrences in each category, Letters on second row = terms that pupils were observed in, Background information: Organisation (teacher’s organisation setting), Curriculum (Curriculum areas pupils engaged in, “choosing” is where pupils were left to choose between some activities like construction, home corner and painting)

Table 6.7. shows that there was no pattern for occurrences for pupils during the observed sessions in the third academic year. Lee was observed predominantly in a group setting, while Simon was in an individual setting for a large proportion of the time and the rest was spent in both group and class setting. Sean was observed to spend a balanced amount of time in a class and group setting, so did Laura during term C. Laura spent most of the time observed during terms D and E in a class setting. Both Laura and Lee spent most of the time observed engaged in Core and Foundation subjects, Laura spent most of the time doing Core subjects and Lee's time was evenly distributed between the two. Sean was involved in Core, Foundation subjects, "Choosing" and Routine activities almost equally. Simon during term C was involved mostly in "Choosing" while the rest of the time was divided between Core subjects and Routine activities. During terms D and E he was mostly engaged in Core subjects. All pupils' activities were primarily chosen for them by adults. Both Laura and Sean were observed primarily in the presence of adults. Lee was observed primarily in the company of peers during term D, and almost equally in the company of peers and adults during terms C and E. During terms D and E Simon was predominantly in the company of adults. During term C he was observed equally in the presence of peers and adults. For all pupils there was a balance of observed interactions and no interactions with a few exceptions. One exception was Simon during term D where he was observed interacting in more than 70% of time observed. Another exception was Lee during term D, he was observed not interacting in nearly 70% of time observed. Verbal interactions surpassed non verbal ones for all pupils. Sometimes there was a balance of interactions involving adults and peers, for example Simon during term C. Sometimes there was a predominance of verbal interactions involving adults, for example, Sean, or a predominance of verbal interactions involving peers, for example Lee during term C. Likewise a predominance of non verbal interactions involving adults was observed for Simon during term D. A predominance of non verbal interactions involving peers was observed for Sean during term C.

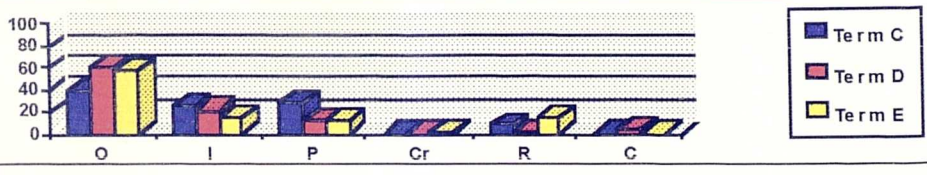
6.5.3. Quality of interactions observed

The same Classroom Interaction Schedule was used in capturing the interactions that pupils were involved in. It was used for three terms, for a maximum of twelve sessions. During each session five minutes of interactions were captured to find out who was interacting with pupils and whether they used verbal or non verbal modes of interaction, and the quality of talk observed. Sean's interactions were not observed because he was hospitalised at the time of observation of interactions.

Figure 6.1. Simon's observed interactions involving adults and peers during third academic year

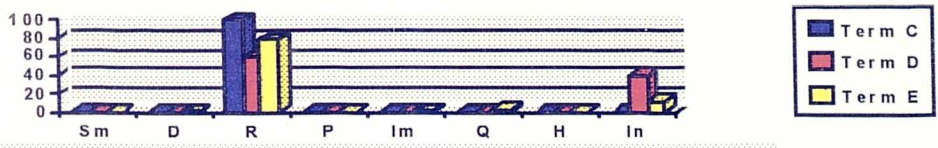


Quality of verbal interactions directed by adults to Simon

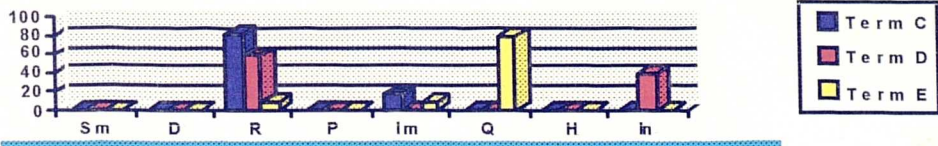


O = Orienting , I = Informing , P = Praise , Cr = Criticism , R = Routine , C = Concluding

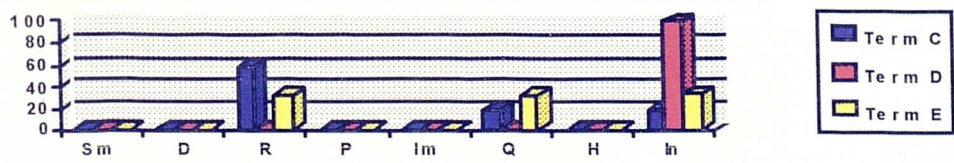
Quality of verbal interactions directed by Simon to adults



Quality of verbal interactions directed by peers to Simon



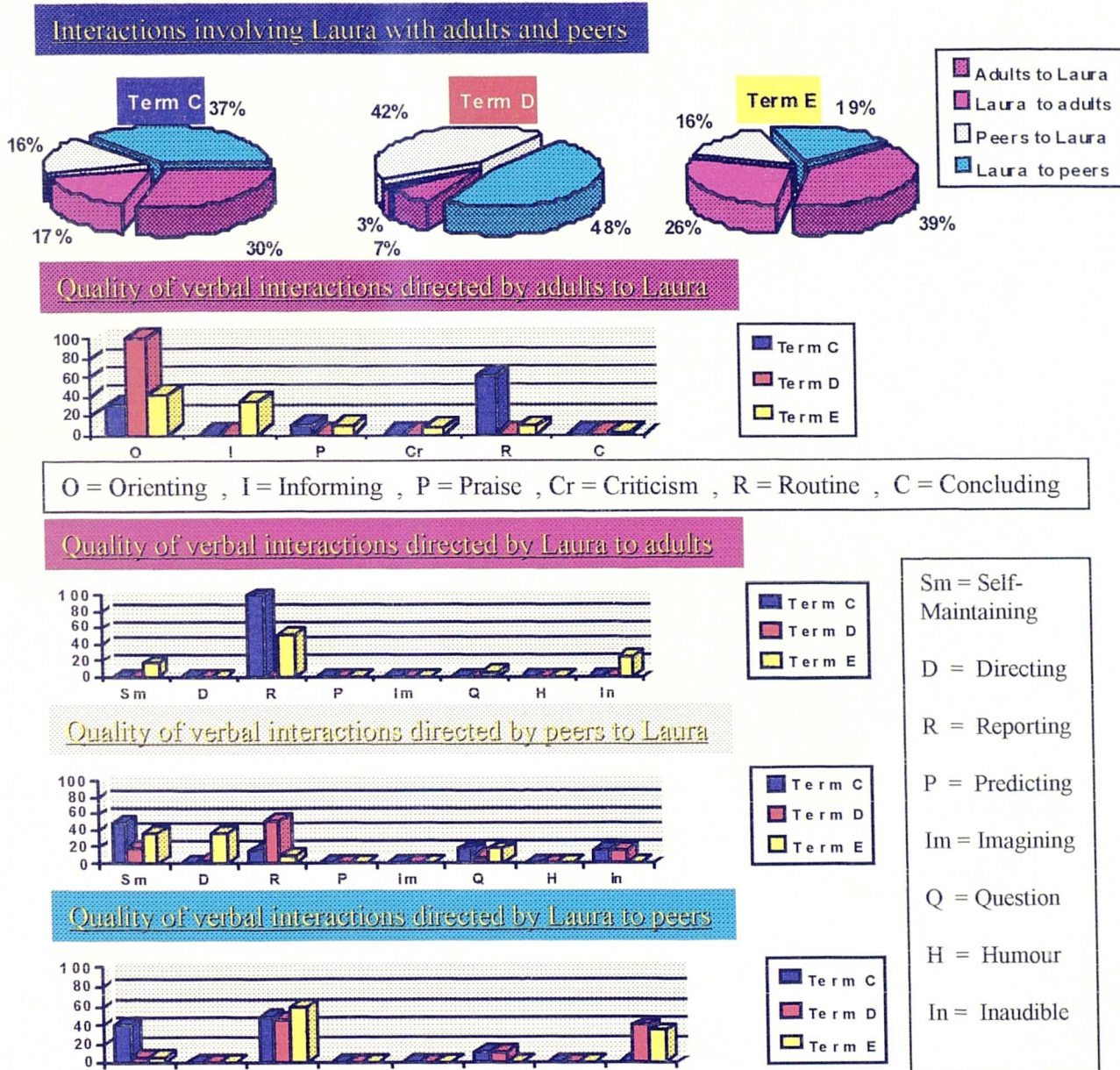
Quality of verbal interactions directed by Simon to peers



Sm = Self-Maintaining
 D = Directing
 R = Reporting
 P = Predicting
 Im = Imagining
 Q = Question
 H = Humour
 In = Inaudible

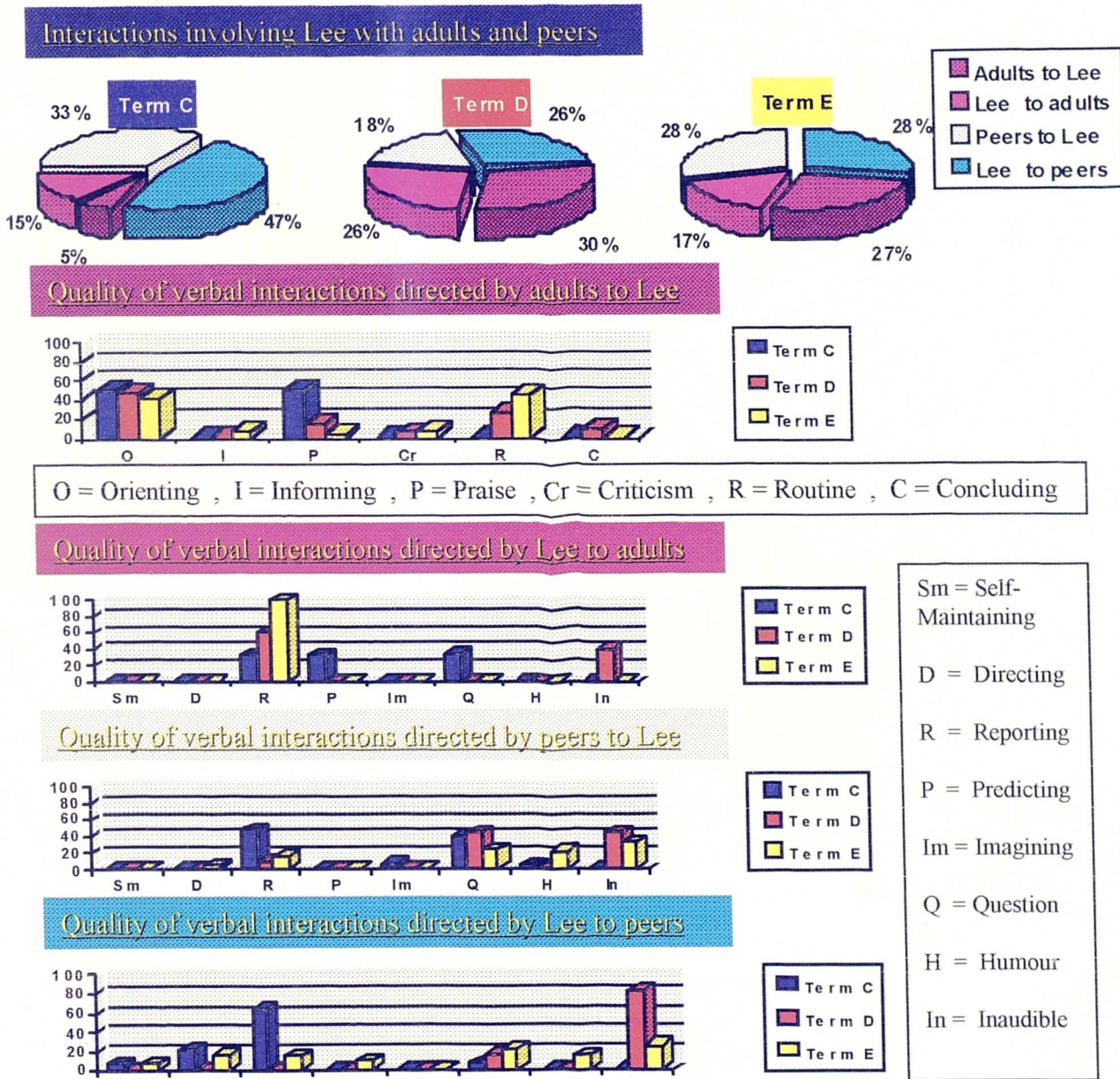
Simon's interactions with adults surpassed that with peers and they increased with the passage of time. There was no change in the amount of initiated interactions on Simon's part. When verbally interacting with Simon, adults used a combination of orienting; informing and praise statements during term C, but mainly used orienting statements during terms D and E. Simon mainly used reporting statements when verbally interacting with adults. Peers used reporting statements during terms C and D and questions during E. Simon used reporting statements during term C and a combination of reporting statements and questions during E. Much of what he said during D was inaudible.

Figure 6.2. Laura's observed interactions involving adults and peers during third academic year



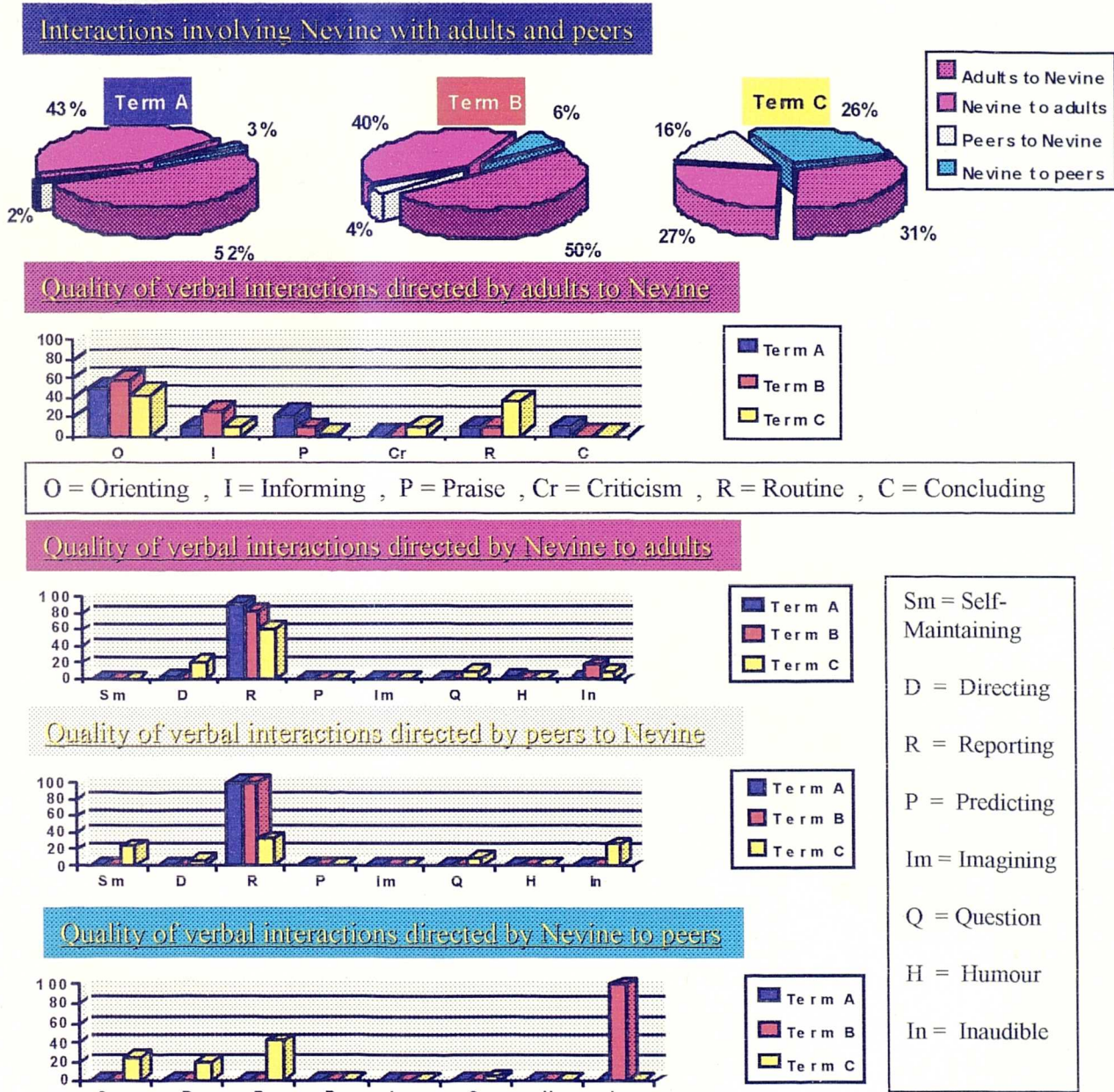
During terms C and E there was a balance of interactions involving adults and peers, but during term D interactions mainly involved peers. Laura's initiation of interactions towards adults increased. Adults used orienting statements during the three terms, in addition to routine statements, during C, and informing statements during E. Laura used reporting statements during terms C and E. During D she did not verbally interact with adults. During term C, peers mainly used self maintaining statements, during D, they used reporting statements, and during E, they used self maintaining and directing statements. Laura mainly used reporting and self maintaining, though much of what she said during terms D and E was inaudible.

Figure 6.3. Lee's observed interactions involving adults and peers during third academic year



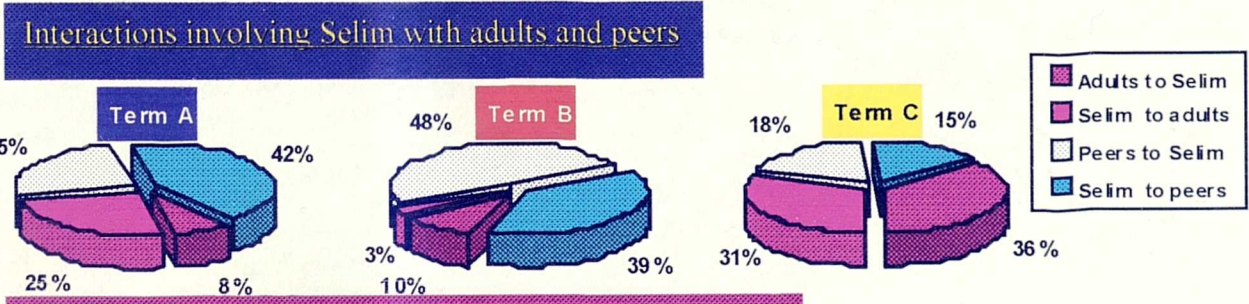
Lee's interactions with peers surpassed that with adults during term C, but during D and E there was a balance between both. During term C, adults used orienting and praise statements, during D and E they used orienting and routine statements. Lee used reporting, predicting statements and questions during term C. During D and E, he used reporting statements, but he was inaudible to adults and peers during D. During term C peers used reporting statements and questions. During D they used questions and were also inaudible. During E they used humour, questions and reporting statements. Lee talked to peers using reporting statements during term C, directing, reporting, humour statements and questions during term E.

Figure 6.4. Nevine's observed interactions involving adults and peers during second academic year

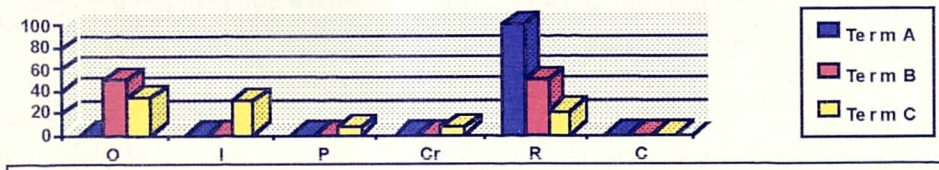


During terms A and B almost all of Nevine's interactions involved adults, during term C there was a balance of interactions involving adults and peers linked with increased initiation of interactions to peers. Adults mainly used orienting statements during the three terms, but during term C they also used routine statements. Nevine mainly used reporting statements when verbally interacting with adults. Peers used reporting statements during A and B, during C they used a combination of reporting, self maintaining statements and questions. Nevine did not verbally interact with peers during A, during B all what she said was inaudible and during C she used a combination of reporting directing and self maintaining statements.

Figure 6.5. Selim's observed interactions involving adults and peers during second academic year

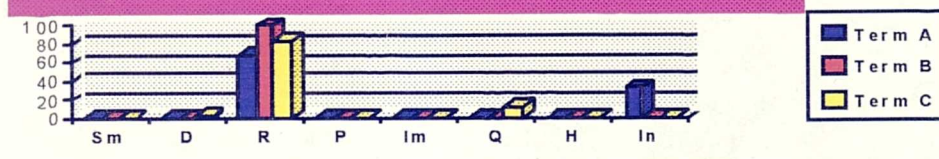


Quality of verbal interactions directed by adults to Selim



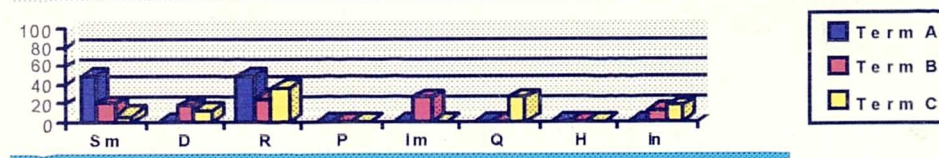
O = Orienting , I = Informing , P = Praise , Cr = Criticism , R = Routine , C = Concluding

Quality of verbal interactions directed by Selim to adults

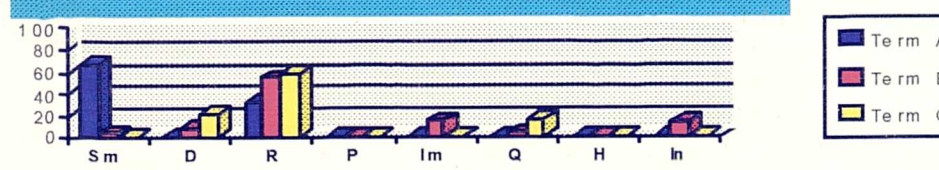


Sm = Self-Maintaining
 D = Directing
 R = Reporting
 P = Predicting
 Im = Imagining
 Q = Question
 H = Humour
 In = Inaudible

Quality of verbal interactions directed by peers to Selim



Quality of verbal interactions directed by Selim to peers



During terms A and B Selim's interactions with peers surpassed that with adults, but during term C it was the opposite. There was an increase in initiation of interactions to adults. During the three terms adults used routine statements and orienting statements during B and orienting, informing statements during C, Selim used reporting statements when talking with adults during the three terms. Peers used self maintaining and reporting statements during A, imagination, reporting, directing statements, and self maintaining statements, during B, and during C, they used reporting statements, questions, and directing statements. Selim used self maintaining statements during A, and during B and C he used reporting statements.

6.5.4. Summary of pupils' experience at the mainstream school during second and third academic year after transfer

There seemed to be no pattern for pupils' experience at the mainstream school during the second and third academic years. Regarding the organisation settings that pupils were observed in some pupils were observed equally in a group and individual setting, or a group and class setting or one setting predominantly. The curriculum areas that pupils were engaged in were core subjects, foundation subjects, "Choosing" and routine areas, with a predominance of core subjects which is due to the fact that some of them were observed doing their SATs (Statutory Attainment Tests) There appeared a predominance of activities chosen for pupils by adults.

Some pupils were observed mainly in the presence of adults while others were observed equally in the presence of peers and adults. Likewise, some pupils were observed equally interacting and not interacting, while some were observed mostly interacting, or mostly not interacting.

Looking at pupils' interactions in depths three of the five pupils observed had a balance of interactions involving adults and peers while the other two (Simon and Laura) had a predominance of interactions involving adults. Most pupils exhibited an increase in initiation of interactions to adults with the passage of time. Adults were observed using orienting and routine statements and pupils used reporting statements when verbally interacting with adults. Interactions involving peers included usage of self maintaining, directing, predicting and imagination statements in addition to reporting statements.

An example: Teacher: "Who can tell me who was the prime Minister during world war two?" (orienting question) Lee raised his hand. Teacher: "Yes Lee." (routine statement) Lee: "John Major." (reporting statement) Teacher: "No, it was Winston Churchill" (informing statement)

Another example: Laura: ".....(mumbling)" Peer: " Laura shut up, or I'll slap you" (self maintaining) Laura snatches one of the girl's pens. Peer: "Laura, stop acting silly" (directing) Laura: "look at that man cleaning the window (laughing) look at his funny hat" (directing, reporting) Peer: "Shut up Laura, at least he keeps himself warm." (Self maintaining, reporting)

6.6. Perspectives of parents at the end of third academic year:

Only Simon's, Laura's and Lee's parents were interviewed at the end of the third year after transfer. They were interviewed regarding their perspective of the pupils' experience at the mainstream school, their opinion of the support given to their children and their expectations of the following stage. The three sets of parents interviewed described their satisfaction with the transfer experience. They said that pupils' performance at the mainstream school had surpassed their most positive expectations. They attributed the success of the transfer experience to the positive attitude of the staff at the mainstream school. Regarding their opinion of the support given to their children; parents were pleased with the support given to their children from within the school. However, they were less pleased with the support given from outside agencies; Laura's parents were not pleased with the amount of speech therapy given to Laura, in their opinion she needed more.

As for their expectations for the future; Simon's parents expected him to get on well during the following stage because his support had increased to full time. Both Lee's parents and Laura's parents had some concerns for their children's performance during the following stage and this may have been because of their approaching transition to high school. Lee's parents were worried that in high school they, would not have an easy access to the school and the staff as they did at the primary school. His parents mentioned a dilemma they faced in choosing the high school for him; on the one hand there was a high school that had ongoing integration schemes, and thus had experience of dealing with pupils with different needs, and on the other hand there was a high school that Lee wanted to transfer to in order to be with his friends. His parents were inclined to let Lee fulfill his choice because they felt he needed to learn to make his own decisions. Laura's mother had already chosen a high school for Laura that had a special unit for pupils with special needs, she was worried that the large number of pupils in high school would intimidate her and that she would have problems socially.

6.7. Preparation of pupils for the following stage:

Laura and Lee were the only pupils who were transferring to high school. In both cases parents had chosen a high school for their children but used different criteria; Laura's parents chose a high school that was different than the one attended by their older daughter, because it had a unit for pupils with language problems. Lee's parents had wanted a high school that had on going integration schemes with

special schools, but ended up choosing a different one because Lee had indicated a desire to be with his friends in high school.

Laura's teacher had found it necessary to prepare her for her transition to the high school by changing her SNA because she was doing her work for her and Laura was turning to her for help all the time. Another SNA was appointed with whom Laura did not have the bond she had with her previous SNA and therefore was beginning with some encouragement to try to think by herself. This independence was regarded by her class teacher as necessary for her at high school.

6.8. Summary

Having discussed the performance of pupils who had transferred from special school into mainstream school the previous year, some issues appeared to emerge

- * Parents felt more ready to express their original concerns and their fears regarding their children's transfer because the interviews were held after the occurrence of the transfer; they were reassured that their fears and concerns were unfounded or because they were overcome. This differed from parents of the Pre-transition group and Transition group who appeared to highlight their positive expectations of their children because of their eagerness to reassure both themselves and others that it is going to work.
- * In two cases the LEA Support Services appeared to play an important role in the preparation period preceding the actual transfer, in visits during the phased integration and in making the choice of mainstream school. A member of the LEA Support Services supported visits to the mainstream school, took part in discussions that followed such visits and advised mainstream school staff on means of meeting pupils' needs. Moreover, one member helped Laura's parents in making the right choice of mainstream school and intervened to resolve some problems that occurred during first year of transfer. This important role played by the LEA Support Services in Lee's and Laura's cases shows how important their role is and how they could have helped in other cases; for example in Selim's case had they have been involved in the early stages of discussions they would have alerted parents to the long walk expected of their son and much wasted time could have been saved, and discussions with the mainstream school that received him could have taken place.

- * There appeared to be a 'passive' role played by the educational psychologists in some cases. For example: In Selim's case the educational psychologist could have alerted parents of the unsuitability of the school and helped parents in choosing a more suitable school from the beginning, instead of wasting time having discussions with another school and leaving it up to the parents to decide that the mainstream school was unsuitable for their child's needs.
- * The SENCOs' role seemed different in some cases to what was outlined in the school's policy. For example, in Selim's case the SENCO had no role in preparing for his transfer, or even after his transfer. This could be due to the fact that Selim did not have a statement and therefore was regarded as not being in the realm of the SENCO's duties.
- * Another point seems to be related to the previous one is the fact that support seems to be the central issue in transfer from special school into mainstream school. If support is available expectations are high. If needs are not adequately met then support needs to be increased. If the pupil is said not to need additional support then there is no need to take special measures to meet his needs.
- * The criteria used in making the choice of which mainstream school seemed to differ as children grew up. An example is given by Lee's parents who had considered a high school that is situated next to his old special school, had ongoing links and integration schemes and his needs would be better met. Lee had indicated a preference for another school to be with his friends and his parents had decided to let him fulfill his wishes. This shows how pupils of an older age could be allowed to make choices.
- * The previous point leads on to the issue of consulting pupils before transfer and letting them choose the school they wanted to attend which in the previous chapters had been raised and a conclusion was reached that maybe in the age group of this sample it was not possible to let pupils have such a choice. Lee's case serves as a good example because at his transition to primary school, parents chose the school without consulting him but at the transition to high school he was the one who asked to take an active role in choosing which school to go to.
- * Laura's feelings of concerns prior to the actual transfer indicated how the phased integration had served as means of introducing her to the mainstream school and what it really entailed. This as an issue also raised previously about how parents portrayed transfer to children as an exciting transition which risked disappointment. Therefore phased integration appears to be a suitable solution for such a situation.

In Nevine's case it would have been perhaps advisable to have gone to Selim's school because she transferred to the school that Selim was originally being prepared to attend and she had to walk everyday for her dinner which led to her requiring an assistant to assist her during these walks.

Chapter 7: Summary and Conclusions

This research aimed at studying the process of integration from special school into mainstream school. In order to carry out that study a design was chosen that looked at three identified phases of transfer in parallel. This design allowed the study of the different phases of transfer: the pre transition phase, the transition phase, and the post transition phase. By studying the Pre transition group the main interest was the decision making period: who makes the decision and the criteria that makes some pupils transfer to mainstream schools while others remain at special schools as well as what measures are taken to fulfill a transfer to a mainstream school. The study of the Transition group focused on the measures taken to facilitate the transfer, the support measures taken at the mainstream school and the pupils' experience at the mainstream school. Finally the study of the Post transition group aimed to reveal the effect of passage of time on the support measures taken at the mainstream school as well as the pupils' experience at the mainstream school. As outlined earlier, the design of the study was "overlapping longitudinal design" which meant that the research questions could only be answered by studying y the three groups but at the same time they could be answered simultaneously.

Therefore, through the study of the three groups it was possible to answer the four research questions that were aimed to be answered by this research. It was possible to combine the answers worked out from studying the three groups to draw some conclusions that relate to the process of integration from special school into mainstream school. The following section will deal with each research question and the conclusions that relate to it.

First research question: Who is involved in the decision making, what criteria are used, how is consensus arrived at and how are differences resolved?

- ◆ It seemed striking that the role of pupils in making the decision to transfer to a mainstream school was non-existent. In none of the groups did any of the key participants mention taking pupils' opinion of whether or not it was appropriate to transfer to a mainstream school into consideration. What seemed even more striking was the fact that none of the key participants thought it was important to explain why pupils' opinions were not sought prior to transfer, which implies that pupils' opinions were not regarded as important or valued. This seems to contradict what was suggested by the Children's Act where it stressed the importance of listening to pupils' opinion regarding any major decisions in their lives. However, it is important to realise as Armstrong,

Gallway, and Tomlinson have said that sometimes it is not because of 'poor practice' that pupils' opinions are not sought but rather as a result of mixed demands of key people : parents, schools, LEA and child, sometimes the child's perspective is not regarded as significant. (Armstrong, Gallway, and Tomlinson, 1993)

- ◆ Parents seemed to play a major role when making the decision to transfer, and in choosing the mainstream school. This prominent role, however, seemed superficial because parental wishes were fulfilled with no objection only in the case where these wishes did not pose a financial problem to the LEA. Because there were cases (For example : Matthew in the Pre transition group) where parents were forced to choose an option which they regarded as second best only because the LEA refused to finance their original choice. However, some parents seemed able to fulfill their wishes inspite of disagreement by all other key participants. This was exemplified in Andrew's case where parents were the only ones who believed it was appropriate for him to transfer to a mainstream school, and they were able to fulfill their wishes because they found a mainstream school that was willing to fulfill their wishes.

Although parents often felt it was appropriate for their children to transfer to a mainstream school, but some of them portrayed that the decision to transfer was made by special school staff, because this perhaps gave them reassurance that it was the right step to take, since 'professionals' were the ones who pushed for transfer to a mainstream school. This was apparent in Robert's case (Transition group). In Robert's case though all professionals and parents had agreed that it was appropriate to transfer to a mainstream school, parents had portrayed the transfer as primarily being special school staff's decision. This has important implications on how parents seem to regard their own ability in making decisions , indicating that professionals are more capable of making such decisions. Parents often feel that their opinion is not valued and that professionals do not listen to them. An example is John's parents who tried to alert doctors at the Regional Childhood Development Centre of the occurrence of epileptic fits, and they only agreed to investigate this ailment when special school staff reported the occurrence of epileptic fits.

- ◆ Educational psychologists appeared not to play an instrumental role in the decision making process, rather they seemed inclined to fulfill what parents or special school staff have chosen even if it contradicted what they believed was appropriate. Moreover, they did not seem to aid parents in

making the right choice of school for example, in Selim's case the educational psychologist did not play any role in alerting parents that the school they originally chose was unsuitable.

- ◆ The criteria that makes it appropriate for some pupils to transfer to mainstream and makes it inappropriate for others seems to be another striking issue. These criteria seemed in all cases "Child centred". These criteria indicate that some pupils were regarded as 'fit' to transfer to mainstream school, which is a contradiction of the notion of inclusion where it is aimed that all schools can accommodate all pupils. It reflects the outdated stress on what is amiss with the child when deciding the provision that is most suitable for pupils with special educational needs. In addition to using criteria that is mainly child centred when deciding appropriateness of transfer, many professionals have stated that their positive opinion of integration was dependent on the nature of pupils needs, because according to them some pupils' needs can only be met at special schools!! This is not inclusion rather integration. Integration requires pupils to 'fit' into schools, while Inclusion requires schools to adapt in order to accommodate all pupils with special needs regardless of the nature of their needs.

Second research question: After a decision is reached what measures are taken to facilitate the transfer?

- ◆ Most parents informed their children of their forthcoming transfer prior to its occurrence, and all informed pupils expressed feelings of excitement. These feelings of excitement were attributed to the way that transfer was portrayed to pupils. Parents had indicated that transition to a mainstream school was a sign of achievement and of growing older which seemed a problem-free transition. This seemed misleading for pupils because transition to mainstream school meant transition into a larger school, with larger classes and where there are more complex curriculum implications. One way of addressing such an issue was observed in the Post transition group where phased integration took place for two pupils (Laura, and Lee). This phased integration gave the pupils the chance to experience mainstream school prior to transfer and alerted them to possible drawbacks and problems. This phased integration was also helpful for mainstream staff who were given the chance to see the pupil in class.
- ◆ Prior to the transfer of most pupils there were discussions involving parents, special school staff, educational psychologists and mainstream staff where they discussed pupils' needs, the measures needed to facilitate his transfer and different problems that were bound to occur. However, these

discussions did not seem to convey the exact needs of pupils to mainstream staff, this was evident by the way mainstream staff had mentioned their lack of knowledge of pupils' exact needs. For some pupils such discussions did not occur at all or took place with a different mainstream school to the one pupil transferred to which meant that the receiving school had no idea of the nature of the needs of the pupil and after having gone through the experience attributed their inability to meet his needs to the absence of discussions prior to transfer.

- ◆ A smooth transfer into mainstream school seemed to be expected when several factors were present. The first factor was adequate discussions taking place between all key participants prior to the occurrence of transfer into mainstream school. The second factor was the occurrence of visits to the mainstream school by pupil with special school staff and visits to the pupil at the special school by mainstream staff. The third factor was the measures taken by mainstream staff in order to make sure that pupils' needs are adequately met at the mainstream school. A complicated transfer is one where one or the three factors outlined are not present. For example, Andrew in the Transition group whose parents had him transfer to a mainstream school without informing the special school.

The measures taken by mainstream staff in order to meet the needs of pupils seemed to centre on the appointment of SNA and on the physical alterations in the school. There seemed to be little mention of learning programmes which was due to the lack of knowledge of pupils' exact academic needs. This was a reflection of the quality of discussions taking place prior to transfer and the quality of statements and how they describe pupils' needs especially the academic needs. In addition to that, there was evidence that the provision mentioned in the statement took a long time to materialise, which meant that pupils started at the mainstream school with insufficient provision. For example, Anna in the transition group had to wait for a whole year before receiving the computer she was supposed to have used as soon as she transferred. This meant that for the first academic year Anna had to rely on the SNA to write everything for her.

Third research question: Following transfer what support is received by the pupil in the mainstream school and does it change with the passage of time?

- ◆ There was no evidence of parents' role in providing support for their children. Few professionals mentioned the role that parents played in supporting their children in their transition to mainstream school. Class teachers at the mainstream school were talking about their plans for involvement of parents in carrying out learning programmes or in general aspects of their children's schooling. But none of the parents mentioned taking any part in providing support to pupils. This seems to contradict the concept of "Partnership with parents" which aims at making parents active partners in their children's education.
- ◆ The SENCO's role as outlined in schools' SEN policies mentioned supporting pupils with SEN and co-ordinating the different aspects of their support as part of the SENCO's role. However, some SENCOs interviewed in this research mentioned not being involved at all with pupils, stressing that their support was not her responsibility. While some SENCOs seemed to play an important role in all stages of pupils' education. Some SENCOs mentioned feeling ill equipped and untrained. This highlights the criteria upon which SENCOs are appointed and chosen. In many of the schools observed in this research SENCOs were appointed because they were part-time teachers who had some time to spare and therefore were seen as fit to fulfill the role of SENCO. In other cases, head teachers assumed the role of SENCO because no other member of staff was available. SENCOs did not receive any training and had no special qualification in special educational needs education, which meant they were ill prepared to carry out the complex duties of their role.
- ◆ SNAs likewise did not receive any form of training prior to starting supporting the pupil at the mainstream school. Some SNAs had not worked before in the field of education, while some had supported pupils with special needs that differed to the nature of needs of pupils they were now supporting. SNAs were often expected to support pupils in all areas of the curriculum. In many cases there was an assumption by the class teachers that supporting pupils at the mainstream school was mainly the responsibility of the SNA. This placed a burden on SNAs who did not have prior training or qualifications in the area of special needs. Most SNAs had expressed ambiguous expectations of what the pupils would be like which also highlighted the absence of adequate preparation prior to supporting pupils at the mainstream school, which should have included adequate preparation for the SNA. This meant that the criteria upon which the appointment of SNAs is based should include past

experience. Finally, it also has implications on the duties of SNA and what should be carried out by the teacher and what should be carried out by SNAs.

- ◆ The role of the LEA Support Services was witnessed in three of the twenty case studies included in this research. In the three cases their involvement proved to be very valuable. They had an important role to play in helping parents in making the right decision when choosing the mainstream school. They supported pupils during visits to the mainstream school, as a part of phased integration into mainstream school, and their support was highly valued by the mainstream staff. They also supported mainstream staff when some problems occurred after pupils' transition. Their valuable role in supporting the three pupils was contrasted with their absence in other cases where they would have made a great difference in pupils' experience. For example in Andrew's case whose parents had transferred him to the mainstream school without any preparation. Had the LEA Support Services been involved, maybe they would have supported parents in fulfilling their wishes but with better preparation. This raises a question of whose role it was to alert parents of the presence of the LEA Support Services? Should it be the special school staff, or the educational psychologist?
- ◆ There was general dissatisfaction by parents regarding the support from outside agencies. First of all, parents felt there was a loss of services after transition to mainstream school specially in the area of speech therapy and physio therapy. Second, there was general dissatisfaction with the quantity of speech therapy given at the mainstream school. This seemed to be a result of low numbers of speech therapists as compared to the demand for them. Another problem was difficulty to arrange the speech therapy appointments to fit within the schools' timetable. This implies lack of co-ordination between mainstream school staff and speech therapists which should have been done by the SENCO.
- ◆ In some cases, there seemed to be little support given to second academic year teachers by the first academic teachers. This was evident from the second academic year teachers not knowing the exact nature of the needs of pupils or how those needs should be met. For example, in Martine's case the second year class teacher said she had no idea that any pupils had special needs in the class. But after the first couple of weeks she talked to the previous class teacher about Martine and took her advice on methods of meeting her needs. The same situation was also described by Selim's second year teacher. Mary's class teacher during the second year said she expected Mary to be in a wheelchair because she had read in her records that she had Cerebral Palsy. This indicates that no discussions had taken place between the second year class teacher and the first year class teacher.

- ◆ Support in the mainstream school seemed only to include those pupils who had statements and were granted additional support by their statements. Those pupils who did not have a statement were not considered as needing additional support. Though, support for pupils without statements was mentioned as an important element of the duties of SENCO. When the mainstream school found that the needs of pupils without statements were not met they thought of starting the process of issuing a statement, thus indicating that support coming through a statement was the only way of giving pupils additional support.

Fourth research question: What is the classroom experience encountered by pupils when they first transfer to the mainstream school, does it differ to their experience at the special school and does it differ with the passage of time?

- ◆ Pupils' observed experience at the special school seemed to differ in some areas than that observed in the mainstream school in the settling in period or in later academic years. At the special school there was a predominance of pupils' presence in an individual setting in addition to group or class setting. It was expected that transition to a mainstream school would result in a reduction in the amount of time spent by pupils in an individual setting, and this was the case for some pupils who at the mainstream school were observed mainly in a group or class setting. However, for some pupils, their transition to mainstream school did not change their presence in an individual setting which raises an important question of how far are pupils integrated in the mainstream classroom if they are spending a large proportion of time in an individual setting.
- ◆ There was a change in the curriculum areas that pupils were engaged in at the special school as compared to that observed in the mainstream school. At the special school pupils were mainly observed engaged in Core subjects as well as "Choosing". In the mainstream school Core subjects, Foundation subjects, and "Choosing" were areas that pupils were observed engaged in. As expected, the areas of having a snack and therapy were not observed at the mainstream school, but rather there was a stress on Core, Foundation subjects and "Choosing". This was expected as transition to the mainstream school entails a stress on subjects of the National Curriculum which indicates that pupils were exposed to areas of the National Curriculum.
- ◆ A change that occurred with the transition of pupils into mainstream school was the increase of pupils' presence with adults. Judging by the diary notes it became apparent that adults observed in

the presence of pupils were usually the SNAs. In many cases pupils and the SNAs were like an island within the class, a separate entity. This bears important implications on how SNAs manage their role as supporting pupils while giving pupils the space to go through the experience on their own. Some SNAs were unable to leave pupils they were supporting alone, that resulted in pupils' inability to do anything without consulting the SNA. For example Laura in the Post transition group who needed the constant reassurance of the SNA.

- ◆ Transition into mainstream school resulted in an increase of interactions and for most pupils there was a balance of interactions involving adults and peers. For some pupils these interactions mainly involved adults, while for a few these interactions mainly involved peers. One striking issue seemed to arise with the transition into mainstream school was the increase in initiated interactions on the part of pupils whether directed to adults or peers. There was also a significant increase in the usage of different forms of verbal interactions on the part of pupils: reporting statements, questions, humour, directing and imagination statements. Moreover, there was evidence that pupils who were not using spoken language at the special school or at the beginning of transition to mainstream school were beginning to use more spoken language with the passage of time in the mainstream school. For example, Catherine who only used sign language at the special school was beginning to use spoken language during the third term at the mainstream school.
- ◆ There did not appear to be an effort exerted by teachers in the mainstream school to promote pupils' interactions with peers. This implies an expectation of mainstream staff that transfer into a mainstream class is enough to promote interactions between pupil and peers. This should be part of the measures taken by mainstream staff in meeting pupils' needs which is to plan for ways to promote pupils interactions with peers.
- ◆ There was no evidence by looking at pupils' experience at the special school that special school staff were preparing pupils for their future transition into mainstream school. It was expected that special school staff would increase the amount of work done in a group setting, which is the organisation setting that is likely to predominate at the mainstream school. It was also expected that pupils would be encouraged to spend less time with adults in special school and perhaps be more involved with peers so that pupils get used to working with groups of peers in stead of working individually with adults. Finally, they could have tried to promote pupil/peer interaction which would have equipped pupils for peer interactions in the mainstream school

Having reviewed the process of integration of pupils with special educational needs from special schools into mainstream schools, some factors were identified that could lead to successful integration experience. First and foremost the pupil's voice should be heard, and some allowance should be made for pupils' perspective. Second, parents should be allowed to make choices. Parental decisions should be informed by professionals who acknowledge parents can make very valuable contribution to the decision making. Professionals should be aware that parents have the right to make decisions regarding their children and that they as professionals only have the duty of supporting them to make the right decision by giving them adequate information. The third factor relating to successful integration is that the decision to transfer a pupil to a mainstream school or not should be a decision that all the key participants regard as appropriate. Educational psychologists in particular should play an important role whether in decision making, preparation prior to transfer, and provision after transfer. The criteria that are used to judge appropriateness of transfer should not be dependent on the child's characteristics or the child's ability to 'fit' in mainstream school, but there should be a belief by all those involved that all pupils have a right to be educated at a mainstream school and that all mainstream schools are changed to accommodate all pupils regardless of their needs.

Prior to transfer, adequate preparation should take place. Starting at the special school where teachers begin to prepare pupils for their transition by helping them to work more in a group setting than individual setting, and where there are more interactions involving peers. Then adequate discussions between all of those who had been involved with pupils in the special school and all those who will be involved with the pupil at the mainstream school should take place. These discussions should cover all areas of pupil's provision, all areas of pupil's needs and all areas of pupil's support. Many visits should take place which would give the pupil a taste of what mainstream school is really like and at the same time have mainstream staff visit the pupil at the special school. The visits to the special school provide mainstream staff with information on the background of the pupil. Phased integration supported by LEA Support Services seems to be an example of good practice during the preparation period. Mainstream school staff should consider all aspects of pupils education when taking measures to meet pupils' needs. These should take into consideration the academic, physical, and social needs of pupils.

Appropriate training should be given to SENCOs and SNAs and they should be chosen because of past experience and their adequate training. They should also be involved in all stages of discussions prior to

transfer so that they are totally aware of what is required of them. The duties of SNA should be made clear and teachers should be made aware that certain areas of pupils' education can only be done by the teacher herself. Support agencies that were involved with pupils prior to transfer should also be contacted so that their input can continue after transfer to mainstream school. Support for pupils without statements should be made available because as the situation is at the moment when a pupil does not have a statement no additional support is given unless it is stated support.

Special school staff and mainstream school staff should take some measures in order to enhance interactions involving peers, because peer interactions can be enhanced by some measures taken by adults to ensure that interactions are enhanced.

In short, what is needed is not only total school reform but also a complete reformation of attitudes of all those who are involved with the pupil. Of equal importance is the involvement of pupils and their parents in all steps of their education. Added to that, better training for teachers both in mainstream and special schools, SENCOs, and SNAs, so that everyone works towards including all pupils with diverse needs in the mainstream school.

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Appendix 1: Interviews with key participants

Interview with parents:

1 - I believe the child in question's date of birth is ...? (To confirm some details)

2 - When did he/she start at the special school?(To confirm some dates)

3 - Can you tell me how he was placed at the special school? (To find out the circumstances behind placement at the special school)

Prompt: Did you choose that particular school? Were you happy with that placement?

(To find out who made the choice of the special school)

4 - How do you think he/she got on at the special school?

(To find out what the parents thought of the progress made by their child whilst at the special school)

5 - At that time when did you think he/she will be transferring to mainstream school?

(To find out how the parents perceived the child's placement , and how long they thought it would last)

6 - How did his/her transfer to the mainstream school take place?

(To find out more about the process of transfer in this particular case)

7 - Who chose the mainstream school? (To find out who chose the school and why)

8 - Did you talk to him/her about it? (To find out how prepared the child is for the transfer)

Prompts: Has he mentioned any concerns? Is he looking forward to the new school?

9 - How do you expect him/her to get on at the mainstream school?

(To assess the parents' expectations of the child's progress at the mainstream school)

Prompts: You have mentioned your concerns are there any positive aspects that you can think of? (Or the opposite)

Interview with Teacher in Special School

1 - Tell me about the Curriculum covered by your class as a whole?

(To find a starting point, to find out how the national curriculum is implemented if applicable, to explore areas not found in the national curriculum that are taught in the class. To explore which areas are given more priority)

2 - How about ? is he/she following the same curriculum?

(To narrow down the conversation to the person in question, to find about the academic level of the child in relation to the curriculum that is covered by the class)

3 - Tell me how is he/she like at school? (To find out how the child is perceived by the teacher to be like)

Prompts: Strengths Weaknesses

Social Behavioural Academic

4 - How do you think he/she will get on at the mainstream school?

(to find out what kind of expectations does the teacher have for the child at the mainstream school)

Prompts: If teacher expresses concerns then ask about hopes and vice versa

Concerns: Hopes:

5 - Does he/she know that he/she will be transferring to mainstream school?

(To find out if the child had been adequately prepared for his/her transfer, and if he/she had expressed any worries or has mentioned positive feelings about the transfer)

Yes: No:

6 - How do you decide that a child is ready for transfer?

(To find out what are the criteria that are used to decide that a child is ready for transfer)

Prompts: if no criteria are mentioned then ask if there are a set of criteria that are used to decide that a certain child is transferring

7 - Is the mainstream school ready to receive that child?

(To find out what characteristics of the mainstream school are mentioned , whether the new class teacher will be mentioned, the special needs Co-Ordinator, the fact that the school has had a successful

previous experience of a child with special educational needs, and what measures if any were taken to ensure that the child's transfer will be smooth.)

Characteristics of the school: Class teacher: Special needs Co-Ordinator: Experience:
Other:

8 - Who first suggested that the child should be transferred?

(To find out if the teacher perceives herself or the school as initiators of the transfer or that the decision lies entirely in the parents' hands) School: Parents: Other:

9 - Tell me about your opinion on integration in general?

(To find out the general opinion of the teacher in the process of integration, and how she perceives as the ideal way of integrating children in the mainstream school)

Interview with head teacher in special school

1 - What is the school policy regarding integration?

(To find out where he/she stands as regards integration, whether he/she is against or in favour of integration)

2 - Do most of your pupils come to the school as their first placement or do you get many pupils who are referred from mainstream school? (To find out the number in each category)

First placement: Referrals:

3 - How do you interpret what the statement mentions about the needs of the child?

(To find out opinion on statements and how needs are described in them)

4 - How do you decide that a child is ready for transfer?

(To find out criteria that are used in deciding transfer of a child)

5 - What is the procedure for transferring a child from this school to a mainstream school?

(to know more about the whole process)

6 - Is it possible for you to find out how the child is doing after transfer?

(to find out how head teachers follow up transferred cases) Yes: No:

7 - Have you had any child who has been transferred to mainstream school return to special school?

(To find if the decision of transfer was right or why it went wrong) Yes: No:

8 - In the case of this child who decided that it was appropriate for him/her to transfer?

(To find out who made the initiative of transferring him/her) School: Parents: Other:

9 - How do you expect him/her to perform at the mainstream school?

(To find out his/her expectations of that particular child) Concerns: Hopes:

Interview with Educational Psychologist:

1 - Can you tell me about your job as an educational psychologist? (To find out more about their job.)

2 - What is your role regarding integration of pupils with special needs from special schools into mainstream schools? (To find out the role of the educational psychologist in the process of integration).

3- What happens normally in the process of integration? Who makes the first move?

(To find out more about the process)

4- Has there ever been a disagreement between school and parents about the transfer of a child? If so what was your role in resolving such a situation?

(To find out more about their role in resolving any problems between schools and parents)

5 - Were you involved in any discussions regarding this pupil?

(To find out more about the educational psychologist's role regarding the transfer of that pupil)

6 - What persuaded you that it was appropriate for the pupil to transfer to a mainstream school?

(To find out criteria of appropriateness of transfer)

7 - What is your role after transfer has happened? (To find out more about their role after transfer)

8 - Do you monitor pupils who have transferred to mainstream schools?

(To find out the level of involvement with the pupil after transfer)

9 - How do you expect the pupil to get on at the school?

(To find out more about the expectations for the pupil)

10- Have you had any pupil who has transferred to a mainstream school return to special school?

(To find out about their role in managing the "failure" of the process.

11- What do you think of integration in general? to find out more about their opinion in integration)

Interview with LEA Support Services

1 - Can you explain the shape of the Integrated support services?

(to find out how many departments and who deals with what)

2 - I believe that part of your work is the integration of pupils, Can you tell me more about your role in integrating pupils from the special school to the mainstream school?

(To find out more about their role) Prompts: Do you work with the child before transfer? How much input do you put in the mainstream school in terms of how many days, or how many hours ?

Are there any documents? may I have a look?

3 - So what happens normally ? Who makes the move? (to find out more about the process)

Special school: Ed. Psych.: Other:

4 - How involved are you in the whole process ? (the kind of involvement they have)

5 - Were there any problems arising from a disagreement between the parents and the school about the placement of the child?

6 - How do you decide the level of support that a child needs ?

(To find criteria used in deciding which is the most appropriate method of helping a child)

7 - Do you work with the child or do you organise for somebody to work with the child?

(to find out who gives the support for the child)

8 - How long do you work with the child?

(to find out if they have a certain time limit , or they work with the child as long as he/she needs)

Prompts: (" What if the child has not settled in yet?)

9 - What makes you decide that a child no longer needs support?

(to find out criteria used in defining a child not needing further help)

10- Do you monitor children while support is going on?(to find out the kind of follow-up)

11- What are you looking for when you monitor a child?(to find out what is success and what is failure)

Prompts:

What is success?

What is failure?

12- Have you had any child whose integration was not successful and had to be returned to special school? (To find out their role in the event of failure of the integration process)

13- Can you tell me generally what do you think of integration ?

(To find out their general view on integration)

Interview with teacher in mainstream school

1 - How many children are there in your class?

(General question to assess the number of children in the class)

2 - How do you group the children in your class? (to find out how the teacher is going to place the child and why) Prompts: according to ability? according to age? Ability: Age: Other:

3 - Tell me about the curriculum covered by your class as a whole?

(To find out the range of curriculum and how it compares to the curriculum of the special school from which the child has transferred)

4 - Do you have any other pupils with special educational needs?

(To find out if there is any pupil in the class with similar needs, and if the teacher has had previous experience with pupils with special educational needs)

Special Educational needs generally: With Statements:

5 - Were you involved in any discussions about this child prior to transfer? So have you met him before he started in your class? (To find out how familiar was the teacher with the child) Prompts If yes, how many times? If no , why not? Yes: No:

6 - How do you expect the child will be like in your class?

(Expectations of academic, social and behavioural progress) Prompts: Academic? Social? Behavioural?

Advantages:

Disadvantages:

7 - Are there any measures you are going to take to introduce the curriculum to the child?

(To find out what kind of preparation has the teacher done for the child) Materials: Assistants: Other:

8 - What kind of support is the child going to get from within the school? Outside the school?

What kind of support are you going to get from within the school or outside the school?

(To find out what kind of assistance she/he will be getting) Within the school Outside school

Child:

Teacher:

9 - Have you explained to any of your pupils or their parents about the child with special needs who joined their class?

(To see how the teacher ,has prepared the classmates, and why not if she/he hadn't)

Yes: No:

10 - What is your opinion in integration as a whole ?

(To find out where she/he stands as regards the integration of children with special educational needs)

Advantages:

Disadvantages:

Interview with head teacher in mainstream school

1 - Do you have an admission's policy for pupils with special educational needs?

(To find out school policy regarding issue of integration)

2 - Do you have any pupils in your school with statements? special school ? Yes: No:

If yes were any of them transferred to your school from a special school?

(To find out how many have already transferred)

3 - Is there a special needs Co-Ordinator at the school? (to find out who helps the teacher in planning)

4 - Who approached you about this particular child?

(Who made the initiative? the parents? educational psychologist?)

5 - Were you involved in any discussions in relation to that child's transfer?

(to find out how involved was the head teacher with the transfer) yes: No:

6 - What made you decide to accept this child at the school? Was it after you met the child?

(to find out criteria of acceptance) Yes: No:

7 - What measures do you think the school will take to meet the child's needs?

(Find out the preparation made by the school for the child) materials: assistants: others:

8 - Were there any discussions with parents and pupils about the transfer of the child?

(Did he prepare the parents of other children or not) Yes: No:

9 - How do you think he/she will get on in mainstream school?

(find out head teachers expectations of the child) Academic: Social: Behavioural:

Interview with special needs Co-Ordinator:

1 - Can you tell me about your job as a Co-Ordinator?(To find out some aspects of their job)

- ◆ Prompts: Do you give support to colleagues about the curriculum and how to introduce it to pupils with special educational needs. Do you work with children with special needs individually

Liaison: with parents with other professionals others:

2 - Is there a school policy regarding special educational needs?

(Find out school policy regarding admitting children with special educational needs in the school)

3 - Were you involved in any discussions regarding this child?

(involvement in decision making about placement in mainstream school)

4 - What persuaded you that it was appropriate for the child to come to the school?

Was it after you met the child in question ? (To find out criteria of acceptance in the school)

5 - What measures do you think the school is going to make to meet the child's needs?

(to find out the kind of preparation that the school is making for the child)

6 - What kind of support is the teacher going to get? Within the school: Outside the school:

7 - How do you expect him/her to get on at the school?

(To find out the special needs co-ordinator's expectations of the child)

8 - What do you think of integration in general? (to find out his/her views on integration)

Interview with SNA

1- Have you worked as an SNA before ?

2- So what did you expect your role to be like?

3- Have you met the child before he started at school?

4- How did you expect the child to get on in class?

5- Do you think the support that the pupil was getting was appropriate to his needs?

6- How do you think the pupil got on since he started at school?'

RE- Interview of Parents of pupils in Transition Group, Post Transition group and Pre Transition group whose children have already transferred to mainstream schools.

1- How do you feel your son\daughter has got on since starting at the mainstream school?

(To find out parents' views on the child's progress since starting at the mainstream school)

This question is equivalent to the previous question of : "How do you think he/she got on at the special school" Prompts: Academically? Socially? Behavioural? Other?

2- What do you feel about the support given to your child from within the school and from outside the school?

(To find out Parents' opinion on the level of support given to the child from within the school and also about the outside agencies and how they have fulfilled their role) This is a new question.

Prompts: Outside the school like the speech therapist, the physiotherapist etc.?

3- Do you feel that all what you have expected has materialised?

(To find out parents' feelings on their child's progress and whether it matched their expectations or whether the worries they had were unfounded)

This question is equivalent to the question in the previous interview: How do you expect him/her to get on at the mainstream school? Prompts: Academically Socially Behavioural

4-How do you think he/she will get on at the next stage?

(To find out parents' expectations about the next stage of the pupils' education i.e. key stage 2 or transition to high school)

Prompts: Have you chosen the high school? Do you expect the same progress in the next stage?

Re Interview to parents whose children are in the Pre Transition group and their children have not transferred.

1- How do you feel about him/her going to a mainstream school ?

(To find out whether parents' feelings about their child's transfer has changed or not)

This question was asked before

Prompts: Would you prefer him/her to stay at the special school?

When do you want him to go to a mainstream school?

2- What do you feel about the advice and support given to you from the different professionals?

(To find out opinions on professionals' advice and help - to find out more about the role of outside agencies in helping parents achieve what they want) New question

Prompts: Educational psychologist? Class teacher?

Then questions 3 and 4 of the parents interview.

Re Interview to teachers of Pupils in Transition Group and Pre Transition group who have transferred to mainstream school.

1- How do you feel the pupil has progressed during the last couple of terms?

(To find out the teacher's perception on how the pupil got on at school) This is a new question

Prompts : Socially: Academically: Behavioural:

2- How do you feel about the support given to the pupil from within the school and from outside the school ? (To find out teacher's feelings about the amount and kind of support and the involvement of the outside agencies) Equivalent to the previous question of "What kind of support is the child going to get from within the school and from outside the school?"

Prompts: The physiotherapist? Speech therapist? Do the support hours need decreasing or increasing?

3- How do you think the pupil will perform as he/she go up the school or when they go to high school (as appropriate)? (To find out teacher's expectations)

This question is equivalent to the question in the previous interview about the expectations of the performance of the pupil in the class. Prompts: Academically: Socially: Behavioural:

Re interview of teachers of children in Pre Transition group who are still in special school

The 1st question is the same as in the interview with the other teachers

2- How do you feel now about the possibility of the pupil's transfer to mainstream school?

(To find out teacher's feelings about the possibility of the pupil transferring)

Same question was asked before

3- What level of support do you think will he/she will need in a mainstream school?

(To find out what teacher feels about the support needed for the child in order to be at a mainstream school)

This is a new question

Definitions of statements in the Classroom Observation Schedule:

Teacher's Organisation: This means whether the teacher is doing an activity involving the whole class with the target pupil being within the class in that activity (CW), whether the teacher assigned the target pupil to a group with other children (GW), or whether the target pupil was assigned to work individually (IW).

People involved: meaning who is involved with the pupil in that activity, this could be: teacher assistant, or helper (A) from one pupil to five pupils (1P, 2P, 3P, 4P, 5P), more than five pupils (GP), the whole class (C) or no one at all (N).

Relationship to peer activity : If the target pupil is involved with other pupil(s) in a reciprocal activity then it would be coded (RA), a reciprocal activity is an activity whereby the target pupil is involved with another pupil or more in an activity where each of them has a role; for example: if the target pupil is sitting with another pupil doing a construction of a car together where the target pupil is fixing the wheels and the other pupil is fixing the top of the car, this would be coded as a reciprocal activity.

If the target pupil is involved with another pupil or more in a co-operative activity it would be coded as (Coop A) . A co-operative activity is an activity where the target pupil is involved with another pupil or more in an activity whereby there is co-operation, contribution on each side and a sense of "teamwork" taking place. For example: if the target pupil is sitting with another pupil on the carpet constructing a car and the target pupil is fixing the wheels on the car and another pupil is holding the model for him or the tyres for him and guiding him where to put it or directing him on what they will do next, this would be coded as co-operative activity.

If the target pupil is working parallel to the other pupil(s) then it would be coded (PA). Parallel activity is where a pupil is sitting with another pupil or other pupils doing a similar activity but each on his own. For example, the target pupil is sitting on the carpet constructing a car and another pupil is constructing a house , they are both doing construction but not together.

If the pupil is involved in solitary activity then it would be coded (SA). Solitary activity is when the target pupil is involved in an activity on his own even if he is sitting within a group. For example if the target pupil is doing construction on the carpet when the rest of the group are involved in making models using play dough , in other words if the others in the group are doing a certain activity and the

target pupil is doing a different activity. When the target pupil is sitting alone doing an activity and none of the others are around him it would also be coded as a solitary activity.

Curriculum Focus: this could be core subjects English (E), Maths (M), Science (S), or foundation subjects History (H), Geography (G), Technology (T), Information Technology (IT), Physical Education (PE), Art (AT), Music (MC), or Religion (RE), or "choosing" other activities it would be coded as (O).

Activity : Reading (R), Writing (WR), Painting (P), Drawing (D), Colouring (CO), Counting (C), Measuring (ME), Sand (SA), Water (W), Construction (CON), Sticking (ST), Cutting (CUT), Sewing (SEW), Puzzles (PZ), Sorting whether by shape or colour (sort) Modeling using play Dough or clay (Mod), Ball (B), Singing (S), watching Television (TV), Role play (Imag.), physiotherapy (PT), speech therapy (SPT), drinking milk or having a snack (M), Story time (story), riding a bicycle (bike)

Choice of Activity: who chose this activity; this could be the target pupil's choice (OC), or an adult's choice (TC). If the target pupil is asked by the teacher to do a certain activity then it would be coded (TC), if the pupil goes and chooses a certain activity then it would be coded (OC)

Verbal interaction: any kind of talk involving the target pupil and it includes reading and singing. This could be positive (+), e.g. any helpful comment, invitation to join in activity, praise, negative (-) e.g. telling off, teasing, making fun of, or neutral (=) e.g. explanations, comments, questions, reading, singing.

Examples P = Pupil, A= Any adult, OP = other pupil, GP= more than five pupils, → = initiator of interaction. Quality of interaction : + - =

If a teacher praises the work of the target pupil verbally this would be coded as A→P

If the teacher criticises the target pupil for something he had done it would be coded as A→ - P

If a teacher explains to the pupil something that he doesn't understand then it would be coded as A→= P

If the target pupil tells the teacher something positive like "I like the way you have put the Christmas decorations" for example this would be coded as P:→ +A

If the target pupil tells the teacher something negative like "I hate the story you are reading to me" then it would be coded as P:→ - A

If the target pupil tells the teacher what he's had for breakfast that morning this would be coded as

$P \rightarrow =A$

If 1 pupil asks the target pupil to join him in doing a puzzle together it would be coded as $OP \rightarrow +P$ if the number of the pupils increased it would be 2OP or 3OP or 4OP or 5OP or GP.

If 1 pupil tells the target pupil to stop following him around and to go away this would be coded as $OP \rightarrow P$ and if the number of pupils was more than one then it would be like the above example.

If 1 pupil tells the target pupil that his milk bottle is about to fall then it would be coded as $OP \rightarrow =P$ and if the number of pupils was more than one then it would be like the above example.

If the target pupil tells another pupil that he really likes him it would be coded as $P \rightarrow +OP$ and if it is more than 1 pupil then it would be like the above example.

If the target pupil says to another pupil " Don't sit next to me I don't like you" then it would be coded as $P \rightarrow -OP$. If it is more than 1 pupil then it would be like the above example.

If the target pupil is showing the model he has made to another pupil and explaining how he has made it this would be coded as $P \rightarrow =OP$ and if it is more than 1 pupil then it would be like the above.

Non-verbal interaction: Any form of communication involving the target pupil that does not use words. This could be positive (+); a smile, a hug, holding hands, any gesture to convey friendliness, or negative (-); a frown, a push, a smack any gesture to convey ill feeling, or neutral (=); passing out something, pointing out something, making gestures like teacher when singing or using sign language.

If the Teacher, Assistant or helper smiles at the target pupil then it would be coded as $A \rightarrow +P$, If the teacher, assistant or helper frowns at the target pupil this would be coded as $A \rightarrow -P$.

If a teacher, assistant or helper, points out the place of something this would be coded as $A \rightarrow =P$.

If the target pupil hugs teacher, assistant or helper then it would be coded as $P \rightarrow +A$.

If the target pupil makes a face at teacher, assistant or helper then it would be coded as $P \rightarrow -A$.

If the target pupil gives something to the teacher, assistant or helper then it would be coded as $P \rightarrow =A$.

If 1 pupil kisses the target pupil it would be coded as $OP \rightarrow +P$ If 1 pupil smacks the target pupil then it would be coded as $OP \rightarrow -P$ If 1 pupil points something out to the target pupil then it would be coded as $OP \rightarrow =P$.

If the target pupil hugs another pupil it would be coded as P→ +OP.

If the target pupil kicks another pupil it would be coded as P→-OP.

If the target pupil passes a book to another pupil it would be coded as P→ =OP.

In both verbal and non verbal interactions when the target pupil is within a group when the interaction is taking place then it will be coded ; for example if the teacher is explaining something to the target pupil and another pupil then it would be coded as A→ =P, OP

If the target pupil and another pupil are telling the Assistant about what he had done in the holidays then it would be coded as P,OP→=A

If 2 pupils and the teacher are calling for the target pupil it would be coded as 2OP,A→=P

If the target pupil is explaining to a group of pupils and the assistant how he made his model it would be coded as P→ = GP,A.

Watching\Listening: If the target pupil is watching the teacher, assistant, or pupils in any activity they are doing it is coded as (W) , if the target pupil is listening to the teacher , assistant, or pupils saying something it is coded as (L) if the target pupil is both listening and watching at the same time it would be coded as L,W.

Waiting for Teacher: waiting for teacher to give out instructions, to fetch materials, waiting for teacher until she finishes with another pupil.

Moving: The target pupil is moving from one activity to another, fetching a book for example from the book case.

Routine Occurrences: lining up (L) , tidying up (TU), toilets (t), sitting on the carpet (C).

Restless: the target pupil is fidgeting, shows any sign of being restless like tapping feet, fidgeting with hands, pencils etc. **Distracted:** the target pupil is showing no apparent interest in the activity, behaviours like staring at the ceiling when he is supposed to be looking at the blackboard, wandering aimlessly around the room just looking around.

Appendix 3: Classroom Interaction Schedule Sheet

Appendix 4 : Definitions of Classroom Interaction Schedule:

Verbal Interaction

T= Teacher A= Assistant O= other adult this could be helper or observer.

1- Orienting, and enabling statement or question: this is either a statement or a question that require the pupil to think about a certain topic, or issue and to contribute with his own opinion or thinking about it.
Or, enabling the child to follow further the direction indicated by the orienting strategy.

Examples of that:

When a teacher asks the target pupil " Can you tell me what happens when we pour water from this bottle this cup? "

Or, "Three add six is..?"

Or, "What do you think will happen when you mix the colours red and yellow?"

"Why do you think the gingerbread man was running away? "

Or, "When you are adding three to six you can start by saying six , then count three; seven eight nine."

The teacher says " So do you think all biscuit would fall to pieces when they are wet?"

3- Informing: teacher giving information in any of the curriculum areas, therefore giving a description, making a statement of fact, making an argument, a summary etc.

Example: " This is how you can spell school : s - c - h - o - o - l . " "A square has four equal sides"

"This is how you can stick these two parts together"

4- Sustaining: comments that support the child's effort and encourages him to continue his effort, praise is also included in this category.

Example: " Keep going you've nearly finished" "Well done!" "You have worked hard today"

"Keep on reading I am listening to you"

Or, When a pupil is asked by the assistant if they enjoyed their birthday party the day before and the pupil answers " not really" so the assistant repeats "not really".

5- Concluding: drawing the conversation to a close, or changing the topic under discussion.

Example: A pupil is writing and the teacher is helping with spelling then she tells the pupil " If you need help with the other words come over to my table" and she moves away from the table.

A pupil is in the home corner pretending to be cooking and the teacher is passing so the pupil stops her to try his cooking and the teacher says" It is quite hot, I will eat it later when it has cooled."

A pupil is in the home corner pretending to be cooking and the teacher is passing so the pupil stops her to try his cooking and the teacher says "It is quite hot, I will eat it later when it has cooled."

At the end of a painting session teacher instructs the pupil "put your painting to dry and get ready to start your number work"

6- Statements and questions on routine occurrences .

Examples: "Go and wash your hands" "Go and tidy up" "Put your work in the unfinished tray"

"Have you brought your P.E. kit today?" "Did you enjoy your dinner today?"

"Where did you go for your holidays?"

7- Criticism: Any statement or question that conveys to the pupil dissatisfaction with behaviour or work.

Examples: "You should be ashamed of yourself" "How dare you...?" "What do you think you are doing?"

Or repeating what a pupil has said in order to reprimand him/her.

When a pupil is asked by an adult to fetch his reading book and he says "I forgot it at home" and the adult mimics by saying "I forgot it at home"

The categories from 1 to 6 involve adult talk to the target pupil. As for the pupil talk it is found in categories 8 to 19 ; this could be on the part of the target pupil and directed towards teacher (T), assistant (A), or other (O), or other pupil (OP) (from 1 to 5 OP would be written with the number of pupil following it e.g. 2 OP, when it is two pupils. If it is more than five pupils then it would be written OPS).

The categories 8 to 19 could also be used for the conversation of other pupils therefore the categories 8 to 19 are purely pupil talk directed to other pupils or adults, used by the target pupil or other pupils..

P= target pupil

OP(preceded by number from 1 to 5)= other pupil preceded by the number of the pupil.

OPs= other pupils (more than five pupils)

8- Attention: any word or phrase by which to attract attention.

Example: Calling the name of a pupil, or calling the teacher by saying Mrs.

Saying words like "Hey"

9- Self maintaining: language that is used primarily in an attempt to satisfy children's physical and psychological needs. Protection of self and self-interests, justifying behaviour or clause criticising others. threatening others. Examples: "This is mine" "Go away" "Don't touch my model"

"If you ruin my painting I will ruin yours"

10- Directing: monitoring own actions, directing actions of self, directing actions of others. collaborating in actions with others.

Examples : "I will put this block at the top to make the longest tower in the world"

"Press this button (on the computer) to get the next game"

"Put your coat on and we will go outside in the playground together"

11- Reporting: labeling components, making reference to detail, incidents, sequence of events, making comparisons recognising related aspects making analysis, extracting central meaning, reflecting on the meaning of experiences, including own feelings.

Examples : "This is how the story ends""The moon reflects the light of the sun"

" It rained every day when we were on holiday"

12- Reasoning: explaining a process, recognising causal and dependent relationships, problems and their solutions. Justifying judgment and actions, reflecting on events and drawing conclusions and recognising principles. Examples: "This is how the light bulb works "

"My model broke because I did not put enough glue to stick it together"

"Your paint was runny because you put too much water"

13-Predicting: anticipating events, details, sequence, problems and possible solutions, alternative sources of actions and predicting consequences.

Examples:"This is what happens if you pile the blocks too high... it falls off"

"If we finish our writing quickly we will get more time in the home corner"

"You can use sticky tape to hold your model if the glue doesn't work"

14- Projecting: projecting into experience of others, feelings of others, reactions, and into situation never experienced.

Examples:"If I had a bike like yours I would go as quick as an aeroplane"

"If I were a policeman I would catch all the robbers in the world"

"If I choose to be an animal I'd like to be a fox"

15- Imagination: developing an imaginary situation based on real life, or fantasy or developing an original story.

Examples:"Let us pretend we are firemen and we are going to put out a fire"

"Let us pretend we are a family \; I am daddy, you are mummy and these are our children. Now I am going to work."

16- Question: asking about the reason for something happening, the location of something, the colour of something etc.

Examples: "Where do I find my reading book?" "When are we going on our trip?"

"Which page do I have to copy?"

17- Humour: saying a joke or a statement that is meant to be funny.

Examples: " Instead of calling teacher by saying Mrs. I said mummy!"

" Do you know what my baby brother does when he doesn't like his dinner? He throws it all over the kitchen floor!"

18- An answer to a question in the affirmative form ; Yes

19 - An answer to a question in the negative form ; No

U: Any inaudible, unintelligible utterance on the part of any of the people involved in the interaction.

Appendix 5 : Stages of Interview data analysis : A

Key issues from parents' interviews:

- ◆ All parents regarded their children's placement at the special school, or special school nursery as an essential first step in meeting their children's special educational needs.
- ◆ Most parents wanted their children to transfer to mainstream school and regarded their placement in special school as a temporary placement , the only exception were Anna's, and John's parents.
- ◆ Parents' expectations of pupils' performance at the mainstream school varied from mainly positive academic expectations, or concerns about bullying by peers, or social problems.
- ◆ All parents chose the mainstream school for their children. The criteria upon which they based their choice of mainstream school were: the attendance of siblings, the nearness to home, or religious reasons.
- ◆ All parents described the transfer of their children into mainstream schools as smooth.
- ◆ Some parents expressed their dissatisfaction with some professionals. Some mentioned speech therapists, others mentioned doctors at the Regional Childhood Development Centre, and others mentioned the LEA officers.

Key points from interviews with head teachers at special school

- ◆ All head teachers mentioned that their special schools had a policy of integration where possible
- ◆ Some head teachers mentioned that mild physical problems was one of the criteria they used in judging appropriateness of transfer to mainstream school. Other criteria included pupils' academic progress, and parental wishes.
- ◆ Head teachers said that the initial step of transfer is a meeting that takes place between parents, special school staff and educational psychologist to decide on whether to statement the child or not.
- ◆ Having decided to transfer pupils to mainstream school the next step is to decide on the mainstream school and to have many discussions with the mainstream school staff to decide on timing of transfer and support to be received by the pupil. This is followed by visits to the mainstream school. Some head teachers mentioned involvement of the LEA Support Services.

- ◆ Head teachers' expectations of pupils' performance at the mainstream school ranged from positive academic expectations, to some expectations of "falling behind" in later stages of education or to expectations of communication problems with mainstream peers.

Key points from interviews with class teachers at the special school

- ◆ Most class teachers regarded the transfer as being primarily decided by parents, some of them mentioned that they agree with the decision, while others said they disagreed.
- ◆ Teachers judged the appropriateness of transfer of some pupils by their progress socially and behaviourally. Others judged it by academic progress.
- ◆ Most teachers mentioned that integration was a sound concept but some of them mentioned that some pupils' needs can only be met at special schools. Some mentioned worries about closure of special schools attributing these worries to devastation of parents.
- ◆ Teachers mentioned talking to pupils about their forthcoming transfer though some of them doubted that the pupils fully understood what the transfer entailed.
- ◆ Teachers' expectations of pupils' performance at the mainstream school ranged from positive academic expectations with social concerns or vice versa.
- ◆ Teachers of pupils who had not transferred to mainstream school mentioned their concerns for lack of concentration and inability to cope academically or socially as reasons for not thinking it was appropriate to transfer pupils to mainstream schools.

Key points from interviews with educational psychologists

- ◆ Educational psychologists talked of their assessment work, providing in-service training in schools and representing on the one hand the child and the parents, and on the other representing the authority.
- ◆ Most educational Psychologists agreed that the authorities were committed to integration. Some felt that they played an important role in integration, mainly in the decision making period. While others felt they did not do much work in integration.

- ◆ Educational psychologists said that the initiation of transfer either came as a mutual decision between parents, special school staff and educational psychologists, or that special school staff are often reluctant to initiate transfer for pupils.
- ◆ Educational Psychologists play an important role in resolving disagreements between parents and LEAs they cite cases where they were instrumental in stopping return to special school or instrumental in carrying out integration.
- ◆ _Some psychologists said that they were persuaded that a child is ready for transfer by special school staff and by parents While others mentioned using their assessment and judgment.
- ◆ All the Psychologists agreed that their role after transfer depended on whether the psychologist was responsible of the receiving school. They all mentioned quite a lot of activity taking place in the first term where they make sure that the provision is available the support is in place and that the child's needs are being met adequately.
- ◆ All psychologists had positive expectations of pupils attributed that to child's characteristics, parental support, determination and co-operation with the school, or school characteristics such as having good teachers, good support assistants or having the right attitude towards the child.
- ◆ All psychologists said they believed in integration but some stressed the importance of resources to help make it work while others stressed the importance of changing people's attitudes in order to promote integration

Key points from interview with head teacher at mainstream school

- ◆ All head teachers mentioned that they admit pupils in school regardless of their needs, that they did not have a special policy for admission of pupils with special needs. Most of them mentioned admitting the pupil in their school because they felt they could adequately meet his needs.
- ◆ Some head teachers mentioned being involved in discussions prior to pupils' transfer while others mentioned leaving these discussions to be carried out by SENCOs.
- ◆ Most head teachers mentioned appointing SNAs and carrying out physical modifications as the main measure taken to meet pupils' needs, while academically they said they were unable to assess their exact needs prior to transfer. Some head teachers mentioned holding assemblies in the school to discuss pupils' different needs as a form of introduction.

- ◆ Most head teachers had positive expectations of pupils' performance at the mainstream school, while others discussed how their positive expectations had been mismatched with reality. Others still said they had anticipated some problems from the beginning.

Key points from interviews with class teachers at mainstream school

- ◆ Some teachers mentioned being involved in discussions with head teacher, parents and special school staff prior to transfer, while others said they were not involved in discussions at all.
- ◆ Some teachers said they did not know the exact needs of pupils prior to transfer, while others believed that pupils' needs would be worse than what they found in reality.
- ◆ Most teachers mentioned the support given by SNAs as the main support for the pupil and the teacher, some mentioned input of the SENCO as well. They also mentioned some dissatisfaction with the support given by outside agencies especially speech therapy.
- ◆ Some teachers mentioned explaining to other pupils about pupils' special needs, this was especially the case with pupils with behaviour problems
- ◆ All teachers mentioned they believed that integration was a sound concept, but some of them mentioned that adequate support was important for successful integration, while others said it depended on the nature of the needs of pupils.

Key points from interviews with SENCOs

- ◆ Some SENCOs mentioned taking an active part in the discussions that preceded the transfer, while others mentioned being informed about the pupil by the mainstream head teacher.
- ◆ Some SENCOs mentioned their feelings of inadequacy and their lacking in training in the field of special needs.
- ◆ Most SENCOs had expected pupils to face some problems academically as they progressed through school, physically or socially.
- ◆ SENCOs also regarded the appointment of SNAs as the major measure taken to meet pupils' needs, some mentioned taking part in devising IEPs while others said they left to the teacher to devise those.

- ◆ Most SENCOs regarded integration positively especially if it is backed up by resources both material and human.

Key points from interviews with SNA

- ◆ Some SNAs had some previous experience in supporting pupils with special needs, but those needs differed to the needs of pupils they were supporting. Other SNAs had no experience in supporting pupils with special needs.
- ◆ Most SNAs said they did not know the exact needs of pupils or weren't adequately prepared to meet pupils' needs
- ◆ Many SNAs had mismatched expectations, where they expected pupils' needs to be worse than they were in reality.

Key points from follow up interviews with parents

- ◆ All parents expressed their satisfaction with their children's experience at the mainstream school, and said they felt it was the right place for their children. Some of them mentioned that their children's academic progress had not been as they expected.
- ◆ All parents expressed their satisfaction with the support received by their children from within the school but expressed their dissatisfaction with outside agencies like speech therapy, or doctors at the Regional Childhood Development Centre. They attributed that to the lack of co-ordination between the different authorities.
- ◆ Parents' expectations ranged from purely positive expectations to expectations with some worries academically or socially. Some parents said they did not know what to expect.

Key points from follow up interview with class teachers

- ◆ All teachers had expressed their satisfaction with pupils' progress, some of them however mentioned their concerns about academic progress
- ◆ All teachers expressed their satisfaction with the support received by pupils from within the school, but some were dissatisfied with support received from outside agencies, especially the speech therapy.

- ◆ Most teachers expressed their positive expectations of pupils during following stages especially socially, Some teachers did not know what to expect during following stages or expected problems academically.
- ◆ Some teachers expressed their positive views of integration and linked that with particular needs or with better training for teachers.

Appendix 6 : Stages of Interview data analysis : B

Catherine:

Catherine's parents believed that her placement at the special school nursery was a necessary step in meeting her needs, her parents chose the mainstream school for religious reasons and because it accepted her and her twin. Though that mainstream school was not the one originally chosen by her parents. Her parents, head teacher at the special school had mainly positive academic expectations of her at the mainstream school. Her class teacher at the special school expressed some concerns, and said she was not sure it was appropriate for her to transfer to a mainstream school. Parents, head teacher at special school and the educational psychologist have all regarded her transfer to a mainstream school as appropriate.

At the mainstream school they had a policy of admitting pupils regardless of their needs, the head teacher, class teacher, SENCO were involved in many discussions with parents and special school staff prior to her transfer to a mainstream school. The head teacher introduced her to the rest of school through an assembly where he discussed how people had different needs. He expected her to do well in school. Her class teacher believed that integration was not only beneficial for pupils with special needs but also for mainstream pupils. Catherine's SNA had previously supported a pupil with special needs but different to Catherine's needs. She did not know what to expect of Catherine at the mainstream school.

Catherine's parents and class teacher were pleased with her progress at the mainstream school, and the support she received from within the school. They were less pleased about the support she received from outside agencies especially the speech therapy. But her parents expected her to carry on doing well at school during the following stages.

Matthew

Matthew's parents were pleased with his progress at the special school but wanted him to transfer to a mainstream school. They approached many mainstream school but ended up choosing one because it was the only one that accepted him with an SNA and not a specialised teacher which most schools asked for and the LEA was reluctant to finance. They mainly had positive academic expectations of him at the mainstream school. The head teacher at the special school said that they could not have kept Matthew because they could no longer meet his needs and because they knew it was his parents' wish

to transfer him to a mainstream school and they encouraged them. The head teacher expected that Matthew may fall behind academically as he progressed through school especially if he did not receive a talking computer and other equipment at the mainstream school. The class teacher at the special school felt it was purely parental decision to have him transfer to a mainstream school. At the mainstream school the head teacher, class teacher or the SENCO were not involved in any discussions regarding his transfer and therefore did not know what to expect of him. His SNA had no past experience and had not had a chance to talk to mainstream staff about him so did not know what to expect as well.

Matthew's parents were pleased with his progress at the mainstream school, pleased with support from within school but not from outside agencies, but did not know what to expect of the following stage. His class teacher also said she did not expect him to remain in mainstream school.

Marvin and Robin

Parents believed that their placement at the special school was very beneficial in meeting their needs, they chose the mainstream school because it was the one attended by their sister, and they expected them to do well in school. The special school staff mentioned having had visits to the mainstream school. The class teacher at the special school said that the decision to transfer them was a mutual decision taken by parents and special school staff, and she had positive expectations of their performance at the mainstream school. At the mainstream school the head teacher and class teacher had both been involved in discussions prior to their transfer. The head teacher had positive expectations of Robin and Marvin, while the class teacher did not know what to expect. The SENCO did not seem to play any role in discussions prior to transfer. The SNA had supported a pupil with different special previously but she had expected them to have more severe needs than they actually did. Their teachers felt they had progressed, was pleased with the support they received and expected them to carry on progressing.

Ben

Ben's parents were pleased with his progress at the special school but believed he had mental abilities that warranted his placement at special school. They discussed how they did not have the right to make that decision because they are foster parents. The special school staff however, felt that transfer to a mainstream school was inappropriate because he may fall behind academically, and because he may have some communication problems with peers.

John

His parents did not think it was appropriate for him to transfer to a mainstream school and felt that at the moment the special school was the best place to meet his needs. The class teacher at the special school agreed, while the head teacher believed that he should be soon transferring to a mainstream school. John's parents expressed their dissatisfaction with outside agencies especially the doctors at the Regional Childhood Development Centre because they ignored her suggestion that he was having epileptic fits until it happened at school and was witnessed by teachers. The class teacher felt that transfer should be postponed until his fits were investigated.

David

David's parents expressed their satisfaction with his placement at special school but mentioned wanting him to transfer to a mainstream school. They expected him to do well academically but to face some problems socially. Both head teacher and class teacher at the special school agreed with parents' views. Parents were waiting for the teacher to make the first move to start the procedure, while the class teacher said she was waiting for parents to choose a mainstream school before starting the procedure.

Robert

Robert's parents expressed satisfaction with his placement at special school and they chose the mainstream school because it was the one attended by his siblings. The head teacher and class teacher have regarded his transfer to a mainstream school as appropriate because they believed he had skills that made it appropriate. They all expressed positive expectations of him at the mainstream school. The head teacher, class teacher and SENCO had been involved in many discussions prior to transfer. Both the head teacher and SENCO had expected him to do well, while the class teacher had expected him to face many problems. The class teacher and SENCO regarded the appointment of an SNA as the main source of support. They both believed that integration was a sound principle for some pupils, because in their opinion some pupils' needs can only be met at special schools. His SNA did not know what to expect and therefore had mismatched expectations. One year after transfer, his parents and class teacher expressed their satisfaction with the experience and with the support given from within school, they were less pleased with support from outside agencies especially speech therapy and educational psychologist.

Anna

Anna's parents were pleased that she had been placed at special school and had thought she would remain in special school. They had chosen the mainstream school because it had a past experience of integrating a pupil with similar needs. They had positive expectations of Anna. The special school staff mentioned that the decision to transfer Anna was a mutual decision and that the LEA support service took part in the preparation prior to transfer. They had expected Anna to do well in the mainstream school. Both the head teacher and the SENCO at the mainstream school had been involved in discussions prior to transfer and had expected her to do well. They believed that appointing an SNA and carrying out physical adaptations were the main measures to be taken to meet her needs. The head teacher, class teacher and SENCO had believed she would do well in school. They held positive views of integration provided that support was made available. Her SNA had had no past experience and had expected her to do better than she actually did. Both parents and class teacher were pleased with Anna's progress at the end of her second academic year, but believed that academically she may be behind her peers.

Andrew

Although Andrew's parents had been pleased with his placement at special school they wanted placement at a mainstream school in spite of special school staff's opinion and educational psychologist's opinion and they expected him to do well at school. The special school staff and the educational psychologist had believed it was inappropriate for Andrew to transfer and expected him to fall behind academically. The mainstream staff had not been involved in any discussions and had accepted him because they believed all children should be admitted at mainstream schools. The class teacher and SNA had expected Andrew to be much worse than he actually was. Andrew's parents and class teacher said they were pleased with what he had achieved at the mainstream school. They expressed satisfaction with the support given from within the school but mentioned being pleased about the area of speech therapy.

Karl

Karl's parents regarded his placement in special school as very beneficial, but they had always wanted transfer to a mainstream school. They chose the mainstream school because his sisters attended that school and for religious reasons. They had mainly positive expectations of his performance at the mainstream school. The special school staff did not feel very comfortable with the idea of transfer but because it was parental wishes they agreed to support them fulfill their wishes. The head teacher had

expected that he would fall behind academically in the mainstream school. The educational psychologist did not believe it was appropriate but was ready to support parents to fulfill their wishes. The mainstream staff had been involved in several discussions, but they expected him to be worse than he actually was. The SENCO did not believe it was appropriate at all for him to transfer to a mainstream school. She felt that there wasn't enough resources to help in supporting him. His SNA had supported a pupil with different special needs before and she felt ill prepared to meet his needs, she did not know what to expect. After two academic years in the mainstream school his parents, and class teacher were pleased with his performance but expected him to remain academically behind. They were pleased with the support given to him except on the speech therapy side.

Amy

Amy's parents believed that special school was very beneficial, but had always wanted Amy to be educated at a mainstream school. They had chosen the mainstream school because it was the one attended by her sister and was near her home. The special school staff have felt it was appropriate for her to transfer to mainstream school, but expected her not to conform to school rules easily. The educational psychologist had felt it was not entirely appropriate for her to transfer to mainstream school but had supported parents in their decision. The mainstream staff had been involved in many discussions prior to her transfer, but had expected her to be worse than she was. The SENCO had felt that her transfer was inappropriate. Her SNA had no previous experience and had expected her to be worse.

After two academic years in the mainstream school both parents and teacher believed she had progressed and anticipated that she would keep on progressing.

Mary

Mary's parents, special school staff, and educational psychologist had all believed it was appropriate for her to transfer to a mainstream school without additional support. The staff at the mainstream school were involved in discussions and everyone had positive expectations of her performance. Two years after her transfer, her parents and teacher expressed positive expectations for the following stage and reflected that her experience was very positive.

Martine

Martine's parents had regarded placement at a special school as very beneficial but had wanted her to transfer to a mainstream school. They chose the mainstream school because it was the one attended by

their son, and they had positive academic expectations of Martine at the mainstream school. The special school staff confirmed that Martine's parents had always wanted transfer to a mainstream school. The head teacher had expected her to do well academically at the mainstream school. The class teacher said she believed it was appropriate for her to transfer to a mainstream school because she had improved socially and behaviourally, but she expected she would face problems academically. The teacher discussed how it was decided not to statement Martine because they felt a support assistant may make her lose her newly acquired confidence. The head teacher at the mainstream school said he was not involved in discussions prior to her transfer, while the class teacher said she was involved in discussions prior to her transfer. The head teacher said he did not expect any problems academically while the SENCO said she expected problems academically. Both Martine's parents and her class teacher commented that there seemed to be no 'non statement' support therefore they felt the need to draw a statement for her to receive some support, because her parents were worried about her academically while the teacher did not know what to predict for her academically.

Simon

Simon's parents believed that his placement at a special school had been vital but they had always wanted mainstream placement for him, and they expected him to do well academically. Both the head teacher and class teacher at the special school expected Simon to do well at the mainstream school. The mainstream staff had been involved in discussions prior to Simon's transfer to mainstream school. Both the head teacher and the SENCO had expected Simon to do well in school but had been disappointed by reality, while his class teacher expected him to be worse than he was. Simon's SNA had no previous experience and did not know what to expect of Simon in school. After two academic years Simon's parents expressed their satisfaction by the experience of mainstream and by the support received by Simon but said they did not know what to expect of the following stage.

Laura

Laura's parents were pleased with her progress at the special school, and though they wanted mainstream placement, they were worried and concerned about transfer. The special school staff confirmed parents had always wanted transfer to mainstream school. They were involved in many discussions with parents, special school staff, and a member of the LEA Support Services, and they had positive expectations of Laura's performance at the mainstream school. Laura's transfer to the mainstream school was phased in for a few weeks before she started full time at the mainstream school.

Laura's parents expressed their satisfaction with Laura's transfer to the mainstream school and the support she received. The only area they were less pleased about was the speech therapy.

Lee

Lee's parents valued the time he spent at the special school, but at the same time they wanted mainstream school for Lee, they expected him to do well at the mainstream school. The head teacher at the special school had expected to do well at school, because academically Lee was progressing. At the mainstream school, he was accepted because it was felt his needs could be met. The LEA support services were involved in a phased transfer into school, which the head teacher valued. The second year class teacher had been involved in discussions with the previous class teacher but had expected Lee to be much worse. The SENCO had not been involved in discussions at the time of Lee's transfer. Although the SNA had supported a pupil with special needs before but she did not know what to expect. Lee's parents expressed their satisfaction with the outcome of the transfer and all the support that Lee had received at the mainstream school.

Sean

Sean's parents were pleased with the time he spent in the special school but had always wanted him to transfer to a mainstream school which they chose because it suited him physically. They were worried prior to his transfer, but expected him to do well academically. The special school staff said that the decision to transfer Sean to a mainstream school had been a mutual decision between parents, educational psychologist and special school staff. The educational psychologist expected Sean to do well in the mainstream school. All the mainstream school staff had been involved in discussions prior to Sean's transfer and had appointed an SNA as well as carried out the physical alterations prior to his transfer. The class teacher said she was not sure how Sean would be like in class. Similarly, his SNA said she did not know what to expect.

Nevine

Nevine's parents said they were pleased with her progress at the special school, but said they had always wanted mainstream school which they had chosen because it was the school attended by her siblings. They expected her to do well at the mainstream school. The special school staff had also expected Nevine to do well at the mainstream school. The mainstream school staff had been involved in discussions prior to her transfer. All mainstream school staff had expected Nevine to do better than she

actually did at school because they thought her needs were purely physical but realised there were educational implications.

Selim

Selim's parents were pleased with his progress at the special school, but had always wanted mainstream provision for Selim, and they chose the mainstream school because it was physically suitable for him. The special school staff had expected him to do well at the mainstream school. The educational psychologist said he depended on the judgment of special school staff. Many discussions took place with a mainstream school, but parents found out it was physically unsuitable so they appealed for Selim to go to another school, their appeal was granted. This mainstream school said they were ill prepared because they did not know much about his needs. After going through the experience they realised that Selim needed additional support to support him academically, so they were about to start statement procedures.

Appendix 7: Classroom Observation schedule of Pre transition group**Catherine****Matthew****Marvin****Robin****Ben****John****David**

Catherine

Catherine	School	S.Sc.								MS.Sc.									
		A				B				C				D					
No. of Terms		1	2	3	4	1	2			1	2	3	4	1	2	3	4		
No. of Sessions		1	2	3	4	1	2			1	2	3	4	1	2	3	4		
Session Time		am	am	am	am	pm	pm			pm	pm	pm	pm	pm	pm	pm	pm		
Class Organis.	Class	18		25	40	21	30	57	44	82	17			25	67		100	33	50
	Group	36	71	37		36				18	33	50	22	31		20		44	16
	Individual	45	29	37	60	43	70	43	56		50	50	78	47	33	80		22	34
Curriculum Focus	English	36		50		21	30		15	18	33		50	25	42	40		56	34
	Maths	27				7	25	12			30		7	20					5
	Science																		
	Geog.																		
	History																		
	Art																		
	PE									45				11		56			14
	Music			37		9	20		10					17			33		12
	Tech.																		
	IT																		
	Snack	18	28		30	19													
	choosing	18	57		60	34	30	25	28		33	60	50	36	8				2
	Routine		14	13	10	9	20	50	35	37	33	10		20	33	10	44	11	24
	Therapy														30				8
Choice of Activity	Adult's	64	72	75	70	70	30	100	65	100	67	70	100	84	92	100	100	100	98
	Pupil's	36	28	25	30	30	70		35		33	30		16	8				2
People Involved	Adult	100	100	100	100	100	80	100	90	100	100	90	100	98	100	90	100	89	95
	Peer						10		5		10			2	10				2
	None						10		5								11		3
Relation to Peer	Solitary	Na	Na	Na	Na		60	43	51		50	40	78	42	33	40	11	22	24
	Parallel	Na	Na	Na	Na		30	57	43	100	50	50	22	56	67	60	89	88	76
	Co-op	Na	Na	Na	Na														
	Recip.	Na	Na	Na	Na		10		5		10			2					
Verbal Interaction	%	27	28	25	60	35	50	57	53	64	100	60	78	76	75	70	44	78	67
Initiated by	Adult	100	100	100	100	100	100	75	88	100	83	100	100	96	100	100	100	100	100
	Peer										17			4					
Initiated to	adult						25	12											
	Peer																		
Non Verbal Inter.	%	9			10	5	40	71	55	55	67	60	89	68	58	80	56	78	68
Initiated by	Adult						40	20	83	75	33	25	54	43	43	80	57		56
	Peer								17	25	17		15						
Initiated to	Adult	100			100	100	25	60	43		50	75	31	43	57	20	43		41
	Peer						75		37					14					3
Pupil Moving		27	71	62	30	48	10	14	12	27	33	20	11	23	8		33		10
Pupil Distracted		Na	Na	Na	Na									17			11		7
Pupil Restless		Na	Na	Na	Na		10		5				11	3	25	10			9

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Matthew

Matthew	School	S.Sc.												MS.SC							
No. of Terms		A				B				C				D							
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Session Time		am	am	am	am	am	pm	pm	am	am	am	am	am	pm	am	pm	pm				
Class Organis.	Class	11	18		60	22			58	14	42			10	50		100	33	46		
	Group	44	9	37	20	28	42			10	58		60	60	45	33			22	14	
	Individual	44	73	63	20	50	58	100	42	100	75	42	58	40	40	45	17	100		44	40
Curriculum Focus	English		27			7		33			8	100		90	30	55	50	40		38	32
	Maths	22				5												20			5
	Science																				
	Geog.																				
	History																				
	Art																				
	PE																	75			19
	Music				30	8	42		58		25	45			11					25	6
	Tech.																				
	IT																				
	Snack	22	36	50	20	32			8	20	7									12	3
	choosing	56		50	30	34		22	25	30	20		55		50	25	30	40		12	20
	Routine				20	5	33	11	8	30	20		10	20	8	20		25	12		14
	Therapy		36			9	25	33		20	20										
Choice of Activity	Adult's	88	82	63	70	76	100	67	67	20	63	100	50	100	100	88	67	100	100	100	92
	Pupil's	12	18	37	30	24		33	33	80	37		50			12	33				8
People Involved	Adult	78	73	50	90	73	100	89	100	100	97	75	100	80	100	89	100	100	100	100	100
	Peer		18			4								10		2					
	None	22	9	50	10	23		11			3	25		10		9					
Relation to Peer	Solitary	Na	Na	Na	Na		25	100	33	60	54	42	8	30	40	30	17	70	13	44	36
	Parallel	Na	Na	Na	Na		75		67	40	46	58	92	70	60	70	83	30	87	56	64
	Co-op	Na	Na	Na	Na																
	Recip.	Na	Na	Na	Na																
Verbal Interaction	%	33	18	37	10	24	50	44	33	70	49	75	67	70	60	67	83	70	50	75	70
Initiated by	Adult	67	50	100	100	79	83	75	75	71	76	78	100	71	83	83	100	43	25	100	67
	Peer													14		3					
Initiated to	adult	33	50			21	17	25	25	29	24	22		14	17	13		57	75		33
	Peer																				
Non Verbal Inter.	%	22	9	12	10	13	83	33	42	40	50	50	50	80	50	58	58	70	62	75	66
Initiated by	Adult			100	100	50	70	33		75	45	67	17	37	60	45	43	57	20	83	51
	Peer							20		5			12	20	8						
Initiated to	Adult	100	100			50	10	67	60	25	40	33	83	50	20	46	14	43	80	17	38
	Peer						20		20		10						43				11
Pupil Moving			55		29	21	17	11	8	20	14	8	8		10	6	17	50	37	22	31
Pupil Distracted		Na	Na	Na	Na				8		2	25	8	10		11	8				2
Pupil Restless		Na	Na	Na	Na		8				2	8	8			4	8				2

Marvin

Marvin	School	S.Sc								MS.Sc.											
No. of Terms		A				B				C				D							
No. of Sessions		1	2	3	4	1	2	3	4	1	2	3	1	2	3	4					
Session Time		am	am	am	am	am	am	am	pm	am	am	am	pm	pm	pm	am					
Class Organis.	Class	12	10		14	9	45	9	17	18	11	100	100	70	64	55	11	14	36		
	Group	37	80	11	29	39	36	41	19	89	30	18	36	89	28	43					
	Individual	50	10	89	57	52	54	100	55	41	63	18	9	57	21						
Curriculum Focus	English	12	30	11	45	37	21	71	40	40	38										
	Maths							78	26	29	30										
	Science																11	3			
	Geog.																	40	10		
	History																				
	Art																				
	PE											100	78	59							
	Music				29	7															
	Tech.																				
	IT																				
	Snack	25	20	22	17	20	5														
	choosing	50	50	67	57	56	45	40	62	67	54	11	4	10	89	25					
	Routine	12	11	14	9	10	40	33	21	11	22	11	20	20	10						
	Therapy																				
Choice of Activity	Adult's	50	50	11	43	39	45	17	55	58	44	100	100	100	100	82	82	78	72	79	
	Pupil's	50	50	89	57	61	54	83	45	42	56	18	18	22	28	21					
People Involved	Adult	63	50	56	29	50	54	33	55	50	48	56	100	100	85	91	73	22	57	61	
	Peer	12	50	44	29	34	27	33	27	32	33	11	18	33	14	16					
	None	25	42	16	18	33	18	50	30	11	4	9	9	44	28	22					
Relation to Peer	Solitary	Na	Na	Na	Na	11	33	36	67	37	11	4	18	18	67	57	40				
	Parallel	Na	Na	Na	Na	78	42	55	33	52	78	89	100	89	82	82	33	43	60		
	Co-op	Na	Na	Na	Na						11	4									
	Recip.	Na	Na	Na	Na	11	25	9	11	11	4										
Verbal Interaction	%	62	50	33	36	18	33	45	42	34	44	22	67	44	73	64	44	57			
Initiated by	Adult	80	40	33	51	75	40	40	39	50	100	50	62	71	50	100	60				
	Peer						40	10	50	17	12	25	71								
Initiated to	adult	20	60	67	49	20	60	20	100	33	25	14						9			
	Peer				100	25	31			14	25	10									
Non Verbal Inter.	%			11	3	18	50	9	42	30	11	33	67	37	45	36	33	10			
Initiated by	Adult							80	20	67	67	45	60	25	33	29					
	Peer					67	100	42	33	11	20							39			
Initiated to	Adult			100	100	16	20	9	33	11	20							7			
	Peer				100	16	29	100	33	75	67	47									
Pupil Moving		37	60	67	71	59	18	50	27	33	32	22	33	18	45	27	43	29			
Pupil Distracted		Na	Na	Na	Na	9	8	4	33	11	14	27	36	11	18						
Pupil Restless		Na	Na	Na	Na		8	2	22	33	18	9	36	11	14						

Robin

Robin	School	S.Sc.								MS.Sc.										
No. of Terms		A				B				C				D						
No. of Sessions		1	2	3	4	1	2	3	4	1	2	3	1	2	3	4				
Session Time		am	am	am	am	am	am	am	pm	am	am	am	pm	pm	pm	am				
Class Organis.	Class	14	10		14	10	50		36	8	23	11	100	100	70	73	55	11		35
	Group	57	70	22	43	48	10	8	36	75	32	89			30	27	45	67	86	56
	Individual	29	20	78	43	42	40	92	27	17	44							22	14	12
Curriculum Focus	English	14	20		28	15	40				10	11			4	73	82	89		61
	Maths																		86	21
	Science																	11		3
	Geog.																			
	History																			
	Art																			
	PE												100	67	56					
	Music				28	7														
	Tech.																			
	IT																			
	Snack		30			7		16			4									
	choosing	71	40	100	44	64	30	84	63	75	63	89			30		9			2
	Routine	14	10			6	30		36	25	23			33	11	27	9		14	12
	Therapy																			
Choice of Activity	Adult's	71	30		72	43	70	8	73	75	57	100	100	100	100	91	91	100	100	96
	Pupil's	29	70	100	28	57	30	92	27	25	43				9	9				4
People Involved	Adult	71	30	44	58	51	60	33	55	16	41	11	100	100	70	82	55	100	71	77
	Peer	29	50	33	28	35	10	33	36	67	37	78			26	18	18		14	12
	None		20	22	14	14	30	33	9	16	22	11			4		27		14	10
Relation to Peer	Solitary	Na	Na	Na	Na		20	33	9	25	22	11	11		7	9	27	33	29	24
	Parallel	Na	Na	Na	Na		80	67	82	42	68	56	88	88	77	91	64	67	42	66
	Co-op	Na	Na	Na	Na												9			2
	Recip.	Na	Na	Na	Na				9	33	10	33		11	15				29	7
Verbal Interaction	%	57	10	44	14	31	20	42	55	33	38	44	67	67	59	45	64	89	57	64
Initiated by	Adult	100		25	100	56	100	40	50		47	25	100	100	75	100	71	62	75	77
	Peer								17	25	11									
Initiated to	adult		100	75		44			33	25	14						14	25	25	16
	Peer							60		50	27	75			25		14	12		6
Non Verbal Inter.	%				14	3	10	8		17	9	22	33	11	22	36	27	50	57	43
Initiated by	Adult											50	67		39	50		25	75	38
	Peer									50	17									
Initiated to	Adult				100	100							33		11		67	50	25	35
	Peer						100	100		50	83	50		100	50	50	33	25		27
Pupil Moving		28	60	78	43	52	30	33		17	20		11	33	15	45	18	11	14	22
Pupil Distracted		Na	Na	Na	Na								22	11	11	18		11	14	11
Pupil Restless		Na	Na	Na	Na								22	11	11	73	9	11	14	27

Ben

Ben	School	S.Sc.																			
No. of Terms		A				B				C				D							
No. of Sessions		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Session Time		am	am	pm	pm	pm	am	am	pm	am	pm	pm	am	pm	am	pm	am				
Class Organis.	Class		55	60	57	43	56	22	58	42	45	100	100	100	100	100	75	10	29	56	43
	Group	50	18	20		22	22			16	9						25		14	33	18
	Individual	50	27	20	43	35	22	78	42	42	46						90	57	11	39	
Curriculum Focus	English		9	20		7	45			36	20		40	86	29	39				67	27
	Maths											57					14		40		10
	Science												60				15				
	Geog.																				
	History																				
	Art																				
	PE	70	64			34		66			17						42				10
	Music								50		13										
	Tech.																				
	IT																		14		4
	Snack	30		60	57	37	33		10	18	15			43	11	29			11		10
	choosing		27	20	43	22	11		30	45	22	14		14	7	29	50	57			34
	Routine						11	33	10		13	29		14	14	14		10	29	22	15
	Therapy																				
Choice of Activity	Adult's	50	82	80	86	75	89	100	100	75	91	71	100	100	100	93	100	50	29	78	64
	Pupil's	50	18	20	14	25	11			25	9	29				7		50	71	22	36
People Involved	Adult	50	55	90	57	63	66	66	83	75	73	86	90	100	100	94	100	50	86	89	81
	Peer	20	27		28	19			8	25	8						20	14			8
	None	30	18	10	14	18	22	33	8		18	14	10			6		30		11	10
Relation to Peer	Solitary	Na	Na	Na	Na		22	33	83	25	41		10			3		70	43	22	34
	Parallel	Na	Na	Na	Na		78	66	17	75	59	100	90	100	100	97	100	20	57	67	61
	Co-op	Na	Na	Na	Na																
	Recip.	Na	Na	Na	Na													10		11	5
Verbal Interaction	%	50	18	70		34	33	78	33	25	42	29	80	56	57	56	63	70	57	67	64
Initiated by	Adult	40	100	71		70	100	86	100	33	80	100	63	60	50	68	40	42	100	33	54
	Peer									33	8		12			3	20				5
Initiated to	adult	60		29		30		14			4		12	20	25	14	40	29		67	34
	Peer									33	8		12	20	25	14		29			7
Non Verbal Inter.	%	10				3		33		8	10	14	50	44	29	34	50	70	43	67	57
Initiated by	Adult						67			34	100	60	50		52	75	33	67	50	56	
	Peer																				
Initiated to	Adult	100				100		33			17		25	50	19		33		33		17
	Peer									100	50		40	25	50	29	25	33	33	17	27
Pupil Moving		70	45	20	43	45		44	17	17	20		30	33		16	12	40	29	22	26
Pupil Distracted		Na	Na	Na	Na				42		11	43	20	11		18		10	14		6
Pupil Restless		Na	Na	Na	Na				8		2			11	57	17		20	14	11	11

John

John	School	S.Sc																				
No. of Terms		A				B				C				D								
No. of Sessions		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Session Time		am	am	am	pm	am	am	pm	pm	am	pm	pm	am	pm	am	pm	am					
Class Organis.	Class	10	64	60		34	33	50	62	100	61	100	100	100	71	93	100		14	33	37	
	Group	30		20	22	18	58		12		18				29	7			10	29	67	27
	Individual	60	36	20	78	48	8	50	25		21								90	57		37
Curriculum Focus	English		9	50		15		50	37	57	36		30	86	43	40					89	22
	Maths		18	10		7													40			10
	Science									43	11		60			15						
	Geog.																					
	History																					
	Art																					
	PE	80	27			27						50				12						
	Music					33					8											
	Tech.																					
	IT																			14		3
	Snack	20	27	20	11	20			50		12				43	11	33					8
	choosing		18	20	89	32	42	37			20				14	4	67	50	86			51
	Routine					25	12	12			12	50	10	14		18		10		11		5
	Therapy																					
Choice of Activity	Adult's	70	82	80	11	61	58	62	88	100	77	25	100	100	71	74	100	40	43	100		71
	Pupil's	30	18	20	89	39	42	38	12		23	75			29	26		60	57			29
People Involved	Adult	50	73	80	33	59	58	50	50	100	65	75	100	100	71	86	100	60	43	100		76
	Peer	10		20	33	16	33	50	25		27	25			29	14		30	28			14
	None	40	27		33	25	8		25		8							10	28			10
Relation to Peer	Solitary	Na	Na	Na	Na		8		12		5							40	28	11		20
	Parallel	Na	Na	Na	Na		83	75	88	100	87	100	100	100	86	96	86	50	57	78		68
	Co-op	Na	Na	Na	Na														14			3
	Recip.	Na	Na	Na	Na		8	25			8				14	4	14	10		11		9
Verbal Interaction	%	20	9	50	22	25	25	37	25		22	25	40	33	57	39	86	60	28	56		58
Initiated by	Adult	100	100	80	100	95			100		33		50	100	25	44	33	33		40		27
	Peer						33				11											
Initiated to	adult			20		5	33	33			22		25		50	19	17	17		40		19
	Peer						67	33			33	100	25		25	37	50	50	100	20		55
Non Verbal Inter.	%						12	12			6	50	30		14	23	28	40	14	11		23
Initiated by	Adult											33				10			100			25
	Peer						100					50	50			17		25				6
Initiated to	Adult								100			50		33		100	44		25			6
	Peer											50	33			28	100	50		100		63
Pupil Moving		80	18	20	11	32	8		25	22	14	50		22		18	43	10		11		16
Pupil Distracted		Na	Na	Na	Na		8				2							30				8
Pupil Restless		Na	Na	Na	Na										10	11		5				

David

David	School	S.Sc.																			
No. of Terms		A				B				C				D							
No. of Sessions		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Session Time		am	am	am	pm	am	am	pm	am	am	pm	pm	am	pm	pm	am	am				
Class Organis.	Class	10	54		25	22	36	50	62	9	39	100	100	100	86	97	75	29	33	57	49
	Group	30	10	33		18	28				7						25	14	44	43	31
	Individual	60	36	66	75	59	36	50	38	91	54				14	3		57	22		20
Curriculum Focus	English		45		25	18		50	25		19		40	60	14	29			77	71	37
	Maths		18			5						80				20					
	Science												60			15					
	Geog.																				
	History																				
	Art																				
	PE	70	27			24															
	Music						44				11										
	Tech.																				
	IT									36	9									57	14
	Snack	30		11	25	17			50		13			10	57	17	25	14			10
	choosing		10	89	33	30	33	50	25	45	38	20				5	50		11		15
	Routine				17	4	23			18	10			30	29	15	25	29	11	29	24
	Therapy																				
Choice of Activity	Adult's	80	91	33	62	67	67	50	63	18	50	50	80	100	86	79	88	29	67	100	71
	Pupil's	20	9	67	38	33	33	50	37	82	50	50	20		14	21	12	71	33		29
People Involved	Adult	80	36		62	45	56	50	87	36	57	62	70	100	86	80	50	71	67	71	65
	Peer		64	55		30		25		45	18	25				6	25			29	13
	None	20		45	38	20	44	25	13	18	25	13	30		14	14	25	29	33		22
Relation to Peer	Solitary	Na	Na	Na	Na		44	50	25	36	39	25	30		14	17	25	57	33		29
	Parallel	Na	Na	Na	Na		56	50	75	54	59	75	70	100	86	83	75	43	67	100	71
	Co-op	Na	Na	Na	Na																
	Recip.	Na	Na	Na	Na					10	2										
Verbal Interaction	%	60	27	22		27	11		25	36	18	37	40	40	29	37	12	43	44	43	36
Initiated by	Adult	50	33	50		44	100		50	75	75	100	50	25	100	69		100	75	33	52
	Peer																			33	8
Initiated to	adult	50	67	50		56			50		17		25	75		25	100		25	33	40
	Peer									25	8		25			6					
Non Verbal Inter.	%			11		3	22	12		27	20	37	20	20		17	12	14	22	43	23
Initiated by	Adult						50			67	39						100	50			38
	Peer							100			33	44									
Initiated to	Adult			100		100	50				17	67	50	100		72	100		50	67	54
	Peer											33	50			28				33	8
Pupil Moving		80	27	11	25	36	11	12		18	10	37		20	57	29	25	43	11		20
Pupil Distracted		Na	Na	Na	Na			12			3		30	10	14	13	37		33		18
Pupil Restless		Na	Na	Na	Na		11	36	12		15		10	30	57	24	12	14	22	29	19

Appendix 8: Observation schedule of transition group**Robert****Anna****Andrew****karl****Amy****Mary****Martine**

Robert

Robert	School	MSSC.																																				
No. of Terms		A						B					C							D						E					F							
No. of Sessions		1	2	3	4	Aug	1	2	Aug	1	2	3	4	Aug	1	2	3	4	Aug	1	2	3	4	Aug	1	2	3	4	Aug	1	2	3	4					
Session Time		am	am	am	am		am	am		am	am	am	am		am	am	am	pm		pm	pm	pm	am		am	pm	am											
Class Organis.	Class	9	17	73	25				25	30	58			28	25	22	75		30	8	100	100	58	66	100	40	33	58										
	Group	67	36	50	27	45	33	33	33	42	60	25	33	40	67	67	25	92	63	92			42	33		60	67	42										
	Individual	33	55	33		30	67	67	67	33	10	17	67	32	8	11	8	7																				
Curriculum Focus	English	44	55	67	64	57				58	50	50	33	48			83	45	32		78	67	33	44		30	56	30										
	Maths										25	6	42	67			27	75					18															
	Science																																					
	Geog.																																					
	History																																					
	Art																																					
	PE																									50	12	100							33			
	Music				36	9																												22	7			
	Tech.																36	9																				
	IT							43	21																													
	Snack																		9	2																		
	choosing	56	45	33		33	100	57	78	42	50	25	67	46	42					11	17	22			9		60	11	24									
	Routine														16	33	17	9	19	8		33	17	14		10	11	7										
	Therapy																																					
Choice of Activity	Adult's	Na	64	75	100	80	33	33	33	58	40	75	33	51	67	100	100	100	92	92	100	100	100	98	100	100	100	100	100	100	100	100	100	100	100			
	Pupil's	Na	36	25		20	67	67	67	42	60	25	67	48	33				8	8				2														
People Involved	Adult	56	45	83	100	71	33	56	44	17	40	67	67	48	58	89	83	67	74	50	33	100	67	62	100	40	100	80										
	Peer	22	22	17		15	67	44	56	67	60	33	33	48	42		17	33	23	50	67		33	37		60		20										
	None	22	33			14				17				4		11				3																		
Relation to Peer	Solitary	Na	Na	Na	Na		Na	Na		Na	Na	Na	Na		33	33		9	19																			
	Parallel	Na	Na	Na	Na		Na	Na		Na	Na	Na	Na		67	67	92	82	77	100	100	100	75	94	100	80	100	93										
	Co-op	Na	Na	Na	Na		Na	Na		Na	Na	Na	Na												17	4		10		3								
	Recip.	Na	Na	Na	Na		Na	Na		Na	Na	Na	Na				8	9	4					8	2		10		3									
Verbal Interaction	%	22	36	67	36	40		50	25	50	50	58	33	48	50	11	17	58	34	58	67	83	75	71	83	60	78	74										
Initiated by	Adult	100	25	87	100	78		40	20	67	40	71	33	53	67	100	50	57	68				80	44	31	70		43	38									
	Peer																				14	50	20	11		20	17											
Initiated to	adult			13		3		60	30	33	60	29	67	47				14	3					22	5			29	6									
	Peer		75			19										33		50	29	28	86	50		22	39	10	83	29	41									
Non Verbal Inter.	%	Na		17	9	9	17	10	14	17	10			22	12			25	9	8	25	33	20	58	34	50	60	56	55									
Initiated by	Adult	Na		50	100	67	50		25	50			50	25			33	8					29	7	67		20	29										
	Peer	Na																			67	33		14		16	17											
Initiated to	Adult	Na		50		33	50	100	75	50	100			50	50				100	25									40	13								
	Peer	Na															67		17	33	67	100	57	64	16	83	40	46										
Pupil Moving		Na	Na		9	5	22	22	22	25	10	17	11	18	17	11		9	9				33	25	14	8			3									
Pupil Distracted		Na	Na												8	11			5		11	33	8	13	8		22	10										
Pupil Restless		Na	Na	17	18	17	11		5								22	8	9	10	17		33	25	19	8	8	22	13									

Andrew

Andrew	School	MS.Sc.																							
No. of Terms		A				B				C				D				E							
No. of Sessions		1	2	3	Avg	1	2	3	4	Avg	1	2	3	4	Avg	1	2	3	4	Avg	1	2	3	4	Avg
Session Time		am	am	am		am	am	am	am		pm	pm	pm	pm		pm	am	am		pm	pm	am	pm		
Class Organis.	Class			18	6	50	10			15	8	100	50	39	20	17	18	18	50	33		10	23		
	Group	42	8	9	20	10	60	42	20	33					80		55	45		25	44		17		
	Individual	58	92	73	74	40	30	58	80	52	100	92		50	60		83	27	37	50	45	56	90	60	
Curriculum Focus	English	25	17	27	23	50	30		30	27	50	78	20	82	57	10	50		20	42	50	33	20	36	
	Maths	17			6	10		17		7					80				27	17	17		8		
	Science																55	18							
	Geog.																								
	History																								
	Art																					22	5		
	PE												70	17											
	Music																								
	Tech.																								
	IT																								
	Snack																								
	choosing	58	83	73	71	40	70	83	70	66	25			6		25	18	14	8	17	12	80	29		
	Routine										8	22	10	17	14	10	25	27	21	33	17	33	21		
	Therapy										17			4											
Choice of Activity	Adult's	75	100	64	80	90	80	67	20	64	100	67	100	100	92	100	67	82	83	92	82	78	100	88	
	Pupil's	25		36	20	10	20	33	80	36		33		8		33	18	17	8	17	22		12		
People Involved	Adult	67	83	55	68	90	80	33	10	53	92	92	75	58	79	80	75	27	61	92	100	78	90	90	
	Peer		17		6			25	40	16			17	42	15	20	8	55	28						
	None	33		45	26	10	20	42	50	30	8	8	8		6		17	18	12	8		22	10	10	
Relation to Peer	Solitary	NA	NA	NA		NA	NA	NA	NA		100	100	17	50	67		82	27	36	67	42	58	90	64	
	Parallel	NA	NA	NA		NA	NA	NA	NA				83	50	33	100	17	73	63	33	58	42	10	35	
	Co-op	NA	NA	NA		NA	NA	NA	NA																
	Recip.	NA	NA	NA		NA	NA	NA	NA																
Verbal Interaction	%	42	67	9	25	40	60	25	10	34	83	75	33	50	60	70	58	36	55	83	75	78	70	76	
Initiated by	Adult	100	63	100	88	75	83	100	100	89	90	100	100	67	89	86	57	50	64	90	100	86	71	87	
	Peer																14	25	10	16					
Initiated to	adult		37		9	25	17			10	10			33	11	14	28	25	22	10		14	29	13	
	Peer																								
Non Verbal Inter.	%	NA	NA	18	18		10	17	10	9	42	42	33	50	42	40	42	27	36	67	75	56	40	59	
Initiated by	Adult	NA	NA					50		12	40	60	75	50	56	75	40	33	49	75	78	100	50	76	
	Peer	NA	NA													25		33	19						
Initiated to	Adult	NA	NA	100			100	50		37	60	40	25	50	44		60	33	31	25	22		50	18	
	Peer	NA	NA						100	25															
Pupil Moving		25		36		20	30	8	20	19		25	42		17		8	18	9	8		11		3	
Pupil Distracted		NA	NA	NA		50				12			8	33	10	20	8	18	15	17	17	11	10	14	
Pupil Restless		NA	NA	NA									17	25	10	10		9	6	25	17		10	13	

Karl

Karl	School	MSSc																								
No. of Terms		A				B				C				D				E								
No. of Sessions		1	2	3	4	Avg	1	2	3	4	Avg	1	2	3	4	Avg	1	2	3	4	Avg	1	2	3	4	Avg
Session Time		am	am	pm	am	pm	am	am	am	am	pm	am	am	pm	pm	am	pm	am	am	am	am					
Class Organis.	Class		42	75	14	32		10	30	36	19	42	25	36	45	37	36	100	9	33	44	36	40	80	11	42
	Group	100	8			27		40	27	17	25	75	45	18	41	64		55	67	46	55	20	20	67	39	
	Individual	50	25	86	40	100	90	30	36	64	33		18	36	22			36		9		40		22	18	
Curriculum Focus	English		25	25		12	9	20	20	27	19		50	36	21					36	40	50			31	
	Maths		8		14	5		10	45	14			20	18	9	55				14	9		10		5	
	Science																									
	Geog.																									
	History																									
	Art																	36		9						
	PE																	58		14						
	Music										25			6	18					4						
	Tech.											42			10				18	4						
	IT																									
	Snack																									
	choosing	100	67	75	86	82	91	80	70	27	67	50	58		27	34	9		27	67	26	45	40		89	43
	Routine											25		30	18	18	18	42	18	33	28	9	20	40	11	20
	Therapy																									
Choice of Activity	Adult's	57	100	75	43	69	64	70	70	82	72	75	67	100	73	79	100	100	73	100	93	73	60	100	100	83
	Pupil's	43		25	57	31	36	30	30	18	28	25	33		27	21			27		7	27	40			17
People Involved	Adult	86	67	75	29	64	73	80	80	73	76	67	67	82	64	70	73	75	73	33	63	46	60	100	11	54
	Peer	14			29	11		20	27	12		8	18	9	9	27	25	18	67	34	9	40		67	29	
	None		33	25	42	25	27	20		12	33	25		27	21			9		2	45			22	17	
Relation to Peer	Solitary	Na	Na	Na	Na		Na	Na	Na	Na		75	33	18	36	40			18		4	67	20		22	27
	Parallel	Na	Na	Na	Na		Na	Na	Na	Na		25	50	82	64	55	100	92	82	44	79	33	60	100	78	68
	Co-op	Na	Na	Na	Na		Na	Na	Na	Na										22	5					
	Recip.	Na	Na	Na	Na		Na	Na	Na	Na		17			4		8		33	10		20				5
Verbal Interaction %		43	42	50	43	44	27	50	40	27	36	42	8	36	18	26	64	67	73	44	62	55	60	90	33	59
Initiated by	Adult	67	40	50	100	64	33	60	50	100	61	100		75	50	56	100	75	87	50	78	83	50	78	33	61
	Peer												100		25		17		50	17				33	8	
Initiated to	adult	33	60	50		36	67	40	50		39			50	12		17	13		10	17		22	33	18	
	Peer												25	6									50			12
Non Verbal Inter. %		14	8	50	14	21		10	10	9	7	33	17	27	36	28	36	33	27	78	43	45	40	40	22	37
Initiated by	Adult				100	25				100	25	50		100	75	56	33		100		33	20		50		17
	Peer													25	6				43	11		25				6
Initiated to	Adult	100	100	100		75		100	100		50				67	25			23	20		25	50		24	
	Peer											50	100		37		75		57	33	60	75	25	50	52	
Pupil Moving		Na	Na	75	14	44	27	20	10	9	16			9	2	17	50			17		10	20		8	
Pupil Distracted		Na	Na		14	7			10	18	7	17	25		10			9	22	8		30	10		10	
Pupil Restless		Na	Na	25		12			40	36	19	42		18	9	17						27	30	60		29

Amy

Amy	School	MSc																								
No. of Terms		A				B				C				D				E								
No. of Sessions		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4					
Session Time		pm	am	am	am	am	am	am	pm	pm	am	am	am	pm	pm	am	am	am	am	am	am					
Class Organis.	Class		10	30	33	18	8		17	67	23		9	38	22	17		58		14	36	40	80	11	42	
	Group	18	10	70	25	31	75	18	17	33	36	83	9	62	55	52	92	42	64	60	64	55	20	20	67	40
	Individual	82	80		42	51	17	82	67		41	17	82		22	30	8		36	40	21	8	40		22	18
Curriculum Focus	English	18	20		50	22	8	10	17	42	19		36		22	14		36	30	16	36	40	50		31	
	Maths			40		10		50	33	50	33	8	27		9				10	2	9		10	5		
	Science												25			6	8				2					
	Geog.																			20	5					
	History																									
	Art																		64	16						
	PE																									
	Music																	33		8						
	Tech.													37	9											
	IT																									
	Snack																									
	choosing	82	80	60	50	68	58		33	8	25	58	18	50	77	51	92	42		40	44	45	40		89	44
	Routine							33	40	17		22	8	18	13		10		25		6	9	20	40	11	20
	Therapy																									
Choice of Activity	Adult's	73	40	70	67	62	75	82	42	92	73	58	72	75	44	62	100	58	55	60	68	73	60	100	100	83
	Pupil's	27	60	30	33	37	25	18	58	8	27	42	28	25	55	37		42	45	40	32	27	40		17	
People Involved	Adult	36	30	100	67	58	33	45	8	92	45	25	82	75	44	56	17	58	100	60	59	46	60	100	11	54
	Peer	36	30		25	23	67	18	67	8	40	67	9		55	33	83	25		40	37	9	40		67	29
	None	28	40		8	19		36	25		15	8	9	25		10		17			4	45		22	17	
Relation to Peer	Solitary	Na	Na	Na	Na		Na	Na	Na	Na		17	82	25		31	17	8	36	40	25	67	20		22	27
	Parallel	Na	Na	Na	Na		Na	Na	Na	Na		75	18	75	88	64	67	84	64	60	69	33	60	100	78	68
	Co-op	Na	Na	Na	Na		Na	Na	Na	Na																
	Recip.	Na	Na	Na	Na		Na	Na	Na	Na		8			11	5	17	8			6		20			5
Verbal Interaction	%	27	40	20	25	28	42	45	25	25	34	42	91	25	33	48	42	58	55	50	51	55	60	90	33	59
Initiated by	Adult	67	50	50	33	50	60	100		67	57	20	80	100	100	75	40	29	83	80	58	83	50	78	33	61
	Peer						20		33	33	22	20			5	20		17	20	14					33	8
Initiated to	adult	33	50	50	67	50	20				5	20	10		7		29			7	17		22	33	18	
	Peer							67		17	40	10			12	40	43			21		50			12	
Non Verbal Inter.	%	9	30		8	12	33	18	42	25	29	42	27	12		20	42	50	55	60	50	45	40	40	22	37
Initiated by	Adult				100	25	50	50		25	20				5	20	50	50	50	42	20		50	17		
	Peer					25		20	33	19	40				10			17	17	8		25			6	
Initiated to	Adult	100	100		50		50		33	20		100	100		50		17		4	20		25	50	24		
	Peer					25		80	33	34	40				10	80	50	17	33	45	60	75	25	50	52	
Pupil Moving		27	30		17	18	8	18	8		9	42		12	11	16		33		20	13		10	20	7	
Pupil Distracted		Na	Na		8	4	8	9		25	10	17			4							30	10		10	
Pupil Restless		Na	Na			8	27	10	42	22	17	18	18	22	19		17	18	10	11	27	30	60		29	

Mary

Mary	School	MS.Sc.																					
No. of Terms		A				B				C				D				E					
No. of Sessions		1	2	Avg	1	2	3	4	Avg	1	2	3	4	Avg	1	2	3	4	Avg	1	2	3	Avg
Session Time		am	pm	am	am	am	am	am	pm	pm	am	pm	pm	pm	pm	am	am	am					
Class Organis.	Class	36	10	23	33	8		29	17	17	8	25	9	15	33	55	50	83	55	27	8	11	15
	Group	45	40	42	42	92	70	57	65	83	33	33	91	60	58	27	50	17	38	73	84	67	75
	Individual	18	50	34	25		30	14	17		58	42		25	8	18		6		8	22	10	
Curriculum Focus	English	9	10	10	50	50	30	14	36	17	55	25		24	33	45	58	25	40		92	11	34
	Maths									58	22	25	45	38			17	17	8	82		55	46
	Science												55	14		27			7				
	Geog.															9			2				
	History																						
	Art																						
	PE																50	12					
	Music	36		18																			
	Tech.																						
	IT																						
	Snack																						
	choosing	55	70	62	50	50	70	57	57			25		6	58			14			22	7	
	Routine		20	10				29	7	25	22	25		18	8	18	25	8	15	18	8	11	12
	Therapy																						
Choice of Activity	Adult's	45	40	42	42	50	60	100	63	100	67	100	100	92	100	100	100	100	100	100	100	100	100
	Pupil's	55	60	58	58	50	40		37		33			8									
People Involved	Adult	55	30	42	25	50	40	43	39	17	33	75	73	47	8	64	75	83	57	27	58	11	32
	Peer	36	70	53	58	42	60	57	54	83	42	25	27	45	92	27	25	17	40	73	42	67	61
	None	9		4	17	8			6		25			6		9			2			22	7
Relation to Peer	Solitary	Na	Na		Na	Na	Na	Na			33	17		12	8	18			6		8	22	10
	Parallel	Na	Na		Na	Na	Na	Na		100	50	75	100	81	75	82	100	100	89	100	92	77	90
	Co-op	Na	Na		Na	Na	Na	Na															
	Recip.	Na	Na		Na	Na	Na	Na			17	8		6	16				4				
Verbal Interaction	%	45	50	47	17	50	10	14	23	42	25	42	36	36	58	45	33	33	42	55	67	11	44
Initiated by	Adult	80	20	50		67			17	40	67	60		42	14	60	100	75	62		37		12
	Peer								40		20	25	21	72					18	17	12		9
Initiated to	adult	20	80	50	100	33	100	100	84		33			8							25		8
	Peer								20		20	75	29	14	40		25	20	83	25	100		68
Non Verbal Inter.	%	Na	Na		8		20		7	33	17	17	9	19	42	18	8	8	19	36	58	22	29
Initiated by	Adult	Na	Na			50		12	25				6	20		100		30		43		14	
	Peer	Na	Na								50		12	60				15	50	14		21	
Initiated to	Adult	Na	Na		100		50		38	25			6							14	50		21
	Peer	Na	Na						50	100	50	100	75	20	100		100	55	50	29	50		43
Pupil Moving		Na	Na		33	25	20	57	34	17	25	8	9	15		9	8	27	11	9	25	11	15
Pupil Distracted		Na	Na		Na	8			3	8	8	8	9	8		9	17	27	13	27	25		17
Pupil Restless		Na	Na		Na					8	8		18	9		9	17	27	13	18			6

Martine

Martine	School																									
No. of Terms	A							B						C						D						
No. of Sessions	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4							
Session Time	am	am	am	am	Avg	pm	am	am	pm	Avg	am	am	am	pm	Avg	pm	pm	am	am	Avg						
Class Organis.	Class	29			66	24	17	8	18	25	19	33	30	33	25	30		100	11	30	35					
	Group	29	42	11	22	26	42	33	45	25	36	42	50	67	67	56	77		88	60	56					
	Individual	42	58	88	11	50	33	58	36	50	44	25	20		8	13	22			10	8					
Curriculum Focus	English	57	33	33	33	39			27	8	9		30	17	33	20										
	Maths							33		25	14	42				10						60	15			
	Science																									
	Geog.												60			15										
	History																									
	Art																									
	PE																			100				25		
	Music																									
	Tech.																									
	IT																									
	Snack																									
	choosing	43	67	55	44	52	75	50	64	50	60	25	10	58	33	31	88							22		
	Routine			11	22	8	25	17	9	17	17	33		25	33	23	11	100			40			38		
	Therapy																									
Choice of Activity	Adult's	71	58	77	55	65	50	50	27	100	57	100	90	100	67	89	55	100	100	90				86		
	Pupil's	29	42	22	44	35	50	50	73		43		10		33	11	44			10				14		
People Involved	Adult	43	42	44	66	49	33	25	27	50	34	42	80	42	17	45	22	80	88	90				70		
	Peer	43	42		33	29	50	58	45	50	51	42	20	42	67	43	66	20	11					23		
	None	14	16	55		21	17	17	27		15	16		16	16	12	11			10				3		
Relation to Peer	Solitary	Na	Na	Na	Na		42	50	36		32	25	10	25	8	17	22			10				8		
	Parallel	Na	Na	Na	Na		58	50	45	100	63	75	90	75	67	77	66	100	88	80				83		
	Co-op	Na	Na	Na	Na				9		2									10				3		
	Recip.	Na	Na	Na	Na				9		2				25	6	11			11				5		
Verbal Interaction	%	29	67	33	11	35	33	33	36	42	36	33	80	50	50	53	44	80	55	60				60		
Initiated by	Adult	100	87	100	100	97	50	50	25	60	46	50	62	50	33	49	25	75	40	50				47		
	Peer						25		20	11	50	25	17	67	40		25	20						19		
Initiated to	adult		13			3			25		6		12			3	50					33		21		
	Peer						50	25	50	20	36			33		8	25			40		17		20		
Non Verbal Inter.	%	Na	Na	Na	Na		33	8	18	50	27	25	50	33	67	44	44			44				18		
Initiated by	Adult	Na	Na	Na	Na					33	8	33	60	50		36	25			25		67		29		
	Peer	Na	Na	Na	Na		25			33	14	33	20	50	25	32	25			25				12		
Initiated to	Adult	Na	Na	Na	Na		25			33	14	33	20		37	22	50					33		21		
	Peer	Na	Na	Na	Na		50	100	100		62				37	9				50				12		
Pupil Moving		29	8	11	33	20	17		9	17	10	8	10	33	25	19	11	20	22					13		
Pupil Distracted		Na	Na	Na	Na		8	8			4		10	8	8	7	33			11		10		13		
Pupil Restless		Na	Na	Na	Na			8			2	8	20	8	8	11				20		22		40	20	

Appendix 9: Classroom Observation schedule of Post transition group

Simon

Laura

Lee

Sean

Nevine

Selim

Simon

Simon	School	MS.Sc.																							
Sessions		A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	E1	E2	E3	E4						
Session Time		am	am	am	am	am	am	am	am	am	pm	am	pm	pm	pm	pm	pm	am	am						
Class Organis.	Class	22		7	27	20	12	11	67	26	50	8			14			8	8	4					
	Group	57	55	37	100	9	10	30	11	33	33	26			100	25	18	92	42	38					
	Individual	43	22	100	55	64	70	100	58	77	67	48	50	92	100	61	82	100	50	68					
Curriculum Focus	English	29	66	32	17	36	20	60	33	50	33	28		17	18	8	27	30	67	58	45				
	Maths		33	11	36	40	40	29					50	67	18	34		25	17	14					
	Science												33			8	64			16					
	Geog.																								
	History																								
	Art																								
	PE																								
	Music																								
	Tech.													100	25										
	IT																								
	Snack																								
	choosing	71		100	57	83	28	40	38	77	25	33	45				9		17	6					
	Routine								22	25	33	27	17	17	9	11	10	8	8	6					
	Therapy														55	14	60			15					
Choice of Activity	Adult's	86	77	100	88	83	82	80	60	76	33	67	83	61	100	92	100	100	98	91	100	100	100	98	
	Pupil's	14	22	12	17	18	20	40	24	66	33	17	39	8	2	9								2	
People Involved	Adult	43	66	20	43	82	20	80	45	11	83	42	45	87	100	100	100	97	100	100	50	50	75		
	Peer	14	11	40	22	100	40	35	88	8	58	51	13				3			50	42	22			
	None	43	22	40	35	18	40	20	20	8	3									8					
Relation to Peer	Solitary	Na	Na	Na	Na	Na	Na	Na		58		19	50	92	100	60	82	100	17	50	62				
	Parallel	Na	Na	Na	Na	Na	Na	Na	55	42	83	60	50	8	100	39	18	83	33	33					
	Co-op	Na	Na	Na	Na	Na	Na	Na												8	2				
	Recip.	Na	Na	Na	Na	Na	Na	Na	44		17	20								8	2				
Verbal Interaction	%	86	89	40	72	17	64	10	60	38	33	58	25	39	50	75	60	73	64	73	90	42	83	72	
Initiated by	Adult	50	75	50	58	100	86	100	100	96		100	33	44	100	66	100	62	82	100	77	40	83	74	
	Peer									33		33	22								20	5			
Initiated to	adult	50	25	50	42	14		4			33	11		33		38	18		22	40	17	20			
	Peer								67			22													
Non Verbal Inter.	%	Na	Na	Na	17	10	7	44	8	42	31	50	42	50	36	44	55	50	42	8	39				
Initiated by	Adult	Na	Na	Na							20	7		20	80	50	37	33	80	40	100	63			
	Peer	Na	Na	Na																20	5				
Initiated to	Adult	Na	Na	Na	100	100	100	100	20	40	100	80	20	50	62	67	20	40				32			
	Peer	Na	Na	Na					100	60	53														
Pupil Moving		Na	Na	Na		27	40	40	27		8	42	17	12		36	12		10	8	8	6			
Pupil Distracted		Na	Na	Na	Na	Na	Na	Na						17	10	7	9			8	4				
Pupil Restless		Na	Na	Na	Na	Na	Na	Na		8	3	12	17	10	10	18		17	8	11					

Laura

Laura	School	MS.Sc.																								
No. of Sessions		A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	E1	E2	E3	E4						
Session Time		am	am	am	am	am	am	am	pm	am	am	am	pm	pm	am	am	am	am	am	pm						
Class Organis.	Class			25	8	27	50	25	50	38	50	67	50	17	46	100	100	57	100	89	100	100	100	100	100	
	Group	75	50	75	67	36	25	75	50	46	50	33	50	83	54			43		11						
	Individual	25	50		25	36	25			15																
Curriculum Focus	English	75	50	33	53	45	50	25	37	39		42			11			43	50	23	20	82	27	25	38	
	Maths	25			8		25		37	16			90	100	47			57		14						
	Science			67	22	36				9	50				12	100	50			37	30			75	26	
	Geog.																50			12						
	History																									
	Art		50		17															40	10	30		73	26	
	PE																									
	Music										33	50			21											
	Tech.							50		12																
	IT																									
	Snack																									
	choosing																									
	Routine					19	25	25	25	23	17	8	10		9			10	2	20	18			9		
	Therapy																									
Choice of Activity	Adult's	100	83	100	94	73	58	92	75	74	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
	Pupil's		17		6	27	42	8	25	26																
People Involved	Adult	62	50	50	54	36	83	25	100	61	100	75	70	50	74	100	100	100	100	100	100	91	91	100	96	
	Peer		25	50	25	36	17	75		32	25	30	50	26								9	9		4	
	None	36	25		22	27				7																
Relation to Peer	Solitary	Na	Na	Na		Na	Na	Na	Na															9	2	
	Parallel	Na	Na	Na		Na	Na	Na	Na		67	100	100	100	92	100	100	100	100	100	100	91	100	98		
	Co-op	Na	Na	Na		Na	Na	Na	Na																	
	Recip.	Na	Na	Na		Na	Na	Na	Na		33				8											
Verbal Interaction	%	62	58	58	59	36	67	58	50	53	58	50	30	67	51	67	58	29	60	54	90	73	27	42	58	
Initiated by	Adult	100	43	14	52	25	87	29	50	48	43	17	33	37	32	100	71	100	50	80	66	50	33	100	62	
	Peer										43	17		12	18								67		17	
Initiated to	adult		57	86	48	75	13	71	50	52	14				4		29			7	11	50		15		
	Peer										67	67	50	46				50	12	22					5	
Non Verbal Inter.	%	Na	Na	Na		18				5	50	25	20	8	26	42	17	29	10	24	40	36	18	8	25	
Initiated by	Adult	Na	Na	Na							33	33	50	100	54	60	50	50		40	25	50			19	
	Peer	Na	Na	Na																			50		12	
Initiated to	Adult	Na	Na	Na		100				25	17	67			21	20	50	50		30	25	50			19	
	Peer	Na	Na	Na							50		50		25	20			100	30	50		50	100	50	
Pupil Moving			25	8	11	27	17			12	14		25	10		9		8		10	4			9	8	4
Pupil Distracted		Na	Na	Na		Na	Na	Na	Na			8	10		5	8		29		9	10	18			7	
Pupil Restless		Na	Na	Na		Na	Na	Na	Na			17			4	8			50	15	10	18	36	8	18	

Lee	School	MS.Sc.																							
No. of Sessions		A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	E1	E2	E3						
Session Time		am	am	am	am	am	am	am	pm	am	am	am	am	am	am	am	pm	pm	am						
Class Organis.	Class	40		10	17	58	86	75	55	33	25	17	19	17	25		10	25	8	11					
	Group	60	100	40	67	42	14	12	100	42	67	75	83	100	81	83	100	50	100	83	75	100	83	86	
	Individual			50	17			12	3							25	6		8	3					
Curriculum Focus	English	40	33	20	31	33	71	37	80	55	75	33			27	83			21						
	Maths			50	17									100	25			88	22						
	Science		67		22	42		50	23										83				28		
	Geog.	40			13								58	83	35										
	History																100	75	11	46		100	92	64	
	Art			20	7																				
	PE																								
	Music																								
	Tech.																								
	IT																								
	Snack																								
	choosing																								
	Routine	20		10	10	25	28	12	20	21	25	9	17		13	17	25		10	17		8	8		
	Therapy																								
Choice of Activity	Adult's	80	67	80	76	83	100	87	100	92	67	100	92	100	90	92	100	83	100	94	100	100	100	100	
	Pupil's	20	33	20	24	17		12		7	33		8		10	8		17	6						
People Involved	Adult	70	50	40	53	50	71	62		46	33	33	33	58	39	25	9	42		19	75	22	25	41	
	Peer	20	25	10	18	50	29	12	100	48	50	67	58	42	54	67	91	50	100	77	17	77	75	56	
	None	10	25	50	28			25		6	17		8		6	8		8		4	8			3	
Relation to Peer	Solitary	Na	Na	Na		Na	Na	Na	Na				8		2	8		17		6	8		8	5	
	Parallel	Na	Na	Na		Na	Na	Na	Na		100	100	75	100	94	92	100	83	100	94	92	100	92	95	
	Co-op	Na	Na	Na		Na	Na	Na	Na																
	Recip.	Na	Na	Na		Na	Na	Na	Na				17		4										
Verbal Interaction	%	60	58	20	46	8	29	12	40	22	50	25	33	58	41	42	27	17	33	30	58	22	8	29	
Initiated by	Adult	50	58	50	53		50	100	50	50			25		6	20	33	100		38	86			29	
	Peer											17		25	14	14			67	17		100	100	67	
Initiated to	adult	50	42	50	47	100	50		50	50	33			8				33	8	14				5	
	Peer									50	100	50	86	71	80	67			37						
Non Verbal Inter.	%	Na	Na	Na		25	29	12		16	33	8	17	58	29	33	27	17	22	25	8	22	33	21	
Initiated by	Adult	Na	Na	Na		33				8			50		12			100		25		50		17	
	Peer	Na	Na	Na						25			43	17		33			8		50	50	33		
Initiated to	Adult	Na	Na	Na		67	100	100		67	25			6	25			50	19	100				33	
	Peer	Na	Na	Na						50	100	50	57	64	75	67		50	48			50	17		
Pupil Moving		Na	Na	Na		33	42	12		22	8	8	8	25	12		9	17	44	17	8		8	5	
Pupil Distracted		Na	Na	Na			14	50		16	17	50	25	33	31	50	45	25	44	41	8	33	25	22	
Pupil Restless		Na	Na	Na						8	33	25	33	25	50	36	25	66	44	25	44	33	34		

Sean

Sean	School	MS.Sc.													
No. of Terms		A1	A2	A3	A4	B1	B2	B3	B4		C1	C2			
Session Time		am	am	am	am	am	am	am	am		pm	pm			
Class Organis.	Class	8	25	8	20	15	8	17	17	17	15	67	33	50	
	Group	50	42	33	30	39	67	25	33	42	42	25	58	41	
	Individual	42	33	58	50	46	25	58	50	42	44	8	8	8	
Curriculum Focus	English	58	50	42	40	47	42	50	50	33	44		50	25	
	Maths		33			8									
	Science											17		8	
	Geog.														
	History														
	Art							33				8			
	PE														
	Music											50		25	
	Tech.														
	IT														
	Snack														
	choosing		25		33	40	24	25		50	42	29	25	17	21
	Routine		17	17	25	20	20	33	17		25	19	8	33	21
	Therapy														
Choice of Activity	Adult's	75	75	75	80	76	83	83	83	83	83	67	100	83	
	Pupil's	25	25	25	20	24	17	17	17	17	17	33		16	
People Involved	Adult	67	25	33	50	44	67	67	42	50	56	67	75	71	
	Peer		42	17	20	20	17	17	42	25	25	25	25	25	
	None	33	33	50	30	36	17	17	16	25	19	8		4	
Relation to Peer	Solitary	Na	Na	Na	Na		Na	Na	Na	Na					
	Parallel	Na	Na	Na	Na		Na	Na	Na	Na		75	100	87	
	Co-op	Na	Na	Na	Na		Na	Na	Na	Na					
	Recip.	Na	Na	Na	Na		Na	Na	Na	Na		25		12	
Verbal Interaction	%	33	17	50	10	28	42	58	50	25	44	50	33	41	
Initiated by	Adult	50	100	17	100	67	60	86	83		57	50	50	50	
	Peer														
Initiated to	adult	50		83		33	40	14	17	100	43				
	Peer											50	50	50	
Non Verbal Inter.	%	Na	Na	Na	Na		17	8		8	8	17		8	
Initiated by	Adult	Na	Na	Na	Na		50	100		100	62				
	Peer	Na	Na	Na	Na										
Initiated to	Adult	Na	Na	Na	Na		50				12				
	Peer	Na	Na	Na	Na							100		50	
Pupil Moving		17	8	17	30	18	17	33	8	25	21	8	8	8	
Pupil Distracted		Na	Na	Na	Na							8		4	
Pupil Restless		Na	Na	Na	Na					8	2	8		4	

Nevine

Nevine	School	MS. Sc.												
		A1	A2	A3		B1	B2	B3		C1	C2	C3	C4	
No. of Terms		am	am	am		am	am	am		am	am	pm	pm	
Class Organis.	Class	14	8	17	13	9		33	14	22	10	20	50	25
	Group	57	25	75	52	91	20	66	59	77	90	80	50	74
	Individual	29	67	8	35		80		27					
Curriculum Focus	English	57	25		27		70	77	49	100		20		30
	Maths					82			20		90			22
	Science			75	25		10		3					
	Geog.													
	History													
	Art													
	PE												100	25
	Music													
	Tech.											60		15
	IT													
	Snack		8	8	5									
choosing		67	17	28										
Routine	43			14	18	20	22	20		10	20		7	
Therapy														
Choice of Activity	Adult's	86	33	100	73	100	100	100	100	100	100	100	100	100
	Pupil's	14	67		27									
People Involved	Adult	29	17	67	38	91	40	77	69	44	90	100	90	81
	Peer	71	25	17	38	9	40	22	24	44	10			13
	None		58	8	22		20		7	11			10	5
Relation to Peer	Solitary		58	17	25	18	40		19	11			10	5
	Parallel	100	25	75	67	82	60	99	80	88	100	100	70	89
	Co-op													
	Recip.		17	8	8								20	5
Verbal Interaction	%	43	33	42	39	36	50	55	47	33	40	60	40	43
Initiated by	Adult	33		40	24	75	60	80	72	100	75	67	100	85
	Peer		25		8							17		4
Initiated to	adult		25	40	22		40	20	20			17		4
	Peer	67	50	20	46	25			8		25			6
Non Verbal Inter.	%		25	25	17		30	11	14	22	20	40	10	23
Initiated by	Adult		33	67	50		67		33	100		50	100	62
	Peer		33		16									
Initiated to	Adult			33	16		33	100	67		50	25		19
	Peer		33		16						50	25		19
Pupil Moving		29		8	12	27	30	11	23	33	20	10	20	17
Pupil Distracted			8	8	5	9	20		10	11				3
Pupil Restless				8	3	9		11	7	11	10			5

Selim

Selim	School	MS.Sc.												
No. of Terms		A1	A2	B1	B2	B3	B4	C1	C2	C3	C4			
Session Time		pm	am	am	am	am	am	am	pm	am	am			
Class Organis.	Class	100		50	17	42	73	17	37	33	17	55	55	40
	Group		60	30	83	33	27	50	48	33	83	36	44	49
	Individual		40	20		25		33	14	33		9		10
Curriculum Focus	English	27	50	38	67	42	9	42	40	25	83	28	33	42
	Maths													
	Science							33	8				11	3
	Geog.													
	History													
	Art													
	PE	45		22			45		11	50		36		21
	Music													
	Tech.													
	IT													
	Snack													
	choosing		30	15	25	33	27	8	23				33	8
	Routine	27	20	23	8	25	18	17	17	25	17	36	22	25
	Therapy													
Choice of Activity	Adult's	100	80	90	100	67	100	100	92	100	100	100	66	92
	Pupil's		20	10		33			8				33	8
People Involved	Adult	100	50	75	83	50	73	67	68	91	100	100	44	84
	Peer		50	25	17	50	27	17	28	9			55	16
	None							8	2					
Relation to Peer	Solitary		20	10		8		25	8	33		9		11
	Parallel	91	60	76	92	67	91	75	81	67	91	91	66	79
	Co-op				8	8			4		9			2
	Recip.	9	20	15		17	9		6				33	8
Verbal Interaction	%	9	40	25	83	83	82	83	83	83	100	36	55	68
Initiated by	Adult		50	25	40	30	88	40	49	100	91	100	40	83
	Peer	100	50	75	40	20			15				20	5
Initiated to	adult				20	20	11	40	23				20	5
	Peer					30		20	12		9		20	7
Non Verbal Inter.	%	27	50	38	58	33	9	75	44	58	25	36	44	41
Initiated by	Adult		20	10	14	50	100	66	57	71	33	75	25	51
	Peer	33		16	14				3		33		25	14
Initiated to	Adult	33	20	26	29	25		11	16	14		25	25	16
	Peer	33	60	47	43	25		22	22	14	33		25	18
Pupil Moving		27	20	24	8	8	18		8	25		9		8
Pupil Distracted		18		9	50	17	9	8	21	17	9		11	9
Pupil Restless		18		9	8		9	17	9	33	17	17	22	22

Appendix 10: Classroom Interaction Schedule of Pre transition group

Catherine

Matthew

Robin

Marvin

Ben

John

David

Catherine	Terms	C1	C2	C3		D1	D2	D3	D4	D5	D6	
No of Episodes		7	3	12		12	9	8	5	7	9	
No of Exchange		17	9	28		29	26	29	19	33	27	
Adult/pupil	Total	18	56	61	45	48	46	55	37	64	56	51
	Verbal		20	71	30	50	33	31	57	29	47	41
	Non verbal		20		7	14		12		10		6
	both	100	60	29	63	36	67	56	43	61	53	53
Verbal	orienting	100	50	65	72	50	58	50	29	47	53	48
	informing		25		8	8		21	43	32	27	22
	praise		25	17	14	8	17		14	5	14	10
	concluding											
	routine			17	6	25	8	29	14	10	6	14
	criticism					8	17			5		5
Non Verbal	Facial	33		20	18	50		9		7	12	13
	Physical	67	100	80	82	50	100	91	100	93	88	87
Pupil/adult	Total		22	39	20	45	31	45	26	37	44	38
	Verbal					8		23				5
	Non verbal		100	100	100	69	88	77	100	100	92	88
	Both					23	12				8	7
Verbal	self maintain											
	directing											
	reporting					67		67			100	59
	predicting											
	imagining											
	questioning											
	humour											
	inaudible					33	100	33				41
Non Verbal	Facial		100	9	55	36		30	20			14
	Physical			91	45	64	100	70	80	100	100	86
Peer/ pupil	Total	53	22		25		12		16			4
	Verbal	11			5				33			16
	Non verbal	44	50		47		67		33			50
	Both	44	50		47		33		33			33
Verbal	self maintain	25			12							
	directing	25			12				100			50
	reporting	25			12							
	predicting											
	imagining											
	questioning		100		50							
	humour	25			12							
	inaudible						100					50
Non Verbal	Facial	29			15							
	Physical	71	100		85		100		100			100
Pupil/peer	Total	29			10	10	12		21			7
	Verbal											
	Non verbal	100			100	33	100		100			78
	Both					67						22
Verbal	self maintain											
	directing											
	reporting											
	predicting											
	imagining											
	question											
	humour											
	inaudible					100						33
Non Verbal	Facial	20			20				25			8
	Physical	80			80	100	100		75			92

Matthew		B1	B2	B3		C1	C2	C3		D1	D2	D3	D4	D5	D6	
No of Episodes		1	6	6		7	7	10		13	8	5	11	6	8	
No of Exchange		22	16	24		12	20	27		36	20	23	26	35	25	
Adult/pupil	Total	73	69	54	65	67	55	52	58	50	50	57	54	54	48	52
	Verbal	50	9	31	30	12	73	36	40	61	10	69	50	26	25	40
	Non verbal	6	9		5	37		36	24				9		25	6
	both	44	82	69	65	50	27	28	35	39	90	31	41	74	50	54
Verbal	orienting	42	70	38	50	40	45	44	43	61	70	46	23	53		42
	informing	7		31	13			11	4		10	23		5	44	14
	praise	14	20	23	19			11	4	6	10				22	6
	concluding											8				1
	routine	36	10	8	18	60	27	33	40	33	10	23	77	26	33	34
	criticism						27		9							
Non Verbal	Facial		40		14	14		11	8	29	33			14		13
	Physical	100	60	100	86	86	100	89	92	71	67	100	100	86	100	87
Pupil/adult	Total	27	25	46	33	33	45	48	42	44	40	43	46	46	32	42
	Verbal	17		45	21		33	38	24	6	12	30	83	12	14	26
	Non verbal	33	100	36	56	100	67	46	71	69	75	50	17	69	86	61
	Both	50		18	23			15	5	25	12	20		19		13
Verbal	self maintain						33		16	20						3
	directing			29	15											
	reporting	100		57	78			57	29	60	50	60	60	100	100	72
	predicting															
	imagining															
	questioning			14	7							20	20			7
	humour															
	inaudible						67	43	55	20	50	20	20			18
Non Verbal	Facial	20	75	50	48	25	100	75	67	50	100	100	50	7	29	56
	Physical	80	25	50	52	75		25	33	50			50	93	71	44
Peer/ pupil	Total									3	5				12	3
	Verbal									100					33	44
	Non verbal										100				33	44
	Both														33	11
Verbal	self maintain															
	directing														50	25
	reporting														50	25
	predicting															
	imagining															
	questioning									100						50
	humour															
	inaudible															
Non Verbal	Facial										100					50
	Physical														100	50
Pupil/peer	Total		6		2					3	5				8	3
	Verbal		50		50											
	Non verbal		50		50					100	100				100	100
	Both															
Verbal	self maintain															
	directing															
	reporting		100		100											
	predicting															
	imagining															
	question															
	humour															
	inaudible															
Non Verbal	Facial		100		100					100						33
	Physical										100				100	67

Marvin	Terms	B1	B2		C1	C2	C3		D1	D2	D3	D4	D5	D6
No of Episodes		7	5		6	7	6		9	7	3	7	3	
No of Exchange		12	7		14	12	14		33	32	11	21	11	
Adult/pupil	Total	50	29	40	36	25	21	27	58	44	18		9	26
	Verbal	17		8	40	67	67	58	42	29	100			43
	Non verbal									14				3
	both	83	100	92	60	33	33	42	58	57			100	54
Verbal	orienting	33	50	42	40	33	100	58	47	66				28
	informing		50	25	40	33		24	16	17			100	33
	praise	17		8					26	17				11
	concluding													
	routine	50		25	20	33		18	10		100			28
	criticism													
Non Verbal	Facial		50	25	33	100		44	9				100	36
	Physical	100	50	75	67		100	56	91	100				64
Pupil/adult	Total	8	26	17	50	25	7	27	42	45	18		9	29
	Verbal	100		50	43	33		25	57	47	100		100	76
	Non verbal		33	16		67	100	56		26				6
	Both		67	34	57			19	43	26				17
Verbal	self maintain		100	50										
	directing													
	reporting	100		50		100		50	93	46	100		100	85
	predicting													
	imagining													
	questioning								7	8				4
	humour				29			15						
	inaudible				71			35		46				11
Non Verbal	Facial		33	33					33	12				22
	Physical		67	67	100	100	100	100	67	87				77
Peer/ pupil	Total	25	42	33	7	8	36	17		6	27	57	45	34
	Verbal					100	40	47		33	75	60	42	
	Non verbal		100	50			40	13			8			2
	Both	100		50	100		20	40		100	67	17	40	56
Verbal	self maintain													
	directing									33	27			15
	reporting	67		67		100	67	56		33			80	28
	predicting													
	imagining	33		33								36		9
	questioning						33	11		33	36	20		22
	humour													
	inaudible				100			33		100				25
Non Verbal	Facial				100			50						
	Physical	100	100	100			100	50		100	100	100	100	100
Pupil/peer	Total	17		8	7	42	36	28		3	36	43	36	29
	Verbal	50		50		40	20	20			25	55	75	39
	Non verbal	50		50	100	40	60	67		100	50	22		43
	Both					20	20	13			25	22	25	18
Verbal	self maintain													
	directing					50		25			50	29		26
	reporting	100		100		50		25			50	57	75	61
	predicting													
	imagining													
	question											14	25	13
	humour													
	inaudible						100	50						
Non Verbal	Facial	100		100		20	6		100	100	50	100		88
	Physical				100	100	80	94			50			12

Robin	Terms	B1	B2	C1	C2	C3	D1	D2	D3	D4	D5	D6			
No of Episodes		4	5	8	7	8	12	9	9	6	7	4			
No of Exchange		9	7	11	15	18	31	36	25	29	22	14			
Adult/pupil	Total	11	57	34	27	33	31	45	33	48	45	50	64	47	
	Verbal	100	25	62	67	60	42	36	33	33	38	27	75	40	
	Non verbal		25	12			7							1	
	both		50	25	33	40	100	58	57	67	67	62	73	25	59
Verbal	orienting			33	20	83	45	14	58	33	46	55		34	
	informing		67	34		20	7	21	8	8	15	18	22	15	
	praise			33		17	17	21		33	31			14	
	concluding							8						1	
	routine	100		50		20	7	43	17	25	8		77	28	
	criticism		33	16	33	40	24		8			27		6	
Non Verbal	Facial		33	33		50	17	22		12		12	12	33	12
	Physical		67	67	100	50	83	78	100	87	100	88	87	67	88
Pupil/adult	Total	11	43	27	9	40	28	26	42	31	48	41	36	36	39
	Verbal		33	16		17		6	8	54	42	25	12		24
	Non verbal				100	17	100	72	61	27	42	8	75	80	49
	Both	100	67	83		66		22	31	9	16	67	12	20	26
Verbal	self maintain								85						14
	directing														
	reporting		67	34		80		80	50		43	75	100	100	61
	predicting										8				1
	imagining														
	questioning	100	33	67					25		57				14
	humour														
	inaudible				20		20	25	15		16				9
Non Verbal	Facial		50	25	100	100		67	42	60	43	44		20	35
	Physical	100	50	75			100	33	58	40	57	55	100	80	65
Peer/ pupil	Total	44		22	36	13	6	18	6	10	4	10	9		6
	Verbal	25		25			100	33	50	50		100			40
	Non verbal	25		25	25	100		42	50	33	100		50		47
	Both	50		50	75			25		17			50		13
Verbal	self maintain														
	directing				33		100	67		25			100		31
	reporting								100	50		67			54
	predicting														
	imagining	100		100						25		33			14
	questioning														
	humour														
	inaudible				67			33							
Non Verbal	Facial	50		50		100		50		33					8
	Physical	50		50	100			50	100	67	100		100		92
Pupil/peer	Total	33		16	27	13	33	24	6	26		3	5		7
	Verbal	50		50		50		17		71		100			43
	Non verbal	25		25			100	33	50	14			100		41
	Both	25		25	100	50		50	50	14					16
Verbal	self maintain				67	50		58							
	directing														
	reporting					50		25		66					22
	predicting														
	imagining									17					6
	question	100		100								100			33
	humour														
	inaudible				33			16	100	17					39
Non Verbal	Facial	100		100	33	100	50	61		50					17
	Physical				67		50	39	100	50			100		83

Ben	Terms	B1	B2	C1	C2	D1	D2	D3	D4	D5	D6			
No of Episodes		9	7	7	5	8	8	10	1	12	6			
No of Exchange		21	8	19	14	23	29	26	12	33	23			
Adult/pupil	Total	14	37	26	16	43	30	48	28	35	50	48	61	45
	Verbal	33	67	50	100	33	66	73	88	33	83	37	21	56
	Non verbal	33		16		17	8				6	14	3	
Verbal	both	33	33	33		50	25	27	12	67	17	56	64	41
	orienting	50		25	33	60	46	36	12	56	50	50	50	42
	informing				67		33	27	38	22		19	33	23
	praise									25			8	6
	concluding												8	1
	routine	50	50	50				36	50	11	25			20
	criticism		50	25		40	20			11		31		7
Non Verbal	Facial													
	Physical	100	100	100		100	100	100	100	100	100	100	100	100
Pupil/adult	Total	29		15	5	36	20	43	14	23	50	30	35	32
	Verbal	80		80	100	60	80	40	50	83	50	20	50	49
	Non verbal	20		20		20	10	20	25	17	50	20	25	26
	Both					20	10	40	25			60	25	25
Verbal	self maintain				100		50	25		20		25		12
	directing								80					13
	reporting	25		25		100	50	50			100	50	67	45
	predicting													
	imagining							12						2
	questioning	25		25					67			12		13
	humour													
	inaudible	50		50				12	33			12	33	15
Non Verbal	Facial													
	Physical	100		100		100	100	100	100	100	100	100	100	100
Peer/ pupil	Total	24	25	25	32	7	20	4	31	13		9		10
	Verbal	40		20		100	50	100	11	100				53
	Non verbal	60	50	55	50		25				100			27
	Both		50	25	50		25		78					20
Verbal	self maintain	100		50										
	directing		100	50		100	50		33					11
	reporting				67		33	100	33	67				66
	predicting													
	imagining				33		17		33					11
	questioning									33				11
	humour													
	inaudible													
Non Verbal	Facial													
	Physical	100	100	100	100		100				100			100
Pupil/peer	Total	33	38	35	47	14	30	4	27	29		12	4	13
	Verbal	29		15		100	50		11	75		25		22
	Non verbal	29	67	48	33		17		22					4
	Both	42	33	37	67		33	100	67	25		75	100	73
Verbal	self maintain	40	100	70		50	25		29	25		50		21
	directing								43			25		14
	reporting	40		20		50	25	100	14	25			100	48
	predicting													
	imagining				100		50							
	question	20		10						50				10
	humour													
	inaudible								14			25		8
Non Verbal	Facial							12				100		22
	Physical	100	100	100	100		100	100	88	100		100		78

John	Terms	B1	B2	B3		C1	C2		D1	D2	D3	D4	D5	D6	
No of Episodes		2	6	7		6	11		8	7	7	5	6	6	
No of Exchange		23	20	17		11	19		18	24	11	9	28	29	
Adult/pupil	Total	56	35	35	42	27	37	32	28	25	27	44	50		29
	Verbal	54	71	17	47		71	35	20	33	33	100	29		43
	Non verbal			33	11	33		16			33		7		8
	both	46	29	50	42	67	29	48	80	67	33		64		49
Verbal	orienting	46	43	25	38		71	35	40	33	100	75	77		65
	informing		14		5	50		25				25	8		7
	praise	38	14	25	26	50	14	32		33			15		16
	concluding									16					3
	routine	15	28	25	23		14	7	60	16					15
	criticism			25	8										
Non Verbal	Facial	17		25	14		50	25			50		10		15
	Physical	83	100	75	86	100	50	75	100	100	50		90		85
Pupil/adult	Total	35	45	29	36	36	47	42	22	21	18	11	46		20
	Verbal	75	44	20	46		87	43	25	20		100	31		35
	Non verbal	12	22	20	18		13	6	25	40	50		46		32
	Both	12	33	60	35	100		50	50	40	50		23		33
Verbal	self maintain														
	directing														
	reporting	100	100	66	89	100	89	95	100	100	100		100		80
	predicting														
	imagining														
	questioning						11	5				100			20
	humour														
	inaudible			33	11										
Non Verbal	Facial	50	50	66	55	25	100	63	66	50	100		18		59
	Physical	50	50	33	44	75		37	33	50			82		41
Peer/ pupil	Total	9	10	10	10	18		9	22	29	18	11		45	21
	Verbal	100	50	50	67					29	50			23	20
	Non verbal		50	50	33	50		50	25	14		100			28
	Both					50		50	75	57	50			77	52
Verbal	self maintain	100			33					17	50			16	21
	directing													31	8
	reporting		100		33					66				23	22
	predicting														
	imagining										50				12
	questioning					100		100		17				31	12
	humour			100	33										
	inaudible								100						25
Non Verbal	Facial			100	50	50		50						10	2
	Physical		100		50	50		50	100	100	100	100		90	98
Pupil/peer	Total		15	20	12	18	5	17	28	25	36	33	4	55	30
	Verbal		66	75	71	100	66	83		50	75	33		12	28
	Non verbal								60	17		33		12	20
	Both		33	25	29		33	16	40	33	25	33	100	75	51
Verbal	self maintain											50		12	10
	directing													19	3
	reporting		66	33	50	100	100	100	50	33		50	100	69	50
	predicting														
	imagining									33	100				22
	question		33	33	33				50	33					14
	humour			33	17										
	inaudible														
Non Verbal	Facial			100	50					33			100	50	31
	Physical		100		50		100	100	100	67	100	100		50	69

David	Terms	B1	B2	B3		1	C2		D1	D2	D3	D4	D5	D6	
No of Episodes		4	5	4		7	7		7	9	2	4	8	4	
No of Exchange		13	13	16		9	11		21	9	9	9	22	10	
Adult/pupil	Total	54	46	44	36	11	54	33	52		44	33	4	30	27
	Verbal	100	83	43	75	100	50	75	45		100	33	100	100	76
	Non verbal														
	both		17	57	25		50	25	54			67			24
Verbal	orienting	29		57	29		80	40	36		75	100	100	67	76
	informing		17	14	10	100		50			25				5
	praise	14		14	9		20	10	27						5
	concluding	14			5				36						7
	routine	43	83	14	47										
	criticism													33	7
Non Verbal	Facial								33						7
	Physical		100	100	100		100	100	67			100			93
Pupil/adult	Total	46	38	50	45	44	27	36	43		55	11	8	20	23
	Verbal	83	40	50	58	80	67	73	78		100	100			56
	Non verbal	17	20		12	20	33	27						100	20
	Both		40	50	30				22				100		24
Verbal	self maintain	80		25	35				89			100			47
	directing														
	reporting	20	75	50	48	50	100	75			60		100		40
	predicting														
	imagining														
	questioning		25		8	25		12			20				5
	humour														
	inaudible			25	8	25		12	11		20				8
Non Verbal	Facial		33	75	36	100		50	100						33
	Physical	100	67	25	64		100	50					100	100	67
Peer/ pupil	Total		8		3	11		11	5		22	50	30	18	
	Verbal										50	18		17	
	Non verbal					100		100			50	9	100	40	
	Both		100		100			100				73		43	
Verbal	self maintain														
	directing														
	reporting								100			75		58	
	predicting														
	imagining														
	questioning		100		100						100			33	
	humour											25		8	
	inaudible														
Non Verbal	Facial					100		100				22		5	
	Physical		100		100				100		100	78	100	95	
Pupil/peer	Total		8	6	4	22	18	20	100		33	41	20	32	
	Verbal					100	50	75	44			11		14	
	Non verbal								11		33	67	100	53	
	Both		100	100	100		50	25	44		67	22		33	
Verbal	self maintain											25		8	
	directing								25					8	
	reporting		100	100	100				50		100	75		75	
	predicting														
	imagining														
	question					50		25	12					4	
	humour														
	inaudible					50	100	75	12					4	
Non Verbal	Facial		100		50				20			12		8	
	Physical			100	50		100	100	80		100	88	100	92	

Appendix 11: Classroom Interaction schedule of Transition group

Robert

Anna

Andrew

Karl

Amy

Mary

Martine

Robert	Terms	D1	D2	E1	E2	E3	F1	F2	F3	F4	F5		
No of Episodes		2	6	13	6	9	12	8	11	3	2		
No of Exchange		6	16	20	13	16	30	30	16	19	28		
Adult/pupil	Total	17	17	20	46	31	32	33	3	25	53	46	32
	Verbal			75	50	40	55	30	100	100	30	31	58
	Non verbal	100	100		17		6						
	both			25	33	60	36	70		70	69	42	
Verbal	orienting			25	60	60	48	70	100	25	40	15	50
	informing			25	40	20	28		25	40	69	26	
	praise					20	7	10		25	10	15	12
	concluding												
	routine			50			17		25	10		7	
	criticism							20					4
Non Verbal	Facial	100	100			33	11	29		14	11	18	
	Physical			100	100	67	89	71		86	89	82	
Pupil/adult	Total	17	17	5	31	25	20	30	6	6	47	36	25
	Verbal				100		33				44	20	13
	Non verbal	100	100	100		100	67	100	50	100	33	50	67
	Both								50		22	30	20
Verbal	self maintain												
	directing												
	reporting			100		100		100		100	100	100	100
	predicting												
	imagining												
	questioning												
	humour												
	inaudible												
Non Verbal	Facial	100	100		25	8	22			60		16	
	Physical			100	75	92	78	100	100	40	100	84	
Peer/ pupil	Total	34	37	35	30	8	25	21	17	40	25	7	18
	Verbal		17	8	67	100		56		33	50	50	33
	Non verbal	100	33	66	17		75	30	60	8			17
	Both		50	25	17		25	14	40	58	50	50	50
Verbal	self maintain						100	33	50				12
	directing									25			6
	reporting		50	50	80	100		60	50	20	75		36
	predicting												
	imagining								70				17
	questioning								10		100		28
	humour		50	50									
	inaudible				20			6					
Non Verbal	Facial		20	10				40	25				16
	Physical	100	80	90	100		100	100	60	75	100	100	84
Pupil/peer	Total	34	62	48	45	15	19	26	20	50	44	11	25
	Verbal		50	25	50			17		26	14	33	18
	Non verbal	100	20	60	56		33	30	83	7	29	67	46
	Both		30	15	44	50	67	53	17	67	57		35
Verbal	self maintain		13	13							20		4
	directing									7	60		17
	reporting		87	87	50			17		43	20	100	41
	predicting												
	imagining								43				11
	question							100					25
	humour			25				8					
	inaudible			25	100	100	75		7				2
Non Verbal	Facial	100	100	100	37	100	33	56					
	Physical				62		67	43	100	100	100	100	100

Anna	Terms	D1	D2	E1	E2	E3	F1	F2	F3	F4	F5	F6				
No. of episodes		1	7	6	9	9	8	11	9	8	4	2				
No of Exchange		10	22	12	23	22	25	26	27	26	29	26				
Adult/pupil	Total		64	32	50	9	45	35	48	4	52	54	38	50	41	
	Verbal		43	43	67		40	36	67		29	64	64	8	40	
	Non verbal		14	14			20	7			7	7		16	5	
	both		43	43	33	100	40	58	33	100	64	29	36	76	55	
Verbal	orienting		50	50	17	100		39	25		46	23	64	18	29	
	informing		8	8	83		75	53	33		23		9	55	20	
	praise		33	33			25	8	8		23	38	18	8	16	
	concluding									100					17	
	routine		8	8						33	8	38	9	18	18	
	criticism															
	Non Verbal	Facial			50	100	50	75	100	50	40					44
	Physical		100	100	50	100	50	25		50	60	100	100	100	56	
Pupil/adult	Total		27	14	50	4	50	35	40	4	48	46	34	50	37	
	Verbal		67	67			36	12	40	100	85	25	30	23	51	
	Non verbal		17	17	33	100		44	50		17				11	
	Both		17	17	67		64	44	10		15	58	70	77	36	
Verbal	self maintain															
	directing						9	4								
	reporting		80	80	100		27	63	40		62	60	100	92	59	
	predicting															
	imagining															
	questioning		20	20			64	32	60	100	31	40		8	40	
	humour															
	inaudible									7					1	
Non Verbal	Facial				50	100	50	67	20		67	100	14	10	35	
	Physical		100	100	50		50	33	80		33		86	90	65	
Peer/ pupil	Total		60	5	32		43	14	4	50		14			11	
	Verbal						60	60	100	36					45	
	Non verbal		100		50		10	10								
	Both		100	50	30		30	64			100				55	
Verbal	self maintain															
	directing						11	11	33			50			28	
	reporting		100	100	56		56	50				50			33	
	predicting															
	imagining									17					6	
	questioning								100						33	
	humour					33		33								
	inaudible															
Non Verbal	Facial				50		50									
	Physical		100	100	100		50	50	100			100			100	
Pupil/peer	Total		40	5	22		43	4	16	8	42		14		11	
	Verbal		100	50	20	100	60	50	18			50			39	
	Non verbal		100	50	10		5	64			25				30	
	Both				70		35	50	18		25				31	
Verbal	self maintain															
	directing						11	6								
	reporting				56	100	78	50	75			33			53	
	predicting															
	imagining															
	question		100	100					50			33			28	
	humour					33		15								
	inaudible								25		33				19	
Non Verbal	Facial		25	25	87		87	89			100				63	
	Physical		75	75	12		12	100	11						37	

Karl	Terms	C1	C2	D1	D2	D3	E1	E2	E3	E4	E5	E6		
No of Episodes		6	7	8	12	5	3	7	9	8	3	6		
No of Exchange		22	14	15	22	13	14	23	30	29	10	12		
Adult/pupil	Total	59	29	44	13	32	31	25	36	22	47	52	17	29
	Verbal	15	25	20		86	100	62	20	20	43	47		35
	Non verbal	15	25	20		14		5		20		6		50
	both	70	50	60	100			33	80	60	57	47		50
Verbal	orienting	27	33	30	100	33	75	69	40	25	29	50		100
	informing		33	16		50	25	25		25		29		11
	praise	9		5						36				7
	concluding	9		5										
	routine	36		18		17		6	60	50	36	7		30
	criticism	18	33	25								14		3
Non Verbal	Facial		33	15		100		50	50	25	62	12		100
	Physical	100	67	85	100			50	50	75	38	88		50
Pupil/adult	Total	41	5	23	41	18	15	25	36	26	50	38		8
	Verbal	55		27	100	50		50		50	47	18		23
	Non verbal	22		11		50	100	50	20	50	13	36		24
	Both	22	100	61					80		40	45		100
Verbal	self maintain											14		3
	directing								33	8	14			11
	reporting	100		50	100	100		100	50		77	57		100
	predicting													
	imagining													
	questioning								33					7
	humour													
	inaudible		100	50				50	33	15	14			22
Non Verbal	Facial	50	100	67		100		50	33		25	33		100
	Physical	50		33			100	50	67	100	75	67		62
Peer/ pupil	Total	43	22	13	32	31	25	14	21	3	22	70	33	27
	Verbal	17	17	29		25	18		20			14		6
	Non verbal	33	33	43	71	25	46	50	40			71	25	31
	Both	50	50	29	29	50	36	50	40	100	100	14	75	63
Verbal	self maintain										50			8
	directing				50	67	39					50	33	14
	reporting		50	50	50	33	28			100		50	33	31
	predicting													
	imagining		25	25				100	100					33
	questioning										50			8
	humour													
	inaudible		25	25	100		33						33	6
Non Verbal	Facial					33	11		20			17	25	10
	Physical	100	100	100	100	67	89	100	80	100	100	83	75	90
Pupil/peer	Total	21	10	33	18	23	25	14	30		3	30	42	19
	Verbal				20		33		18		14			3
	Non verbal	33	33	80	100	33	71		42		100	67	20	46
	Both	67	67			33	11	100	42			33	80	51
Verbal	self maintain	100	100			50	25					100		20
	directing													50
	reporting							100						50
	predicting													30
	imagining					50	25		100					20
	question												100	20
	humour													
	inaudible				100		50							
Non Verbal	Facial	100	100		25	50	25	100	33				20	31
	Physical			100	75	50	75		67		100	100	80	69

Amy	Terms	C1	C2	D1	D2	D3	E1	E2	E3	E4	E5	E6		
No of Episodes		1	5	7	8	9	16	16	4	2	2	3		
No of Exchange		20	15	10	25	19	30	34	33	35	36	35		
Adult/pupil	Total			50	40	21	37	3	55	54	53	54	37	
	Verbal			40	100	75	72		56	68	63	53	48	
	Non verbal													
	both			60		25	38	100	44	32	37	47	52	
Verbal	orienting			60	90		50	100	39	32	63	25	52	
	informing			20		33	18		17	21	16	16	14	
	praise					33	11		28	26	16	26	19	
	concluding													
	routine					33	11		17	21	5	5	10	
	criticism			20	10		10					5	4	
Non Verbal	Facial											22	5	
	Physical			100		100	100	100	100	100	100	78	95	
Pupil/adult	Total	7	3	10	28	16	18	7	3	45	46	47	33	
	Verbal				100	33	44			67	75	6	12	27
	Non verbal			100			33	100	100	26	25	59	50	60
	Both	100	100			67	22			7		35	37	13
Verbal	self maintain									92				33
	directing													
	reporting	100	100		29	100	65		91		86	100	69	
	predicting													
	imagining													
	questioning										14		3	
	humour													
	inaudible				71		35		9	8			4	
Non Verbal	Facial	100	100			100	50	100	100		6		34	
	Physical			100			50		100	100	94	100	66	
Peer/ pupil	Total	45	60	53	20	16	32	23	40	47			14	
	Verbal		11	5		75	83	53	25	62			44	
	Non verbal	55		28		25	17	14	17	19			18	
	Both	44	88	66	100		33	58	19				39	
Verbal	self maintain	75	44	60	50		20	23	10				5	
	directing		33	16					8				4	
	reporting	25	22	23		33	80	38	40	15			27	
	predicting													
	imagining				50		17	20	69				45	
	questioning					67	22	20					10	
	humour													
	inaudible							10	8				9	
Non Verbal	Facial	11		5				22	67				44	
	Physical	88	100	95	100	100	100	77	33				56	
Pupil/peer	Total	55	33	44	20	16	32	23	53	47			17	
	Verbal		20	10		25	33	53	19	6			12	
	Non verbal	91	60	75	50	25	50	14	19	37			28	
	Both	9	20	15	50	50	17	33	62	56			59	
Verbal	self maintain		50	25					8				4	
	directing		50	25		33		11	15				7	
	reporting					33	67		31	30			30	
	predicting													
	imagining				100		33		38	50			44	
	question	100		50			33		10				5	
	humour													
	inaudible					33		44	8	10			9	
Non Verbal	Facial	9	25	17			50	17	46	7			26	
	Physical	91	75	83	100	100	50	83	54	93			74	

Mary	Terms	C1	C2	D1	D2	D3	E1	E2	E3	E4	E5		
No of Episodes		6	7	12	9	7	9	6	6	10	8		
No of Exchange		12	7	19	18	20	23	11	25	32	19		
Adult/pupil	Total	17	29	23	28	50	26	9	32		26	13	
	Verbal				80	70	75	100	12		100	71	
	Non verbal					10	5						
	both	100	100	100	20	20	25		88			29	
Verbal	orienting				100	77	89		12		60	24	
	informing	100	50	67		11	5		25			8	
	praise		50	33		11	5		37			12	
	concluding												
	routine							100	25		40	55	
	criticism												
Non Verbal	Facial		50	33					71			71	
	Physical	100	50	67	100	100	100		29			29	
Pupil/adult	Total	33		16	11	40	17		32		11	9	
	Verbal	50		50					25			12	
	Non verbal	25		25	50	87	68		50		100	75	
	Both	25		25	50	13	32		25			12	
Verbal	self maintain												
	directing												
	reporting	67		67					75			75	
	predicting												
	imagining												
	questioning	33		33									
	humour												
	inaudible				100	100	100		25			25	
Non Verbal	Facial	50		50	100	25	62		33			17	
	Physical	50		50		75	38		67		100	83	
Peer/ pupil	Total	25	14	16	53	28	27	48	45	20	50	32	39
	Verbal	25		12	30	60	45	9	20	25	56	67	35
	Non verbal			50	40	40	40	36	40	50	6	16	30
	Both	75		37	30		15	55	40	25	37	16	25
Verbal	self maintain	33		33									
	directing							14			13		5
	reporting	67		67	33	100	66	43	100		27	40	42
	predicting												
	imagining				17		8				40		8
	questioning				33		17	28		50	20	20	24
	humour												
	inaudible				17		8	14		50		40	20
Non Verbal	Facial				14	50	32	10		67	29		18
	Physical	100	100	100	86	50	68	90	100	33	71	100	82
Pupil/peer	Total	33	57	45	47	33	10	52	45	16	50	32	39
	Verbal	67		33		33		17	20	20	25	50	26
	Non verbal		50	25	55	33	100	8		20	6	17	10
	Both	33	50	42	44	33		75	80	60	69	33	63
Verbal	self maintain					25			20		7		5
	directing							9	20	33	20	20	20
	reporting	67	50	58	100	25		45	40	33	33	20	34
	predicting												
	imagining										27		5
	question	33		16		25		27	20		13	40	20
	humour												
	inaudible		50	25		25		18		33		20	14
Non Verbal	Facial		50	33		75	50	40	25	60	25		30
	Physical	100	50	67	100	25	50	60	75	40	75	100	70

Martine	Terms	B1	B2	B3		C1	C2	C3		D1	D2	D3	D4	D5	
No of Episodes		6	8	7		11	6	6		13	8	11	11	9	
No of Exchange		20	26	19		24	10	14		26	21	26	33	25	
Adult/pupil	Total	15		26	14	8	20	36	21	19	24	27	6	20	19
	Verbal					100	100	20	73	80	20	57	50	80	57
	Non verbal	100		20	60							14			3
	both			80	40			80	27	20	80	29	50	20	40
Verbal	orienting			100	100		50	40	30	40	20	50			22
	informing					50	50	20	40				50		10
	praise									20	60				16
	concluding														
	routine					50		40	30	40	20	50	50	60	44
	criticism													40	8
Non Verbal	Facial	67									25	67	100	100	58
	Physical	33		100	100			100	100	100	75	33			42
Pupil/adult	Total	10		21	10	8	20	36	21	8	14	23	9	20	15
	Verbal			25	12		50	40	30	100		17			23
	Non verbal			25	12		50	40	30		67	66	67	40	48
	Both	100		50	75	100		20	40		33	17	33	60	29
Verbal	self maintain														
	directing							33	11						
	reporting	100		67	83	100	100	33	78	100	100	100		67	73
	predicting														
	imagining														
	questioning												100	33	27
	humour			33	16										
	inaudible							33	11						
Non Verbal	Facial	100		33	67	50	100	33	61		33	20	33	20	21
	Physical			67	33	50		67	39		67	80	67	80	79
Peer/ pupil	Total	40	62	26	43	37	30	14	27	23	14	19	36	28	24
	Verbal	50	50	60	53	44			15	22		20	17		11
	Non verbal	50		20	23	44	67	100	70	44	67	40	58	71	56
	Both		50	20	23	11	33		15	33	33	40	25	29	32
Verbal	self maintain		6	25	10					60		33	20	100	43
	directing			25	8	40			20			33			7
	reporting	25	50	25	33	20			10	20	100	33	40		39
	predicting	25			8										
	imagining		37		12					20					4
	questioning	50	7		19		100		50				20		4
	humour														
	inaudible			25	8	40			20				20		4
Non Verbal	Facial	25	37		21	40	33	50	41	29	33			29	18
	Physical	75	63	100	79	60	67	50	59	71	67	100	100	71	82
Pupil/peer	Total	35	38	26	33	46	30	14	30	38	48	38	48	32	41
	Verbal	14	60	20	31	36			12	10	40	25	19		19
	Non verbal	43	10	40	31	18	33		17	50	10	37	25	75	39
	Both	43	30	40	38	45	67	100	71	40	50	37	56	25	42
Verbal	self maintain	25		33	19		50		17	20		20	8	100	30
	directing			33	11	33			11		33	20	8		12
	reporting	50	22		24	22	50		24	60	33	40	17		30
	predicting														
	imagining		22		7					20			42		12
	question	25	44		23	22			7		33	20	17		14
	humour														
	inaudible		11	33	15	22		100	41				8		2
Non Verbal	Facial	67	75	67	70	30			10	22	17		8	25	14
	Physical	33	25	33	30	70	100	100	90	77	83	100	92	75	86

Appendix 12: Classroom Interaction schedule of Post transition group

Simon

Laura

Lee

Nevine

Selim

Laura		C1	C2		D1	D2	D3		E1	E2	E3	E4	E5	E6		
No of Episodes		5	5		7	5	9		7	4	10	7	5	8		
No of Exchange		21	16		21	13	20		16	26	18	15	22	25		
Adult/pupil	Total	29	31	30	5		15	7	62	46	17	20	32	56	39	
	Verbal	67	60	63					50	25			29	79	30	
	Non verbal									8	33		14		9	
	both	33	40	36	100		100	100	50	67	67	100	57	21	60	
Verbal	orienting		60	30	100		100	100	40	27	100		50	29	41	
	informing								60	55		33	17	36	33	
	praise		20	10								33	17	7	9	
	concluding									9					1	
	routine	100	20	60						9			17	21	8	
	criticism											33			7	7
Non Verbal	Facial									44			40	33	19	
	Physical	100	100	100	100		100	100	100	55	100	100	60	67	80	
Pupil/adult	Total	29	6	17			10	3	31	54	6	7	23	36	26	
	Verbal	100		50						36	100		40	11	31	
	Non verbal						100	100	80				40	77	33	
	Both		100	50					20	64		100	20	11	36	
Verbal	self maintain									93					16	
	directing															
	reporting	100	100	100							100	100	67	50	53	
	predicting															
	imagining															
	questioning									7			33		7	
	humour															
	inaudible								100						50	25
	Non Verbal	Facial		100	100			50	50	33	22				37	18
	Physical						50	50	67	77		100	100	63	81	
Peer/ pupil	Total	14	19	16	48	38	40	42			28	33	27	4	16	
	Verbal	100	100	100	50	40		30			40	20	83		36	
	Non verbal				30	40		23			40	20		100	40	
	Both				20	20	100	47			20	60	17		24	
Verbal	self maintain	67	33	50	57			19			33	75			36	
	directing						12	4			33	25	50		36	
	reporting	33		16	29	67	62	53					33		11	
	predicting															
	imagining															
	questioning		33	16			25	8			33		17		16	
	humour															
	inaudible		33	16	14	33		16								
	Non Verbal	Facial				100	67	25	64			67	75		100	60
	Physical					33	75	36			33	25	100		40	
Pupil/peer	Total	29	44	36	48	62	35	48	6		50	40	18	4	20	
	Verbal	50	43	46	50	12		21			44		50		19	
	Non verbal	17	43	30	30	37	71	46	100		12	17	50		36	
	Both	33	14	23	20	50	29	33			44	83		100	45	
Verbal	self maintain	80		40	14			5				20			5	
	directing										5				1	
	reporting	20	75	47	14	20	100	45			62	80	100		60	
	predicting															
	imagining															
	question		25	12	14	20		11								
	humour															
	inaudible				57	60		39			33			100	33	
	Non Verbal	Facial	50	75	62	80	71	43	65			40	17			11
	Physical	50	25	37	20	29	57	35	100		60	83	100	100	89	

Lee	Terms	C1	C2	C3	D1	D2	D3	E1	E2	E3	E4	E5			
No of Episodes		5	5	8	1	4	9	8	5	10	7	6			
No of Exchange		11	10	15	7	15	21	19	15	13	19	20			
Adult/pupil	Total	9		7	5	47	43	30	21	13	54	45	27		
	Verbal	100			50	71	100	85	75	100	71	22	67		
	Non verbal					14		7							
	both			100	50	14		7	25		29	77	32		
Verbal	orienting	100			50	17	77	47	50	50	28	33	41		
	informing											22	6		
	praise			100	50	17	11	14			14		3		
	concluding					17		8							
	routine					50		25	25	50	58	44	44		
	criticism						11	5	25				6		
	Facial					50		50			50		17		
Non Verbal	Physical			100	100	50		50	100	50		100	83		
Pupil/adult	Total	45			15	40	38	26	21	7	23	35	17		
	Verbal	60			60	67	12	39				29	7		
	Non verbal	40			40	17	87	52	100	100	100	14	78		
	Both					17		8				57	14		
Verbal	self maintain														
	directing														
	reporting	33			33	20	100	60				100	100		
	predicting	33			33										
	imagining														
	questioning	33			33										
	humour														
Non Verbal	inaudible					80		40							
	Facial	100			100	50	14	32	50			20	18		
	Physical					50	86	68	50	100	100	80	82		
Peer/ pupil	Total	18	40	40	33	43	7	5	18	32	40	8	53	10	29
	Verbal			33	11	67			22	33	50	10			19
	Non verbal	50	75	17	47					17		40	50		21
	Both	50	25	50	42	33	100	100	78	67	33	100	50	50	60
Verbal	self maintain														
	directing											33		6	
	reporting		100	40	47	33			11	25	40	17		16	
	predicting														
	imagining			20	7										
	questioning	100		20	40	33	100		44			17	100	23	
	humour			20	7					75		33		22	
Non Verbal	inaudible					33		100	44		60	100		32	
	Facial			50	17			100	33	50	100	23	50	45	
	Physical	100	100	50	83	100	100		67	50		100	77	50	55
Pupil/peer	Total	27	60	53	47	57	7	14	26	26	40	15	47	10	28
	Verbal			12	4	50	100		59		17		11		6
	Non verbal	67	50	37	51	25		67	31	60			55		23
	Both	33	50	50	44	25		33	19	40	83	100	33	100	71
Verbal	self maintain			20	7						33				7
	directing		67		22						33	50			17
	reporting	100	33	60	64								25	50	15
	predicting														
	imagining														
	question			20	7	50			17	50	33		25		22
	humour									50			25		15
Non Verbal	inaudible					50	100	100	83			50	25	50	25
	Facial	67	33	57	52	50		67	58	50	60		62	50	44
	Physical	33	67	43	48	50		33	41	50	40	100	38	50	56

Nevine	Terms	A1	A2	A3	1	B2	C1	C2	C3	C4	C5	C6			
No of Episodes		2	5	8	5	2	9	8	8	6	6	4			
No of Exchange		23	26	16	15	5	24	14	23	13	18	11			
Adult/pupil	Total	56	50	50	52	40	60	50	42	36	35	23	6	45	31
	Verbal	23	31	62	39	33	33	33	60	40	75	33	100	100	68
	Non verbal	8			3				20		33				9
	both	69	69	37	58	67	67	67	40	40	25	33			23
Verbal	orienting	50	62	37	50	50	67	58	70	50		100		40	43
	informing	17		12	10	17	33	25			37			20	9
	praise	25	15	25	22	17		8	10						2
	concluding	8	8	12	9										
	routine		15	12	9	17		8		50	50		100	20	37
	criticism								20		12			20	9
Non Verbal	Facial	10	55		22	25	100	62	25						6
	Physical	90	44	100	78	75		37	75	100	100	100			94
Pupil/adult	Total	43	50	37	43	40	40	40	37	29	35	15	11	36	27
	Verbal	60	62	33	52	50		25	55		25	50	50	75	42
	Non verbal	20	15	50	28	50	50	50	33	50	12	50	50	25	37
	Both	20	23	17	20	50	25	11	50	62					21
Verbal	self maintain														
	directing		10		3					29		100			21
	reporting	100	80	100	93	67	100	83	83	50	43	100		100	63
	predicting														
	imagining														
	questioning							17		29					8
	humour		10		3										
	inaudible					33		16		50					8
Non Verbal	Facial		25	75	33		100	50	75				100	100	46
	Physical	100	75	25	67	100		50	25	100	100	100			54
Peer/ pupil	Total			6	2	7		3	8	21	13	23	33		16
	Verbal			100	33	100		100			33		17		10
	Non verbal								50	67	33		50		40
	Both								50	33	33	100	33		50
Verbal	self maintain									50	67				23
	directing												33		7
	reporting			100	100	100		100	100			33	33		33
	predicting														
	imagining														
	questioning									50					10
	humour														
	inaudible									100			33		26
Non Verbal	Facial								100			33			27
	Physical									100	100	67	100		73
Pupil/peer	Total			6	2	13		6	12	14	13	38	50	18	24
	Verbal								67		33	40	33		29
	Non verbal			100	100	50		50	33		33	40	44		25
	Both					50		50		100	33	20	22	100	46
Verbal	self maintain									50	50		20		24
	directing										50			100	30
	reporting								100	50			60		42
	predicting														
	imagining														
	question												20		4
	humour														
	inaudible					100		100							
Non Verbal	Facial			100	100				100			33		100	39
	Physical					100		100		100	100	67	100		61

Selim	Terms	A1	B1	B2	B3	C1	C2	C3	C4	C5	C6			
No of Episodes		7	12	8	8	6	7	4	8	10	10			
No of Exchange		12	19	17	25	23	15	30	23	24	29			
Adult/pupil	Total	8	8	32		11	39	33	50	56	25	14	36	
	Verbal	100	100	83		83	66	80	27	31	50	50	51	
	Non verbal								7			25	5	
	both			17		17	33	20	67	69	50	25	44	
Verbal	orienting			50		50	22	40	43	31	33	33	34	
	informing						11	40	29	15	33	67	32	
	praise						22			15			6	
	concluding													
	routine	100	100	50		50	44	20	21	31	17		22	
	criticism								7	8	17		5	
Non Verbal	Facial						33		9		33	100	29	
	Physical			100		100	67	100	91	100	67		71	
Pupil/adult	Total	25	25	5		4	3	26	20	50	43	25	21	31
	Verbal							50		20	20	33	50	29
	Non verbal			100			50	17	100	33	40	33		37
	Both	100	100			100	50	33		47	40	33	50	34
Verbal	self maintain													
	directing								20					4
	reporting	67	67			100	100	100		80	83	75	83	84
	predicting													
	imagining													
	questioning									17	25	17		12
	humour													
	inaudible	33	33											
Non Verbal	Facial	67	67	100		50	50	67	25	12		50		34
	Physical	33	33			100	50	50	33	75	88	100	50	65
Peer/ pupil	Total	25	25	26	65	52	48	17	20		33	34		18
	Verbal			40	27	38	35	50	33			37	40	40
	Non verbal	33	33	20	36	23	26	25	33			25		21
	Both	67	67	40	36	38	38	25	33			37	60	39
Verbal	self maintain	50	50		29	30	20	33						8
	directing				43	10	18	33					20	13
	reporting	50	50	50	14	10	25					83	60	36
	predicting													
	imagining			25	14	40	26							
	questioning							33	50				20	26
	humour													
	inaudible			25		10	12		50			17		17
Non Verbal	Facial	33	33		25	50	25	50						12
	Physical	67	67	100	75	50	75	50	100			100	100	87
Pupil/peer	Total	42	42	37	35	44	39	17	27		17	31		23
	Verbal			14	17	42	24	75					22	24
	Non verbal	40	40	28	67	33	43	25	100			75	22	56
	Both	60	60	57	17	25	33					25	55	20
Verbal	self maintain	67	67			12	4							
	directing					25	8	33					33	22
	reporting	33	33	40	100	25	55	33				100	50	61
	predicting													
	imagining			20		25	15							
	question					12	4	33					17	16
	humour													
	inaudible			40			13							
Non Verbal	Facial	80	80	50	40	25	38	100	75			50	17	61
	Physical	20	20	50	60	75	62		25			50	83	39