

AN INVESTIGATION INTO THE PROVISION OF QUALITY AND EFFECTIVE
INSTRUCTION TO STUDENTS WITH SUSPECTED DISABILITIES IN A PRIVATE
PRIMARY SCHOOL FOR SPECIAL CHILDREN IN THE PORT OF SPAIN AND
ENVIRONS EDUCATIONAL DISTRICT - TRINIDAD.

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Abbreviations

ADHD	Attention Deficit Hyperactive Disorder
CAC	Continuous Assessment Component
CAP	Continuous Assessment Programme
DI	Differentiated Instruction
FAPE	Free Appropriate Public Education
IDEA	Individuals With Disabilities Education Act
IEP	Individualized Educational Plan
JVNDP	The Jamaica Vision 2030 National Development Plan
LD	Learning Disability
LRE	Least Restrictive Environment
MOE	Ministry of Education
MOEPP	Ministry of Education Policy Paper (1993-2003)
MOESO	Ministry of Education Green Paper Standards of Operation of all Schools
NGO	Non-Governmental Organization
NCLB	No Child Left Behind
OECD	Organization for Economic Cooperation and Development

PPSS	Private Primary Special School
Psycho-educational assessments	psycho-ed.
RtI	Response to Intervention
SEA	Secondary Entrance Assessment
SEN	Special Educational Needs
SSSD	Student Support Services Division
TTUTA	Trinidad and Tobago Unified Teachers' Association
UDL	Universal Design for Learning
UTT	The University of Trinidad and Tobago
US	United States
ZPD	Zone of Proximal Development

Operational Definitions of Key Terms

For the purpose of this instrumental case study, the key concepts in this research are defined as follows:

- **Assessment** the process of gathering information to monitor progress and make educational decisions (Friend, M. and Bursuck, W. D., 2009).
- **At – risk** refers to children who, although not currently identified as having a disability, are considered to have a greater-than-usual chance of developing one...Educators also use the term to refer to students who are experiencing significant learning or behavioural problems in the general education classroom and are therefore at risk of being identified for special education services (Heward, W.L., 2009).
- **Diagnosis** refers to the process of identifying or determining the nature of a specific individual's disease, condition, or manner of functioning. It is the analytical and descriptive process undertaken to determine etiology, current manifestation of the condition, treatment requirements, and prognosis of the child's condition (Hobbs, N., 1975; Pierangelo, R. and Guiliani, G., 2008).
- **Diagnostic achievement tests** help educators understand how a student solves a problem by examining the strategies that he or she uses when learning. Diagnostic assessments help us determine why a child is struggling so that we can offer appropriate support or remediation (Kirk, S., Gallagher, J.J., Coleman, M.R. and Anastasiow, N., 2012).
- **Disability** is not something individuals have. What individuals have are impairments. They may be physical, sensory, neurological, psychiatric, intellectual or other impairments. Disability is the process which happens when one group of people create

barriers by designing a world only for their way of living, taking no account of the impairments other people have (New Zealand Disability Strategy, 2001).

- **Inclusion** is seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (Policy Guidelines on Inclusion in Education, 2009, UNESCO).
- **Individualized Educational Program (IEP)** is the legal document that describes the educational services a student receives (Hallahan, D. P., Kauffman, J.M., and Pullen, P.C., 2012). It is a document that specifies the long term and short term goals of an instructional programme, where the program will be delivered, who will deliver the program, and how progress will be evaluated (Salvia, J.; Yesseldyke, J. E.; Bolt, S., 2010).
- **Least Restrictive Environment (LRE)** the specification in IDEA that to the maximum extent appropriate students with disabilities are to be educated with children who are not disabled, and that they should be removed to separate classes, schools, or elsewhere only when the nature or severity of their disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Salvia, J.; Yesseldyke, J. E.; Bolt, S., 2010).

- **Special Education** is, first of all, purposeful intervention designed to prevent, eliminate, and /or overcome the obstacles that might keep a child with disabilities from learning and from full and active participation in school and society (Heward, W.L., 2009).
- **Special Educational Needs** has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age (www.nidirect.gov.uk/what-are-special-educational-needs)

Abstract

This qualitative case study investigated the provision of quality and effective instruction to students with suspected disabilities in a private primary school for special children in the Port of Spain and Environs Educational District - Trinidad. It employed the use of the informal conversational interview which was conducted with a focus group and individually with six stakeholders. These interviews were audio-taped. One research question was operationalized - How do stakeholders describe the issues they encounter in trying to provide quality and effective instruction to students, who have suspected disabilities when psycho-ed. assessments are not available? Results revealed four major issues: disconnect between school system and service providers including parents; students have a range of learning disabilities which are difficult to cater to; lack of trained and qualified staff in the area of special educational needs and lack of adequate resource acquisition and allocation. These findings can facilitate future research on the type of instruction that is provided to students with special educational needs in private special schools.

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CHAPTER ONE

Introduction

The Problem

The provision of instruction to students with Special Educational Needs (SEN) has evolved as a result of many varied phases. In Trinidad, the teaching of students with SEN has generally been via the auspices of Non-Governmental Organizations (NGO's), private individuals, voluntary groups or religious institutions (Bernstein, Hamel-Smith, Leotaud, Lynch and Palmer, 2013). It has been estimated that 25% of students have exceptional needs that pertain to learning and behavioural problems while "The National Policy on Student Support Services (2004) posits that 78% of students referred are characterized with combined learning and behavioural challenges" Blackman, Conrad and Brown (2012, p. 2). Many of these students can be found in Private Primary Special Schools (PPSS) and as such, there is a necessity to research if the SEN of these students are being addressed.

As a senior special education instructor attached to the Student Support Services Division (SSSD) of the Ministry of Education (MOE) part of my portfolio includes visiting low performing schools in order to monitor their operations, provide assistance to teachers and ensure that the special needs of students are met. In the execution of my duties, I have found that a number of PPSS do not have psycho-educational assessments (psycho-ed.) for a number of students in the school. For those students who may have a psycho-ed.; it may be outdated and so it is of little or no use for formal instructional planning. Consequently, it is difficult to provide advice to teachers and proper intervention for students, as this psycho-ed. document serves to

guide the instruction that is given to the student and the manner in which the curriculum is delivered.

The absence of this data has serious implications for the students' continued growth and development. This is so as many of the children who attend these PPSS were previously enrolled in government schools. However, they have either been expelled, asked to leave the school or their parents have opted to take them out of the government school because they have experienced repeated academic failure or have been ostracized because of their inappropriate behavior. In addition, some of these students have never been afforded the opportunity of attending school. Thus, for many students, the PPSS represents a second chance at obtaining an education. In this regard, careful monitoring of operations at the various PPSS must be undertaken on a regular basis to ensure that the academic and social needs of the students are met.

Research conducted in Trinidad and Tobago, as it relates to schooling and in particular special schools, have examined the issue of social justice (Conrad, Paul, Bruce, Charles and Felix, 2010) and the attitude of teachers in Trinidad and Barbados to integration (Blackman et al. 2012). Articles have also been found on school success – are schools succeeding or failing in the midst of challenging situations? (De Lisle, Smith, Lewis, Keller, Mc David, Jules, Lochan, Hackett, Pierre and Seunarinesingh, 2008) and the outcomes of students with disabilities in a developing country – Tobago (Paul, 2011). However, there is little research on how teachers manage instruction for SEN when psycho-ed. assessments are unavailable. This psycho-ed. assessment data is important especially with regard to the PPSS as this information is critical to the planning process and curriculum delivery. Consequently, at present, there is an assumption that these schools have all the necessary data that is required to work with the student i.e. that all

students have psycho-ed. reports. This however, is not the reality in some PPSS as is evident in this instance.

Research on the provision of quality and effective instruction to students presents its own challenges as according to Heneveld and Craig (1996, p. 23) "... a fixed definition of "quality" in education is not possible ... [as] quality is dynamic, that it changes with time, means that a definition will vary in a school or system as its capacity and performance change". Consequently, there is a lack of local research addressing the issues stakeholders in PPSS experience in trying to provide quality and effective instruction to students with suspected disabilities and this lack of research has served to put these students who are already at risk for academic and social fall out, in a vulnerable position. This is so as little is known about the day to day operations of the staff and students in these PPSS. In turn, there is an urgent need to discover the issues stakeholders in these PPSS face in trying to provide quality and effective instruction to the students who attend their school and who have suspected disabilities. Consequently, the research conducted in this PPSS would be used as a point of reference. In light of this, it is imperative to get some insight into the issues stakeholders face in trying to provide quality and effective instruction to these students who have suspected disabilities.

The Dakar Framework for Action (2000) adopted the World Declaration on Education For All (EFA) as it was felt that education was a basic right of all individuals. The MOE Policy Paper (MOEPP) 1993-2003 National Task Force On Education (1994) (White Paper) endorsed this view as it declared that all citizens would have access to an education that would enhance the development of their skills and abilities regardless of gender, class, culture, ethnic, social or religious affiliation so that their maximum potential can be realized.

In order to address the SEN of students, these children needed to be identified. In this regard, SEN are generally classified under two major areas – high incidence disabilities which are regarded as disabilities that are more prevalent e.g. learning disabilities, speech or language impairments etc. and low incidence disabilities which are regarded as disabilities that are less common e.g. visual impairments, deafness etc. (Sticher, Conroy and Kauffman, 2008; Friend and Bursuck, 2009; Hallahan, Kauffman and Pullen, 2012). The IDEA (2004) presented a list of disabilities from these two categories (see Appendix A). In a bid to permit these students access to the school environment, inclusion was seen as a viable solution.

Inclusion is not a novel concept, neither is it an easy concept to define as the literature is littered with multiple definitions from various researchers. However, inclusion refers to the fact that all students have a right to access the general education curriculum and to participate in all activities that relate to this curriculum (Salend, 2005). Inclusion in education involves (see Appendix B). This process is encapsulated in sentiments expressed by Roach and Salisbury, (2006) (as cited in Friend et al., 2009). They stated that inclusive practices have three dimensions: physical integration, social integration and instructional integration.

The Background to the Problem / Issue:

School 'X' is a PPSS in the Port of Spain and Environs Educational District. It was commissioned in July 1999 to provide remedial instruction and literacy programmes for disadvantaged children between the ages of nine to fourteen years.

Initially, most of these children came from charitable institutions and foster homes. Some of these students even lived on the streets. In recent years however, they have been coming from low socio-economic homes on the outskirts of the city. Many of these children were unable to

cope with the pressures at school and had fallen out of the regular school system, while others never attended any formal school. Perry, Arias, Lopez, Maloney and Serven (2006) posited that the connection between education and poverty is inevitable; consequently, if the most vulnerable students cannot acquire a high-quality education, that connection will become permanent.

After numerous applications to the MOE, in 2008, School 'X' was finally granted registration as a PPSS. According to Bernstein et al. (2013, p. 95) at present, in Trinidad " There are ... approximately 18 registered schools in the private sector with an enrolment of more than a thousand students with special education needs." School 'X' currently has twenty-five students enrolled at the school. The school is run by a NGO and staffed by an Administrator / Principal, who is a former school supervisor, and three teachers - a retiree, a recent graduate with a specialization in special education from The University of Trinidad and Tobago (UTT) and an assistant teacher.

Unlike other PPSS's, School 'X' does not charge a school fee, as these students with SEN generally come from low socio-economic homes. Thus, the school depends heavily on a grant provided by the MOE for students with SEN. In order to access the necessary funding, students are expected to fall into one of the established categories as outlined in The MOE Green Paper on ... Standards for the Operation of all Schools (MOESO) (2005, p. 49). These are listed as follows:

1. Children with deficits of hearing, vision or mobility but without serious intellectual or emotional problems
2. Children who are educationally disadvantaged
3. Children with significant learning difficulties

4. Children who are gifted and talented.

A major component of accessing funding for these students involves “Students [being] officially diagnosed with a learning, neurological or emotional disability by a licensed diagnostician (medical doctor, psychologist, psychiatrist etc.)” (MOESO, p. 50). Thus, the students at this school generally require a psycho - ed. to ascertain their specific SEN. This document provides a comprehensive educational history of the student in terms of their past and present academic and or social needs, their present levels of performance, as well as their strengths, weaknesses and interventions that were used and that may be required. The psycho-ed. is usually generated using a standardized assessment tool where the criterion is based on intelligence or achievement. However, no regard is given to critical components such as the development of the child’s self-concept, social competencies or social skills. Very few students have this document and many parents whose children require this document cannot afford to pay to have the assessment done as it is very costly; one report can cost between \$5000.00 to \$8500.00 TT dollars. Sperotto (2014, p. 96) states that “The assessment seeks to provide greater depth to the overall educational profile of each student. Assessment aims to diagnose learning difficulties, monitor skill acquisition, consider an individual’s strengths and weaknesses, and detect incorrect learning”.

Since the NGO does not charge school fees, the stakeholders have to raise funds for the maintenance and upkeep of the school. This situation adds to the challenges of getting the diagnostic assessments done. They are also unable to provide an “... individualized plan (educational, vocational or therapeutic) to meet the child’s special needs” as is mandated by MOESO (2005, p. 50) as this Individualized Educational Plan (IEP) cannot be developed without a psycho – ed. report. To compound this situation, the teachers lack the necessary skills and

training that are necessary to develop and manage the IEP. This is so as the administrator and teachers at the school have not been trained to develop and use the IEP and the new teacher from the UTT has indicated that he had limited exposure in a government special school which is very different from the general education environment in which he now operates. According to Raymond (2008)

The general education curriculum may be defined as the set of curricular expectations for students to achieve at each grade level ... For this reason, it is appropriate to view the general education curriculum as the primary guide for the design and delivery of all educational services (p. 73).

Justification for Doing the Study

For the purposes of this research, the instrumental case study (Stake, 1994, 1995) would be used as it would facilitate the process of discovering the issues stakeholders in a PPSS face in trying to provide quality and effective instruction to students who have suspected disabilities. The need to discover this information is entrenched in the fact that the MOEPP (1993-2003) National Task Force On Education (1994) (White Paper) enunciates the inherent right of all children to be educated and for this to be done in an environment that would address their needs.

As a part of the MOE's mandate for school reform, schools were instructed to create a school development plan. An integral component of this plan involved the inclusion of all students in the regular school environment. This is in keeping with the terms and conditions of the Salamanca Statement which was signed by the Government of Trinidad and Tobago at the World Conference in 1994 and the Dakar World Education Forum in 2000 respectively.

These conferences were significant in that important declarations were made. These resolutions have served to provide direction and structure for the educational reforms to be adopted by the various participating countries. At the Salamanca conference it was declared that “an ‘inclusive’ education system can only be created if ordinary schools become more inclusive - in other words, if they become better at educating all children in their communities” (1.2.1). In this regard, the Conference proclaimed that

regular schools with [an] inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost- effectiveness of the entire education system (p. ix).

The Dakar Forum was regarded as equally important because

[It] declared that Education for All must take account of the needs of the poor and the disadvantaged, including working children, remote rural dwellers and nomads, ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV and AIDS, hunger and poor health, and those with disabilities or special learning needs. It also emphasized the special focus on girls and women (1.2.1).

Little has been done, in spite of these signed commitments to assist and include students with SEN in Trinidad and Tobago and by extension the Caribbean. The process has been “... more readily evidenced through policy development, and rhetoric rather than legislation” (Blackman et al., 2012, p. 1).

Even though the researcher does not work at this institution, a serious question arises as to the quality and effectiveness of the instruction provided to these students who have a suspected disability. The ability of this special school to access the funding and to adequately attend to the SEN of the students is also questionable. It should be noted however, that this issue is not unique to Trinidad and Tobago. Even though Jamaica has been a trendsetter, as it relates to disability issues in the Caribbean, they are still experiencing their own challenges with regard to dealing with students with SEN, as well as assessment issues. The Jamaica Vision 2030 National Development Plan (JVNDP) indicated that

Despite the educational provisions at present, the demand for special education services far outweighs the current system's ability to provide for the myriad of administrative, instructional, corrective, therapeutic, and professional needs presented within the sub-population of students with special needs and practitioners in the field ... [in turn,] Disability detection is largely incidental (2009, p. 13 - 14).

Consequently, it is hoped that by allowing the stakeholders in this PPSS to describe the issues they face in trying to provide quality and effective instruction to these students who have suspected disabilities, the findings of this research would spur other researchers to engage in similar studies. This is so as comparisons can be made with similar situations and a conceptual framework can ultimately be conceived as valuable insight would be gained. In turn, schools who face a similar predicament can competently inform their practice. This is especially in light of the fact that according to Paul (2011)

... It is clearly understood that access to education does not necessarily translate to achievement, especially in the case of students with special educational needs ... [and]

Trinidad and Tobago, like many developing countries, currently engage in transferring special education policies and practices from developed nations such as the USA, UK, and Canada, but implement these practices with limited practical knowledge, experience and inadequate infrastructure (p. 2).

A Summary Statement of the Problem / Issue:

Even though the MOE has mandated diagnostic assessment of students with suspected SEN, diagnosis is expensive and often elusive; hence many students do not have a proper diagnosis of their disability. This results in complications in providing the students with the relevant instruction and care that they require. In turn, there is a need to discover what the PPSS does to provide instruction to the student when the psycho-ed. assessment is not available. This is especially so as educators are unsure of the issues that are impeding the ability of the student to learn and in many instances cope in the learning environment. As they present the curriculum to the students in the only manner they know, the techniques used by these educators often do not cater to the SEN of the students. Consequently, the students make very little academic and or social progress.

According to the MOEPP (1993-2003)

Our learning systems over the last two decades have not generated the expected quality of graduates in the proportions, which our levels of educational expenditure per pupil have led us to hope for and it is generally recognized that they do not cater as efficiently as they might for those who are 'educationally at risk' broadly speaking, as well as more particularly, for those individuals in our community with special needs (p. 3).

With this in mind, there is an urgent need to investigate the quality of instruction that is given to students who attend a PPSS and who have suspected SEN especially when psycho-ed. assessments are not available.

The Purpose of the Study

The purpose of this instrumental case study is to describe the experiences of six stakeholders in this PPSS (School 'X') with regard to the issues they face in trying to provide quality and effective instruction to students who have suspected disabilities. In turn, 'quality and effective instruction', when used in this study, refers to the strategies employed by these stakeholders as they seek to provide instruction to the students at School 'X' who have suspected disabilities. In this regard, the phrase 'the provision of quality and effective instruction' refers to techniques the stakeholders in these PPSS use to make the content of the curriculum accessible to the students, treat with their social and behavioral needs and tailor their instruction to cater to the suspected SEN of the various students, especially when psycho-ed. assessments are not available.

Research Questions

Overarching research question. How does this private primary special school cater to the special educational needs of students at the school, who have suspected disabilities, when psycho-ed. assessments are not available?

Sub Research Questions. 1. How do the stakeholders describe the issues they encounter in trying to provide quality and effective instruction to students, who have suspected disabilities when psycho-ed. assessments are not available? 2. How do the strategies that are being employed

by the school affect the provision of quality and effective instruction to students? 3. What evidence is there to indicate the effectiveness of these strategies?

For the purpose of this research paper, the first sub research question will be operationalized.

Significance of the Study

An NGO has established this PPSS (School 'X') to provide instruction to the students who have suspected SEN, since the curriculum in the general education environment did not cater to the needs of these students. In this study, the researcher seeks to gather information from six stakeholders who are at present, integral components at the school. This is with a view to discovering how these stakeholders describe their experiences, as they try to provide quality and effective instruction to these students who have suspected disabilities especially as psycho-ed. assessments are not available.

This information is important at this time in our educational system, as there are many cries for reform not only at the political and ministerial level, but also in terms of teacher education reform. According to Bergsma (2000, p. 18) "... every teacher should be required to master a core curriculum of expertise and skills related to special needs education; learning how to deal with the differences between children in the classroom and with multilevel instruction". Some reforms have already been identified in the sixteen (16) priority areas by the MOE (2012) Education Sector Strategic Plan (2011 - 2015) and include the Continuous Assessment Programme (CAP) which came on stream when the primary school curriculum was revised and the Continuous Assessment Component (CAC) was introduced into primary schools. There has also been the testing and Neuro-Diagnostics of Children via the I Can Programme. Thus, it is

important to get an understanding of what at present, attains in the PPSS in order to embark on appropriate special educational reform measures.

Expected Outcomes

The researcher believes that by examining the experiences of the stakeholders at School 'X' and applying the research findings to a local context; the results would serve to add to the body of literature that exists with regard to the provision of quality and effective instruction to students with a suspected disability in a Caribbean context. Also, this PPSS model can in turn, act as a framework for use in government primary schools where many of the challenges experienced by the staff and students are similar. In addition, educational policy and practice regarding the provision of instruction to students with suspected disabilities can be informed and enhanced.

Organization of the Study

The remainder of this study has been organized as follows: Chapter 2 is the literature review which seeks to give insight into special education and the SEN of the child, types of instruction and assessment procedures that are available and that can be used with students with SEN in schools and issues relating to school administration and support for students with SEN. Chapter 3 is the methodology which serves to give insight into the process and theoretical foundations that were undertaken to gather data for this research. Chapter 4 is the findings of the study. Chapter 5 is a discussion that seeks to articulate the extent to which this research compliments the body of knowledge that already exists and recommendations have been made.

CHAPTER TWO

LITERATURE REVIEW

In order to investigate how this PPSS organizes its instruction for the students with SEN in its care, a review of literature related to issues surrounding special education and the special educational needs of the child is conducted. This review aims to explore special education and the SEN of the child, types of instruction and assessment procedures that are available and can be used with the students with SEN in schools and issues related to school administration and support for students with SEN.

Special Education and the Special Education Needs of the Child

According to Turnbull, Turnbull and Wehmeyer (2010, p. 5) special education "... is specially designed instruction, at no cost to a child's parents, that meets a child's unique needs in school". This instruction is provided in the LRE which allows the child access to Free Appropriate Public Education (FAPE), the aim being to allow for interaction with non-disabled peers while facilitating the individualized SEN of the child.

In a bid to establish a criterion for equating the SEN of the child, the Organization for Economic Cooperation and Development (OECD, 2005) consulted with various countries and developed a tripartite classification system. This system refers to the SEN of the child in terms of categories.

- Category A: Disability or impairment is described as a special educational need arising out of organic disorders pathologies in relation to sensory, motor or neurological deficits.

- Category B: Difficulties are described as behavioural/emotion disorders or specific learning difficulties arising primarily from problems of interaction between the student and the educational context.
- Category C: Disadvantage is seen as arising primarily from socio-economic, cultural or linguistic factors.

In order to adequately and competently address the SEN of the child, an IEP is developed as it helps the educator outline their expectation for the student and gives valuable insight into the educational needs of the child. This document also charts student progress and deals with any accommodations that may need to be done to the general education settings in order for the child to be able to function and includes the support and services that are necessary. In this regard, the IEP must follow an established format as outlined in the Individuals with Disabilities Education Act (IDEA), 2004 (see Appendix C). Research has shown that the largest category of SEN is those that have been classified as having a Learning Disability (LD) (Cortiella, 2009) and so students with this type of disability will be examined.

According to the National Joint Committee on Learning Disabilities (1990/2001) “ Learning Disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities” (p. 1) – these are the academic categories. LD can also be of a developmental nature and it affects attention, perception, memory, thinking or cognitive skills and oral language (Kirk, 1987; Raymond, 2008). It is generally regarded as being as a direct result of a central nervous system disorder and so it impacts on the individual throughout their life time.

The LD Association of America (2014) estimates that 2.4 million school - aged children have been identified as having a specific LD and 75-80% of these students have language or reading deficits. Students with a LD can show signs and symptoms from as early as pre - school (see Appendix D) and are usually classified based on the following characteristics (Kemp, Smith, Segal, 2013) (see Appendix E).

Types of Instruction and Assessment Procedures that are Available and Can be Used with Students with Special Educational Needs in Schools

By systematically examining the students' learning needs and particular demands in the classroom environment, educators can increase student success without having to reduce the amount of time given to the other students in the class. As Rose and Howley (2007, p. 4) stated "It is certainly true to say that many pupils with SEN require particular interventions, in some instances, specialist resources or teaching approaches and additional attention to planning, in order to ensure that they receive effective access to learning". This process can be achieved by Universal Design for Learning (UDL) and Differentiated Instruction (DI).

Universal Design for Learning (UDL). UDL principles originated in the field of architecture, as it referred to modifications to buildings and physical environments that would allow for ease of access to persons with disabilities and the elderly. In terms of education, UDL refers to making learning accessible to students in general education settings as due care and attention is paid to the materials and methods of communication that are used as well as the response of the students to the curriculum. Ralabate (2011) defined it in this manner:

The UDL framework values diversity through proactive design of an inclusive curriculum, thereby eliminating or reducing barriers to academic success. Initially proposed as a means

for including students with disabilities in the general-education classroom, it is now better understood as a general-education initiative that improves outcomes for all learners (p. 1).

Differentiated Instruction (DI). DI is regarded as being similar to UDL, as it requires teachers to be flexible in their approach to teaching and where possible, adjust the curriculum and the presentation of information to students, rather than expect students to modify themselves in accordance with the curriculum. In addition, accommodations and modifications are made to the classroom environment to ensure access for all learners. Tomlinson (1999) stated:

In differentiated classrooms, the teacher is well aware that human beings share the same basic needs for nourishment, shelter, safety, belonging, achievement, contribution, and fulfillment ... the teacher unconditionally accepts students as they are, and she expects them to become all they can be (p. 10).

In the differentiated classroom, the student is pre-assessed before instruction begins and appropriate curriculum standards and established benchmarks in various curricular areas are identified. Also, DI can include tiered activities, learning centers, curriculum compacting and the use of flexible groups.

Tiered activities involve the identification of key concepts and skills that students should know at the end of the unit and the choice of different materials made, in order to match them with the student's level. Learning centers are designated areas in the classroom where materials that enhance or supplement the objectives of the curriculum are housed. These areas are strategically placed to facilitate exploratory learning and to provide reinforcement activities for students. Curriculum compacting is the process by which students are assessed prior to the teaching of a unit to ascertain what they know and their level of competence. The results of the

assessment are then used to inform what students need to be taught. Flexible groups are temporary in nature and are based on the students' instructional need and or interest.

Assessment procedures that can be adopted. Salvia, Ysseldyke and Bolt (2010, p. 4) define assessment as "... a process of collecting data for the purpose of making decisions about students or schools". Research has shown the importance of assessments in the decision making process as it relates to students and schools and on the pivotal role that formative assessment plays in these educational decisions (Stiggins, 2001; Black, Harrison, Lee, Marshall and William, 2003; Marzano, 2006; James and Pedder, 2006; Popham, 2011 and Wiliam, 2011). Consequently, Sperotto (2014) stated "Educational assessment of a student with special needs can be challenging and, if not administered correctly, can provide a misrepresentation of the child's actual academic abilities". In this regard, "Responsiveness to intervention was added as a preferred assessment approach in IDEA 2004" (Raymond, 2008, p. 65).

Response to Intervention (RtI). RtI is a multitiered process that consists of three levels or tiers namely universal prevention, selective intervention and indicated intervention. In each tier a number of factors are important. They include resource and time allocation, assessment and intervention.

The RtI system is important as it embraces the principle of 'one size does not fit all' since the main objective is to be proactive rather than reactive with regard to issues that may arise. In turn, universal prevention speaks of learning and behavioural difficulties which are reduced as there is an infusion of novel curriculum adjustments, instructional techniques and classroom management skills. In the selective intervention tier, there is a clear delineation of how and when each student would transition from one level to the next. Consequently, tier two intervention

consists of four processes (a) initial consultation, (b) problem-solving team conference (c) follow-up consultation and (d) follow-up conference (Burns, Wiley and Viglietta, 2008).

The third tier speaks of indicated interventions. Here special education services are usually warranted as previous attempts at resolving the issue have proved futile - the objective being to provide more effective instruction to the student (see Appendix F). In addition, alternate forms of assessment are employed as the underlying premise is that students should be tested on what they have been taught; that formative assessment facilitates this process well and that the child must be afforded every opportunity to learn.

Alternate Assessment. This is based on the premise that wherever the SEN are, they must have access to, be able to participate in and move forward in the general curriculum. In turn, all SEN students are required to be instructed via the established national curriculum and by extension the established national assessment procedure for the respective country. In Trinidad and Tobago this involves the National Test and Secondary Entrance Assessment (SEA) examination at the primary school level and students are provided with concessions based on their diagnosis (see Appendix G). In the United States (US), the respective states are responsible for ensuring that all students are included in their assessment and accountability procedure. However, for those students who are unable to engage in the established state assessment (even with accommodations) alternate assessments are used.

These alternate assessments should not just be a compilation of the work the student has done, but should have a specific outline, directions for student involvement, an established rubric as well as a recording format that documents the educational achievement of the student in

keeping with the established state requirement. As Salvia et al. (2010, p. 390) declared “They must meet the same standards for technical adequacy as does the general assessment”.

In Trinidad the MOE has introduced a new initiative to guide the assessment of students prior to the SEA exams and this has taken the form of the CAC. This initiative of the MOE was in capsulated in their Strategic Plan 2011-2015, to allow for the success of all students in the primary schools. According to the Curriculum Development Division (2013) of the MOE, CAC aims to improve students’ performance as it

- focuses on excellence in teaching, learning and assessment
- caters for different learning styles of students
- emphasizes early feedback to students
- uses the classroom situation to encourage authentic assessment for and of student learning
- is intended to achieve the desired value outcomes (p. 5 - 6).

Vygotsky’s sociocultural theory & Bandura’s social cognitive theory

Vygotsky’s sociocultural theory is constructivist in nature as the emphasis is on how the social environment contributes to the development of the individual and learning (Tudge and Scrimsher, 2003). This is important as it allows for the creation of valuable experiences that encourage student learning as the teacher – student interaction facilitates the development of student inquiry and student voice (Schuh, 2003).

According to Schunk (2012, p. 241) Vygotsky believed that “... humans have the capacity to alter the environment for their own purposes’. Consequently, a critical component in his sociocultural theory is the Zone of Proximal Development (ZPD) which he posited as “... the

distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under the guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

Vygotsky felt that learning is directly influenced by the type and manner of instruction given as the “... learners bring their own understandings to social interactions and construct meanings by integrating those understandings with their experiences in the context” (Schunk, 2012, p. 244). This process is important as students with SEN learn best in social situations that are cooperative and where they are encouraged to actively engage in the construction of knowledge, as being a part of a group aids these students in acquiring a greater sense of autonomy and builds their sense of self (Kutnick and Mason, 2002). Consequently, the quality and effectiveness of the instruction that is given to students with SEN becomes critical, as it serves to influence their holistic growth and development and the progress they are able to make.

Like Vygotsky, Bandura believed that learning is a social process and human beings are diligent information processors who continually observe, model and encode behavior. The fundamental principles pertaining to this theory involve mutual interactions among individuals, their department and setting; enactive and vicarious learning (i.e. how learning occurs); the ability to discriminate between learning and performance, as well as the role and function of self-regulation (Zimmerman & Schunk, 2003).

These processes are important to the social and emotional growth and well-being of the student, as many students today experience internal conflict with the various ‘models’ they are exposed to in the home and school environment. In turn, modelling is considered a decisive element in social cognitive theory, as it applies to the behavioural, cognitive or affective

transformations that can occur when an individual observes one or more models (Rosenthal & Bandura, 1978; Schunk, 1987, 1998; Zimmerman, 1977). In turn, the issues stakeholders face in trying to provide quality and effective instruction to students with suspected disabilities would be influenced in large part by the models they have been and are at present, exposed to. It should be noted though, that learning is generally based on developmental factors (Wigfield & Eccles, 2002) and this level of development would also influence the extent to which the individual would learn from the model (Bandura, 1986).

School Administration and Support for Students with Special Educational Needs

Principals are viewed as having pivotal roles in the inclusion of students with SEN in the school environment as they set the tone for the success and or failure the school and by extension the student experiences with respect to their growth and development. This is so as the principal must be a strong leader as they are entrusted with the responsibilities of getting the staff the necessary support and training that they need to make the process work. Consequently, ‘strong’ leadership or as it were excellent transformational leadership is important.

Ensuring that the proper provisions for catering to the SEN of students is not an easy task, nor is it a simple one as the needs of these students are sometimes varied and very complex. In Dubai, the MOE grants licenses to private sector schools that follow the established curriculum. The principal appoints teachers to the school in the first instance and the application is subsequently sent to the MOE for consent. Once these schools accept students with SEN, they are mandated to furnish additional support for the student (Bradshaw, Tennant & Lydiatt, 2004). This process seems simpler than it is, as many of these teachers have no special education training. According to Gaad and Khan (2007, p. 96) these teachers “... often cannot involve them

[the students] in class and, hence, such students tend to become demoralized and take extra classes after school as parents are worried about anything that might hold their child back”. The MOE is cognizant of this fact as there is the acknowledgement that “The schools within the private sector vary considerably in organizational structure for supporting students with special needs” (Gaad et al., 2007, p. 96).

In Kenya, the challenge of educating students with SEN is one of funding. This is so as it is either insufficient or not granted and so students with SEN are unable to access to the school environment. As Eskay, Eskay and Uma (2012) stated

There are constant unending debates and policy maneuvering among education policy makers that end up defeating any funding appropriated for special education. Even the money donated by non-governmental organizations and philanthropists for the education of these learners are not used for that purpose (p. 899).

This situation is compounded by the fact that Nigeria lacks the legal framework to ensure that special education policies are adhered to (Obiakor, 1998) thus; the provision of services for students with SEN is administered in an ad hoc manner. This process is synonymous with countries that have negative beliefs regarding students with SEN (Smith, 2007).

Research conducted in the Caribbean has revealed that the region is devoid of a collective definition for disability and continues to be plagued with limited finances and man power that is required to collect important data as it relates to the rights and policies of persons with disabilities. In this regard, understanding what is occurring with persons with disabilities in the various countries, still remains as an area of priority (Economic Commission for Latin America and the Caribbean, 2009).

In Trinidad the unit that has been given responsibilities for addressing special education services for students with disabilities is SSSD. This unit employs a multi-disciplinary team approach for the delivery of services to schools, parents and students via guidance and counselling, diagnostic/ prescriptive services, social work and special education services.

According to the MOE, National Policy on Student Support Services System (2004, p. 4) “The student population comprising approximately four hundred thousand (400,000) students consists of diverse groups all of whom need support”. These students have been grouped into the following categories (see Appendix H) and referred to as requiring ‘immediate attention’.

It was also noted that many of these children who have undiagnosed disabilities may not be attending school, may be enrolled in the pre-school environment or may be attending primary or secondary school, but not receiving assistance for their disabilities (Miske Witt and Associates, 2008, p. 15).

Theoretical Framework – Ecological Systems Theory

At the heart of this theory is Bronfenbrenner’s discourse on the factors that influence how a child functions in the family and by extension in the wider world. Consequently, the various areas of influence are complimentary in nature. In the first instance you have the parents and children interacting in the family as well as friends, neighbors and teachers. This is called the microsystem. The next area - mesosystem, consists of all the relationships in the microsystem and is dependent on the quality of the relationships as, Grant & Ray (2010) stated “A child who has a thin mesosystem with few positive relationships will have little support for learning and development, while a child who has a rich mesosystem with strong, nurturing relationships will have many resources for school achievement” (p. 35). The exosystem consists of people or

institutions that are not in direct contact with the child, but nonetheless do exert an influence on them. The macrosystem deals with cultural beliefs and values as well as institutions. Thus, race, language, religion, socioeconomic status and geographical locations are all factors. Finally, you have the chronosystem which examines the time period in which the child lives. In this era, technology has the greatest impact on students as new innovations are taking place daily. These interactive levels in Bronfenbrenner's theory (see Appendix I) allow teachers to gain a better understanding of how students function within a system, in addition to the impact on the students and their families. This understanding is important as it serves to give greater insight into the factors that impinge upon students and their families and the resultant issues that arise in the school environment. With this knowledge, stakeholders especially those who have to provide instruction to students with SEN when psycho - ed. assessments are not available, can better address issues that face them on a daily basis.

CHAPTER THREE

METHODOLOGY

Introduction

This study aimed to describe the experiences of six stakeholders in a PPSS with regard to the issues they face; as they seek to provide quality and effective instruction to students with suspected disabilities. The phrase ‘quality and effective instruction’ refers to the strategies employed by these stakeholders as they attempt to educate these students, who have suspected disabilities. Of the three research questions that were proposed, question one was operationalized - How do stakeholders describe the issues they encounter in trying to provide quality and effective instruction to students, who have suspected disabilities when psycho-ed. assessments are not available?

Design of Study

For the purposes of this study, the instrumental case study was used as it allowed for a rich and in-depth picture of the case to be developed as this case was selected to elucidate this issue. As Stake (1995) stated “... you can assert that your case study not only presents a particular situation but is intended to inform other situations or cases ...” (p. 3). In this instance, the issue or concern is the ability of stakeholders at this PPSS to provide quality and effective instruction to students, who have suspected disabilities.

This study was bounded in place - one PPSS; and time - five months of data collection; as it facilitated prolonged engagement in the setting. It was conducted in the stakeholders’ school as this was the natural setting which would allow for observation of the stakeholders routine and

interactions that would take place. These processes were important as the researcher was main instrument of the research and so able to report on the meaning of the case from learning about the issue first hand. It also, facilitated the discovery of new meaning and even confirmed what was already known (Creswell, 2007, 2009; Yin, 2014). It is hoped therefore that this case study would provide a better understanding of how the various stakeholders describe the issues they encounter in trying to provide quality and effective instruction to students, who have suspected disabilities. The process was captured in the descriptions and stories of the various stakeholders.

Sampling Procedure

The sampling technique used to select participants was critical. In this regard, the researcher decided to use the purposive sampling technique, as it allowed the researcher to choose participants who were willing and cooperative. Consequently, the individuals chosen for this research were deliberate, as the researcher wanted to gain insight into how the stakeholders describe the issues they encounter in trying to provide quality and effective instruction to students, who have suspected disabilities.

Purposive sampling was regarded as the ideal process to use for this single qualitative case study as Ball (1990) (as cited in Cohen, Manion and Morrison 2011, p. 157) stated “In many cases purposive sampling is used in order to access ‘knowledgeable people’, i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience”. Consequently, the people with the knowledge that the researcher needed at this point in time were the stakeholders at this school - NGO board member, administrator/principal, teachers and a parent.

Participants in the Sample

The original target group for this study consisted of five stakeholders; however, a sixth individual in the person of a parent was included with the hope of gaining an additional understanding of the stakeholders' description of the issues they encounter in trying to provide quality and effective instruction to students, who have suspected disabilities. The six stakeholders that were targeted consisted of one board member, the administrator/principal, three teachers and one parent.

The researcher selected that particular board member as that individual was and still is very influential in the conceptualization, establishment and day - to - day functioning of the school. In turn, it was felt that the description of this board member's experience would serve to provide valuable insight into the nature of the instruction given to students at the school.

The administrator/principal was a former school supervisor and so he brings a wealth of knowledge and experience to the school. This is important as strong leadership skills are required to provide adequate management at the school, as many of these students have behavioral issues. Thus, the researcher was intrigued to find out what provisions the administrator has put in place to provide quality and effective instruction to the students, when psycho – ed. assessments are not available.

The selection of the first teacher was deliberate as this individual had been a part of the school since its inception. In this regard, she was felt to be the ideal candidate as she would have a wealth of knowledge concerning past and present issues the school has and the changes that have been made thus far.

The selection of the second teacher was based on the fact that she had been teaching in the primary school system for over 40 years. Now that she has retired, she opted to return to the classroom. Consequently, her knowledge and experience, especially as it pertains to curriculum and instructional matters have been deemed by the researcher as critical to the discourse.

The third teacher is a recent graduate from the UTT. This individual has a degree in education with a specialization in special education and was recently hired to work at the school. As he had no pre-service training, the researcher felt that it would be very interesting to hear how he describes the issues he encounters in trying to provide quality and effective instruction to the students with SEN at the school.

As always, parental involvement is ‘key’ to any educational issue. As a result, a parent was invited to be a part of the research process because of her willingness and as she actively involved in the school.

Methods of Data Collection

Permission was sought from the MOE (see Appendix J) and board of management to use the school as a point of reference (see Appendix K). Once the necessary permissions were granted (see Appendix L), the proposed respondents were informed of the study and invited to be a part of the process (see Appendix M). All respondents willingly accepted the invitation to be a part of the study. Once these formalities were completed, the researcher decided on the strategy to be used to collect the data.

In order to satisfy the process of triangulation, it was felt that data could be obtained from three main sources, namely: observational field notes by the researcher, journal information, and interviews. As Creswell (2009, p. 175) explains “Qualitative researchers typically gather

multiple forms of data, such as interviews, observations, and documents, rather than rely on a single data source”.

Observations. With regard to the observations, the researcher reflected on the interactions that occurred within the school during the first academic term, as the researcher had previously done a training session with staff members. In addition, a sensitization workshop concerning collaborative consultation was conducted at the school and all stakeholders were invited to attend. The turnout for this programme was excellent and during these two sessions, the researcher was able to make numerous mental and anecdotal notes concerning individuals’ perceptions on various issues. This was important as the researcher had become the main instrument for the research. According to Creswell (2009, p. 181-182) this process includes “...*descriptive notes* (portraits of the participants, a reconstruction of dialogue, a description of the physical setting, accounts of particular events, or activities) from *reflective notes* (the researcher’s personal thoughts, ...)”.

Assessment Data. The school's assessment data of the various students would be used to get a clearer understanding of the situation at hand. The use of this data is important as it would allow the researcher the opportunity to “... corroborate and augment evidence from other sources” (Yin, 2014, p. 107). Therefore, the researcher would use the existing assessment data in a descriptive manner, with a view to capturing the findings and relating its applicability to the provision of quality and effective instruction given to students at the school. According to Hancock and Algozzine (2006) “ Findings based on evidence attained from interviews, observations, and documents are more convincing than those based on evidence from only one or two of these information sources” (p. 66).

Journal Entries. The process of journaling was twofold, as the researcher not only documented experiences and situations at the school, but also detailed the experiences the researcher was having during the various stages of the research process. These experiences were not only of a personal nature, but also related to the school, as the researcher does not directly work with the school, but in a consultative capacity and would voluntarily assist where needed. As Ghesquière, Maes and Vandenberghe (2004) stated

... the person of the researcher is a research instrument. In the person of the researcher the data act as cumulative information. All data are coded and related to each other as a consequence of the process that evolves between the researcher and his or her case.

Conclusions, experiences, and observations build on previous cases and are only possible because of what precedes them (p. 174).

As the researcher was cognizant that these journal entries would play a critical role in the analysis of the data and in helping to explain and endorse some of the findings, the constant comparison analysis technique was used. Thus, unintentional biases became evident and were not included in the final write-up.

The Interview. The interview process was twofold. In the first instance, a focus group interview was conducted and the participants were allowed and encouraged to articulate the issues they encounter in trying to provide quality and effective instruction to the students who have suspected disabilities. The question used to guide this focus group discourse is enclosed (see Appendix N).

This interview took the form of the informal conversational interview approach, as the researcher felt that it would allow for rich, thick descriptions (Merriam, 1998) concerning how

the stakeholders describe the issues they encounter in trying to provide quality and effective instruction to students, who have suspected disabilities. As Lichtman (2010, p. 97) stated “Your interview should be more like a conversation that you guide. You need to provide a chance for participants to tell their story in their own way and their own words”. This process was extremely important as the researcher did not want to guide the discussion, but wanted participants to feel comfortable enough to be able to freely express themselves as they had the knowledge that was required to give meaningful insight into the issues.

As the questions were not pre-determined and the interview was not really regulated, the researcher was cognizant of the fact that “qualitative interviewing requires intense listening ... and a systematic effort to really hear and understand what people tell you” (Rubin and Rubin, 1995, p. 17). This issue was at the forefront of the researcher's mind, as the objective was to capture the unique stories of the various participants so that new meaning would be revealed; as well as the collective story of the organization as it relates to the provision of quality and effective instruction to the students, who have suspected disabilities and who attend this PPSS so that whatever is already known can be confirmed.

Hancock et al., (2006, p. 41) declared “... the researcher should remember that time spent *talking* to the interviewee would be better spent *listening* to the interviewee ... the researcher should limit her comments as much as possible to allow more time for the interviewee to offer his perspectives”. It was understood that ultimately, the researcher's stories would also be captured since the nature of qualitative research lends itself to the documentation of the 'emic' or insider's perspective, as the views of the participants are reported; as well as the 'etic' or outsider's perspective, as the researcher also reports her own views (Merriam, 1998). Thus, the use of one question to guide the discussion yielded the desired results as the stakeholders

willingly told their story and there was a smooth transition between the accounts of each stakeholder.

In order to verify the data that was collected during this first session, individual interviews were subsequently conducted to allow for member checking and to gain a deeper insight into the various stakeholders' reality concerning the issues they face, as they try to provide quality and effective instruction to these students with suspected disabilities. As Creswell (2009, p. 199) stated "An ongoing dialogue regarding my interpretations of the informant's reality and meanings will ensure the truth value of the data". In this regard, an interview protocol was established for use (see Appendix O) with the various stakeholders and this time the interview took the form of a semi – structured informal conversation type as the researcher regulated and sequenced the questions during the course of the interview (Patton, 2002). This process allowed for a systematic collection of additional data while still retaining the conversational mode of the interview. In turn, the research question was operationalized via a focus group and individual interviews with participants as well as observation of the participants within the school environment. This afforded the respondents the opportunity to express their concerns freely as the intention was to discover their individual as well as collective issues with regard to providing quality and effective instruction to the students at the school. These interviews were audio-taped and subsequently transcribed.

Ethical Safeguards. Prior to embarking on the research process, permission was received from the board of management of the school (see Appendix L). In addition, the researcher informed the stakeholders about the intended purpose of the research. This was done both orally and in writing (see Appendix M). According to Walsh (2001)

The golden rule of research is that the researcher should never do any harm to research participants or those affected by the research ... It also means that the data obtained in the research study should only be used for the purpose of the research study (p. 72).

These are important and fundamental principles that should be adhered to when embarking on any research undertaking and expressly so for qualitative research, as the nature of the data that is collected are in many instances, extremely personal in nature. This data represents the innermost thoughts, desires and feelings of the respondents and should be treated with the utmost care and attention.

The issue of anonymity and confidentiality was considered to be a primary issue and permission was required before any type of research was conducted. As the researcher desired willing participants and in light of the sensitive nature of the data that was being collected, the researcher informed the participants of their right to withdraw from the research at any time they desired (see Appendix M). As Walsh (2001) maintained

All research participants have a right to privacy. This includes the right to withdraw from the research investigation at any point if they wish to, the right to refuse to answer any question asked, and the right to remain anonymous, and to have the confidentiality of their data protected (p. 72).

The participants were asked however, where possible, to give prior notification of any decision they might make to exclude themselves from the research process.

Setting

Care was taken to identify the setting for the interviews. This was done in the school's library which was the only air-conditioned, private space in the school. The interviews were also conducted during the lunchtime period, as it was the most convenient time for all the participants and the researcher did not want to disrupt the normal functioning of the school.

Data Analysis

The researcher decided to use the social constructivist approach to aid in the data analysis process as Creswell (2009) clearly outlined that

... The goal of the research is to rely as much as possible on the participants' views of the situation being studied ... Researchers recognize that their own backgrounds shape their interpretation, and they position themselves in the research to acknowledge how their interpretation flows from their personal, cultural, and historical experiences. The researcher's intent is to make sense of (or interpret) the meanings others have about the world (p. 8).

The researcher used the first two steps as outlined by Miles, Huberman and Saldaña (2014) to explain her approach to data analysis. These steps are: data condensation and data display. According to Miles et al. (2014, p. 12) "Data condensation is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in a way that "final" conclusions can be drawn and verified". Thus, in order to condense the data, the recording of the interview was transcribed in verbatim. This was a hand written process as the researcher had to continually 'pause' the tape, listen and write. This process took four hours on two different days as the researcher had conducted two separate interviews - focus group and individual interviews.

I did not originally intend to conduct two sets of interviews. However, I realized that during the focus group session some of the stakeholders hesitated to speak and some did not readily respond to the question asked. Thus, I did the individual interviews to provide them with an opportunity to indicate all the issues they were experiencing in a more relaxed environment and to ensure that relevant data was obtained. Similar and in some instances recurrent codes have been presented under one general theme which has been used as headings in the table (see Appendix S).

The data was then typed and analyzed in two phases as the researcher had to decide which portions of the data to code and extract, which themes were emerging and which evolving story to tell (Miles et al., 2014; Saldaña, 2009) (see Appendix Q & Appendix R). Saldaña (2009, p. 3) defined a code as “ A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language - based or visual data”. In this study, two of the elemental methods of coding were used. They were descriptive coding which “... assigns labels to data to summarize in a word or short phrase” and in vivo coding which “... uses short phrases from the participant’s own language in the data record as codes” (Miles et al., 2014, p. 74; Saldaña, 2009, p. 3).

The researcher decided to use the process of first and second cycle coding as articulated by Saldaña. First cycle coding initially assigns the data into chunks and second cycle coding “further manages, filters, highlights, and focuses the salient features of the” first cycle codes (Saldaña, 2009; Saldaña, 2013; Miles et al., 2014). Subsequently, a paragraph by paragraph process was undertaken during the first coding process in order to identify the codes and to gain an insight into the issues the stakeholders at this PPSS face, as they try to provide quality and effective instruction to students, who have suspected disabilities (see Appendix P). This

technique was employed for the focus group interviews and questions from the individual interview protocol were identified and the responses coded. These initial codes were then merged (focus group and individual responses) into categories and subcategories as part of the second coding process and since "... coding is a cyclical act" (Saldaña, 2009, p. 8) a third coding cycle took place as new themes emerged. This data was then shared with two of the researchers colleagues in special education as an additional form of member checking or as Saldaña (2009) put it "shoptalking" and a fourth coding cycle occurred when feedback from this process was received (Saldaña, 2009).

Once this process was completed, the post - coding and pre - writing process was embarked upon as these phases represent the "... transitional [and] analytical process between coding cycles and the final write up of your study" (Saldaña, 2009, p. 185). An integral aspect of this phase involved placing the coded data in a table form and identifying themes / categories as a means of compiling the multiple ideas expressed by the stakeholders under major headings. This was done for both the focus group (see Appendix Q) and individual interview responses (see Appendix R). As Miles and Huberman (1994, p. 11) enunciated "Data displays allow the analyst to extrapolate from the data enough to begin to discern systematic patterns and interrelationships". This compiled data was then broken up into yet another table, so that actual examples of the stakeholders' descriptions of the issues they face as they try to provide quality and effective instruction to the students at the school, could be read in context with the theme/ category under which it was included (see Appendix S).

Delimitations

The findings of the research are restricted by the following:

- This research would examine and present the perceptions of only six stakeholders at this PPSS.
- It would be difficult to replicate this study as it presents the opinions, attitudes and actions of these participants at this point in time and for this particular school.
- It is limited to only one educational district.
- Member checking - outside of the individual interviews - entailed brief conversations with the six stakeholders at different intervals after the first phase of coding. This was necessary as the new school term had started and it was challenging for the researcher to visit the school when all the participants were present at the same time.
- The UTT teacher was appointed by the MOE to a government school, within the first week of the new school term, and this appointment was in another district. He was eventually contacted and a meeting was held on the weekend at an agreed location so that the member checking process could have been undertaken. This process delayed the completion of the research analysis.

Limitations

- Selection of the stakeholders whom the researcher perceives to be the 'best' candidates for the research as they hold a wealth of information about the issue.
- The subjective nature of the qualitative research process would be evident throughout the research as the researcher is also an instrument of the research.
- Access to academic journals that were relevant to the issue at hand was difficult. This was a setback as the university library did not have subscriptions to many special education sites.

- The small size of the sample used for this study makes it difficult to generalize beyond the specific population from which the sample was drawn.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

Introduction

In an attempt to gain insight into the ability of a PPSS to provide quality and effective instruction to students with suspected disabilities, I opted to operationalize the following research question: How do the stakeholders describe the issues they encounter in trying to provide quality and effective instruction to students, who have suspected disabilities when psycho-ed. assessments are not available?

In this chapter, I have arranged the various stakeholders' issues according to four major themes namely – disconnect between system and service providers including parents; students have a range of learning disabilities which are difficult to cater to; lack of trained and qualified staff in the area of special educational needs and lack of adequate resource acquisition and allocation.

I have also merged focus group and individual interview responses to show the rich, thick, descriptive responses that were given as the stakeholders articulated the issues they faced in trying to provide quality and effective instruction to these students who have suspected disabilities when psycho-ed. assessments are not available. As Noddings and Witherell (1991, p. 280) stated “Stories are powerful research tools. They provide us with a picture of real people in real situations, struggling with real problems ...”. Consequently, the stakeholders were afforded the opportunity to tell their story in their own way and with their own words. This discourse is presented in narrative form.

Stakeholder Issues

Disconnect between school system and service providers including parents. From the interviews conducted with the six stakeholders, some expressed the issues they were facing in trying to provide quality and effective instruction to the students in terms of a disconnect between the system and the service providers including parents. The MOE is the major service provider in this organization as it pays teacher salaries, provides policy for the education of special children and the curriculum that is to be used in the school.

Inappropriate curriculum. The students at this PPSS are expected to do the same curriculum as established by the MOE for use in primary schools in Trinidad and Tobago. The stakeholders considered this an issue as it was felt that the revised primary school curriculum and introduction of the CAC component affected teaching and learning time especially as these children have other challenges. Stakeholder 2 (who is the administrator/principal) stated “What I have to say is a great challenge for us is the present thrust of the MOE and what I think sufficient consideration is not taken into consideration that not only at private special schools, schools in general there are children who would not attain the standard that the Ministry expects of these children because of these children disadvantages. More consideration be given to these children ... because we cannot meet all the requirements of the MOE because it impacts too much on teaching time when we have to do all these reports and testing on children who come in knowing so little. I believe that is a very critical point in that the demands of the Ministry takes up a lot of time with the teachers in the recording and the testing and these children ...”. This sentiment is endorsed by Stakeholder 1 (who has been teaching at the primary level for over 40 years) as she felt that “The MOE’s exposure is good; however the marking causes a hindrance as the students become intimidated and many ‘freeze up’ when the external examiner comes to grade their

work”. Stakeholder 3 (the recent UTT graduate) felt that there was “Too much outside interference from the MOE” and stakeholder 5 (the Board member) felt that “These new requirements the Ministry wants about each child ... it not helping the children, this is too much so how do you deal with that yuh know? ... They need to stop putting additional pressure to have to move these children forward. They already have challenges and so the MOE should not add to it”.

Disconnect with parents. These issues are compounded by the fact that there is little to no parental involvement at the school level and minimal interaction at home. Thus, according to stakeholder 2 “... their challenges in the home when they leave here they don’t get help at home. When they have projects they most times don’t complete the projects because they do not get any assistance at home”. In addition, stakeholder 5 articulated that “... the social problem now is we try our best to involve the parents but when you try to let the parents know the problems you have with the child, they resort to giving them a good licking. That is it. So, yuh really dealing with the problem to help solve the children problem. In other words, they just so, they themselves so, so they cyar help us with the children. When you tell them the children cuss bad and want to fight, they beat them. They wouldn’t even say, well sit down and you know you must try to get along with the children in the class and you don’t behave like that and it is not nice and so on, because they themselves behave like that cussing and getting on bad with one another right there yuh know, so we try, all of us try to talk to the parents and see if we could get them”. The stakeholders are aware though, that the parents need help themselves and would be receptive to that assistance as was evident in their attendance in a parent meeting that was held at the school. However, as stakeholder 2 noted “... there was a good turnout, but no follow up”. Stakeholder 6 (the parent) felt that there is need for “A lot more support from parents who could

come you know and help ... and also there needs to be a greater interaction and communication with the teachers and parents”.

Students have a range of learning disabilities which are difficult to cater to. Students are enrolled in this institution because they were not coping in other schools and as such they came with a variety of academic and behavioural challenges. The stakeholders referred to issues with limited attention span, social dysfunction, suspected mental health issues, behavioural disorders, limited data and comorbidity, as critical issues they face on a daily basis.

Limited attention span. It was a recurrent issue that the children were unable to sit still for any period of time and there was a constant need by some students to make frequent bathroom trips as stakeholder 1 and 3 respectively stated “Walter [pseudonym] not paying attention and you know he is, there is something that is causing that and so Walter would have behavioural, you know problem, but it is only because he is unable to sit and focus for any length of time” ; “This child is displaying that he cannot sit down he always have to go to the wash room”.

Social Dysfunction. Many students have serious social problems as stakeholder 2 commented “... a lot of the children come here with a lot more problems, social problems that they are not geared towards their learning if the child is being interfered with sexually or being abused or they are not ready for learning when they arrive at the center and this impinges on our being able to achieve our vision and mission”. Some of these situations cause the children to act violently while others require in - depth intervention as their problems need more than just counselling.

Suspected mental health issues. As stakeholder 5 stated “some of them need more than the counselling, they need psychiatric. A very violent feeling in some of them you know. I realize that you have to deal with and if you don’t deal with it at this level, I think you would have to. When they get into the bigger school it would be very unfortunate if they do not get the help because when they get into the main big schools it would be a lot of problems for them to deal with it. At this level, we are trying to source and identify some children who we think may need not the ordinary but psychiatric sessions because of the inward violent problems that they feel. They have to show when they get mad and so on and so that is the problem and I know it happens in every school, but our in house here is to help the children with the best available way we can”.

Behavioural disorders. As is to be expected, it is not the children’s fault as they have become products of their environment. Consequently, when asked ‘What is the greatest challenge at this school academic or behavioural?’ stakeholder 4 (the teacher who has been at the school since its inception) commented “Behavioural, because am you see, because somewhere of them comes from, you know and their upbringing more or less contributes to academic performance, but their behavior really stands out first”. Stakeholder 3 endorsed this view as he stated “Mainly behavioural ... even if it is curbed in the classroom, it would continue during the break time period”. He recounted an incident where “... charts ripped off the wall, counters became weapons”. However, stakeholder 5 and stakeholder 2 respectively, felt that it was both - ‘academic and behavioural’ as stakeholder 5 stated “Well is both eh. It is both academic and behaviours. Academic because of the levels of each child ... we have a lot of discipline problems and I think that is am, you know, one of the main problem is their backgrounds and so on and that I believe that they should not be penalized because of their short fall in upbringing and home

life ... Yuh come here and but you see, they have to move back to that environment. So all you are teaching to them for the few hours, you have them when they go back there, it is not continued. So it is an uphill battle how we deal with the social aspect of the children and teach them how to get along with one another. Not having to resorting to violence as a way of sorting their problems with their mate, with their school mate. So I am, I get a little exasperated sometimes you know. When I come and they are fighting and they wrestling and they say hurtful things to one another - which I am very worried about really". Stakeholder 2 stated his concerns in this manner "I would say respectfully a combination of both. Am you have the, the students who are just here as first of all they are inculcated in ills. They set some negative self-esteem in their core selves and then [their parents] they just see here as a means of keeping their children in school to allow them to access certain fundings, but without really being interested in the progress of the children whether academically or socially or morally or, or in any way that would help with the holistic development of the child".

Limited data. Lack of adequate information serves to add to the problems, as parents and principals withhold vital information concerning the students. This in turn, causes issues in the school, as no provisions can be put in place for the students prior to their enrolment. As stakeholder 2 commented "Most times we ask for these students to bring the record cards and I must record that invariably they come to the school without the cumulative record cards, so we depend solely at the beginning on what the parent or person seeking the child's admission at the school shares with us. My experience has been that many important factors are not mentioned, for fear that the child may not be admitted ... I must indicate that most times the principals of the sending school of the child - again they do not tell you all the facts, because they don't want to discourage you from accepting the child ..." Stakeholder 4 also endorsed this view as she stated

“But what we try also to do is to get am, to get background information from the past schools they attended. To as to know - what was the problem with the child”.

Comorbidity. This previous knowledge is critical as many students display more than one type of disability as stake holder 3 stated “Now a major challenge is where you see the comorbidity coming out. Where you seeing they have more than one disability at a time. So wherein the child showing the ADHD there is the Autism coming out and with the Autistic child the child have to get the routine clashing with the ADHD. It is very difficult as where you would have the child sitting for one second, the autistic aspect of the child coming out so you have where I have to do this and I set out to do this. So even where simple carrying a complaint and you would say ok let us hear one side, the child would insist they have to finish what they are saying and that’s part of routine. They have to finish what they set out to do and even if they get up to go to someone. They tell them to sit out, they will wait until break time as they insist that they have to hit and so you see the disabilities clashing with them”.

Lack of trained and qualified staff in the area of special educational needs. Students who are classified as having SEN are a diverse group and as such they require teachers who are knowledgeable and trained in this area. There was only one teacher who had training in this area – stakeholder 3 however; he was re-assigned by the MOE to a school in another district. This was amidst the best efforts of the Board of Management to retain him as a teacher at this school. Consequently, the use of volunteer staff has become extremely important.

Use of volunteer staff. At present, the school has a system where volunteers come in and assist with various activities such as art, reading, physical education etc. However, one issue that has been enunciated by many of the stakeholders interviewed is the fact that the support received

from the volunteers, is at times inconsistent and generally insufficient to adequately treat with the need at the school. As stakeholder 5 stated "... to really let the children benefit you need that one on one situation which is difficult for any school to provide yuh know ... but I think this little school to be successful we need a lot of volunteers - one on one. We need more volunteers ... and not only volunteers, but consistent people, consistent volunteers. Not yuh come this week and next week and yuh doh come for another two weeks ... these children need to have all the time, all the time, all the time, because yuh have their attention span is so limited". As stakeholder 6 succinctly puts it "More persons can offer their services".

This assistance in the classroom is much needed and welcomed as these stakeholders generally have no formal training in special education as stakeholder 2 declared "Now no one here on the staff of this center is qualified to do a psycho-ed evaluation ... in a few cases we have been able to get the psycho-ed. evaluation and then the IEP'S become a problem ... that then becomes a problem as we now have to use our own limited expertise to formulate the IEP's for the child at whatever level they are in the previous subject areas and that is a challenge for us". The issue of what happens next with these students was also an area of concern for these stakeholders as stakeholder 5 declared "... what about when they leave here and go into the main stream? They cyar stay here forever! They have to go into the main stream ... They should have let the children continue primary up to seventh standard and do their school leaving here. At least they would have had something, rather than go in there just wasting time and get nowhere. So that is my concern with here and it is a concern that I would like to know how best to deal with it. How best to help? Not for me personally, but what can I do to make it right for these. This little lot we have here and yuh know. So you could only know if you are in the problem and there is no cut and dry to solve this problem".

There was also a call for intervention from the MOE SSSD staff as their assistance and support was greatly needed at the school.

Need for specialist services. As stakeholder 2 stated “We need to have more social workers, we need to have more people qualified persons to help children with therapy like speech therapists, handwriting specialists because you would be surprised to see that once you develop that poor habit and once they develop that poor habit and that poor pencil grip it becomes difficult for them to master the art of handwriting and also the speed that is required to finish assignments within a given time frame ... there is a need within the system for the therapist whether they be speech therapist or occupational therapist who ever they may be we need the guidance counselors and so on and a lot more social workers”.

In addition, teachers seem to lack knowledge in the use of appropriate strategies for working with students with SEN. Thus, they identified short term memory as a problem and engaged in a lot of repetition as a means of addressing this issue.

Lack of knowledge and training in effective strategies. Another major problem the stakeholders experienced is with the students’ short term memory which results in their need for constant repetition. As stakeholder 3 stated “... you have to use repetition a lot for them to ketch on. Any work we do on Friday, by Monday I know that I have to keep revising because everything is out. It is always a repetition I have to be doing with them for them to remember”. Stakeholder 4 reiterated this when she said “Repetition also, you know once you teach one topic you go over constantly so they would understand more or less”. Stakeholder 1 offered a suggestion in a bid to understand and explain a possible reason for this problem when she stated “Then we have am, one he like, he, nothing is sticking, but he is not stupid because he walks to

school and is not stupid, but he too does not speak well. So then one wonders if his inability to speak - that is causing this academic challenge”.

Lack of adequate resource acquisition and allocation. Students are not expected to pay fees even though this is a privately – funded school. In order to have the efficient operation of the institution however, finances are required and in the school environment it is an essential commodity.

Lack of finance. Helping these students becomes a real problem as stakeholder 2 stated “I must say that we have not been getting the support from the parents because they are not in a financial position to do this” and “... the IEP’S become a problem as we cannot continue to pay for continued service or an educational psychologist or the clinical psychologist or whichever psychologist the child is referred to”. Money is also required for resources as stakeholder 1 stated “... we don’t have all these sophisticated manipulatives” and stakeholder 4 continued “... try to get funds to help the school to try to get teaching materials, counters, the basic things the school would need. We need a lot of things a photocopying machine that is one that is on the list - priority because that right now is giving trouble. Ever so often it stops and starts back to work. We have to call in a technician to come and check it out and materials - we need ink for the printer”.

Lack of support from the wider community. It was suggested that the school could acquire some much needed assistance if it is advertised as stakeholder 4 declared “We could try to advertise our school more so that the public would be aware of our school and challenges that we have with the children because a lot of them come from homes that are is struggling because

some of them cyar really come to school because of finance you know, so we could try to advertise the school more”.

Inadequate facilities. To compound this situation, lack of space is a serious issue as the building in which the school is housed is very small. Thus, stakeholder 4 stated “The computer room is used for everything because of space. Is the compact space. It was not always like this. It was organized eh, but because of limited space, everything is compact, but it will get organized”. This challenge for space was reiterated by stakeholder 5 who said “The levels of each child, it is so different that you cannot, well you have five children at different levels and you need space for that.”

Summary of Findings

The stakeholders interviewed revealed that there were a number of issues they face on a daily basis as they try to provide quality and effective instruction to the students. These issues affected their ability to perform adequately and competently. These issues include: disconnect between system and service providers including parents, students have a range of learning disabilities which are difficult to cater to, lack of trained and qualified staff in the area of special educational needs and lack of adequate resource acquisition and allocation.

CHAPTER FIVE

DISCUSSION AND RECOMMENDATIONS

The findings revealed that there are a number of issues stakeholders encounter in trying to provide quality and effective instruction to students who have suspected disabilities, when psycho-ed. assessments are not available. The themes or categories which emerged included a disconnect between school system and service providers including parents; students have a wide range of learning disabilities which are difficult to cater to; lack of trained and qualified staff in the area of special educational needs and lack of adequate resource acquisition and allocation. These issues are important as De Lisle et al. (2008) stated

Helping these schools improve requires a vision of school improvement that is context dependent - one that acknowledges reality and the need to compensate for the circumstances faced ... such insight will ... provide a contextualized perspective on school effectiveness - one that gives appropriate attention to the institution (p. 560).

Discussion

Disconnect between school system and service providers including parents. It has long been recognized that education in Trinidad and Tobago is heavily politicized and that the stakeholders are continually at the mercy of 'those in charge'. Research conducted by Conrad and Brown (2007) has revealed that educators in Trinidad and Tobago remain unconvinced that policymakers are providing avenue to effectively treat with the SEN of students in inclusive settings.

This is the unfortunate reality of the stakeholders at this school, as they have been (in recent times) inundated with additional curricula demands. In turn, this process has been regarded as a lack of will on the part of policymakers rather than a lack of money (Worrell, 2006; Conrad et al., 2007). This sentiment has been endorsed by Vegas and Petrow (2008, p. 73) who felt that "... improving student learning is a medium - to long - term proposition. Thus, unless they are under pressure from the electorates, elected officials are not often willing to be held accountable for improving student learning". Such is the nature and reality of education in Trinidad and Tobago today.

There is a steadily growing acknowledgement of the importance of parents as a valuable educational resource since the insight they bring concerning their children serves to provide a powerful data bank. In this regard, parents, families and by extension communities exert a critical influence on school and classroom interactions (even where their presence may be absent). According to Munn (1993)

A number of studies of school effectiveness identify parental involvement as one of the key variables associated with effectiveness in general and with pupil attainment in particular. The more involved parents are with their children's schooling, the greater it seems are the chances of their children doing well (p. 1).

Thus, there is an urgent need to address the absence of parental involvement at the school as intervention and assistance from the parents would serve to mediate many of the issues the stakeholders at this school at present face, in trying to provide quality and effective instruction to these students with suspected disabilities.

Students have a range of learning disabilities which are difficult to cater to. These children at this PPSS are by and large in a vulnerable position and if not properly cared for, they can easily become the next statistic. Kominski, Jamieson and Martinez (2001) alluded to the fact that at - risk conditions are synonymous with the individual or situations arising from the context in which they live. Consequently, school for many children, provides that buffer from the cold harsh realities of their lives - even if it is only for a few moments in the day. Thus, it is important that their school experience be in a relaxing, caring environment as many of them have already been educationally displaced and socially rejected because of their behaviour. As stakeholder two stated "...they are not aware that we accept the child regardless of the child's condition, because this is the reason why we are here, this is our mission and vision - to help these children".

Stakeholder 5 has expressed their plans for the development of a sports league/ club, etiquette training and introduction of music with a view to teaching the students how to play an instrument (s). Once this initiative is undertaken, the self-esteem and self-concept of the students will develop. This process has already started as stakeholder 6 stated "I am pleased with the school as my daughter has progressed. Her work attitude has changed since coming to this school. She is more interested in doing work now and her confidence levels have increased ... even her doctor is saying to me that she is maturing into quite a nice child". According to Vegas et al. (2008)

Learning hinges on myriad factors, from parent's education and societal values regarding education to school infrastructure ... Ensuring that all students learn requires both a theory of action for providing education and strong alignment of the roles and responsibilities of all participants in the education system to ensure education quality (p. xxii).

Lack of trained and qualified staff in the area of special educational needs. Barrett, Chawla-Duggan, Lowe, Nickel and Ukpo (2006, p. 13) define effectiveness as the “... degree to which the objectives of an education system are being achieved”. It can be external which relates to the extent to which the individual and societal needs are met, or it can be internal which speaks to the ability of the institution to function (Hawes and Stephens 1990; Tibi, 1985). This concept is in keeping with Bronfenbrenner’s articulation of the interrelationship between the individual, their family and society.

In order for this institution to be deemed as effective, the staff urgently needs to be exposed to training that involves teaching students with SEN. This is especially in light of the fact that students with SEN are a vulnerable group and there is extensive literature concerning teacher competence being a critical factor in student experiences and outcomes as it relates to schooling (Cuttance, 2001).

Lack of adequate resource acquisition and allocation. Funding is a constant issue that all institutions face. Thus, management of the monies that are generated and received is critical for this school, especially as school fees are not an entry requirement.

Recommendations

Parental involvement. Parental involvement provides the critical component in the classroom as it allows for the establishment of an interactive communication link which enhances the learning at home and at school. Parents can participate in planning activities to establish goals for their children as well as help teachers to implement strategies to meet these goals. The principal can use the nota system for participation of parents in school duties: curricular, co-curricular and extracurricular e.g. coaching, playground and classroom

supervision, library aides, field trips etc. As Turnbull, Turnbull, Erwin and Soodak (2006) stated “When parents perceive they are part of a team, it seems to make all the difference” (p. 187).

Parental involvement enhances the school management process because principals are able to delegate authority to parents who may be in a better position ‘to get the job done’ or to source materials where the principal may be hindered by bureaucracy. In addition, parents have been known to be excellent at organizing and engaging in fund raising efforts as they explore multiple methods - both conventional and non-conventional. Parents also act as advocates in getting policies formulated and legislation passed. They provide that vital link with ‘the wider community’ as they are able to exert a ‘positive’ influence on friends, neighbors, relatives, employers and others, thereby gaining support and resources for the school.

Teacher Training. The MOE and the Trinidad and Tobago Unified Teachers Association (TTUTA) can provide much needed assistance in the training of staff members to meet the SEN of the students. The teachers can be exposed to principles such as cooperative teaching and this can be merged with Howard Gardner’s multiple intelligences philosophy. Also, the infusion of more technology in the classroom is important as students generally respond positively to technology.

Community outreach. Once this specific training is given to the teachers, additional sensitization programmes would be held with the students, parents, community, religious and business members respectively to ensure that each stakeholder is aware of their role and function as it relates to the provision of quality and effective instruction to the students. It is hoped that via this medium, volunteers would recognize their importance in the school environment and become more dedicated to the cause.

Transition planning. The big question that faces all stakeholders who work with students with SEN is what next? As the stakeholders at this school have acknowledged – many of these children cannot depend on their parents for meaningful intervention into their lives. This is an important consideration as De Lisle et al. (2008) stated “Only by improving these schools can we ensure social mobility, education for all, and the development of human capital, so necessary for future national development”. Our children are depending on us - please let us not let them down (Journal entry March 21st, 2014).

Quality education. Mukhopdhyay (2005) states “... the western view of quality education is functional: what a graduate ‘can do’. The Indian view of quality education transcends functionalism and reaches the metaphysical level: what a graduate ‘can be’” (p. 24). We would always have issues in the education system however; the way in which we treat with the issues is based in large part on the vision we have for our students with SEN. Do we see these children in terms of what they can do or who they can be? The answer to this question will determine the quality and effectiveness of the instruction that is given especially in the PPSS when psycho – ed. assessments are not available.

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Appendix A

Thirteen types of disabilities as identified in the IDEA (2004)

- **Autism** is a developmental disability that significantly affects verbal and non-verbal communication and social interaction. It is generally seen before age three and adversely impacts upon the student's educational performance.
- **Deafness** is a hearing impairment that is so severe the child is unable to process linguistic information with or without amplifications
- **Deaf-blindness** is concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the affected person cannot be accommodated in special education programs exclusively for children with deafness or children with blindness.
- **Emotional Disturbance** is a condition where a child of typical intelligence exhibits one or more of the following characteristics over an extended period of time and to a marked degree that adversely affects a child's educational performance with regard to: (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression and (e) a tendency to develop physical symptoms or fears associated with personal or school problems
- **Hearing Impairment (HI)** is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but that does not meet the definition of deafness.

- **Mental Retardation (Intellectual Disabilities)** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.
- **Multiple Disabilities** are concomitant impairments (such as mental retardation-blindness or mental retardation orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness.
- **Orthopedic Impairment** is a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
- **Other Health Impairment** means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome. It must also adversely affect a child's educational performance.
- **Specific Learning Disabilities** is disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may

manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

- **Speech or Language Impairment** is a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
- **Traumatic Brain Injury** is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. It does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth.
- **Visual Impairment Including Blindness is an** impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. (IDEA, 2004; Pierangelo et al., 2008).

Appendix B

Inclusion In Education

Inclusion in education involves:

- Valuing all students and staff equally
- Increasing the participation of students in and reducing their exclusion from the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorized as 'having special educational needs.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasizing the role of schools in building community and developing values as well as increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognizing that inclusion in education is one aspect of inclusion in society.

Appendix C

TABLE 2.1 Legal requirements of the Individualized Education Program (IEP)

According to the Individuals with Disabilities Education Act (IDEA) 2004, the required contents of an IEP include the following:

1. A statement of the child's present levels of academic achievement and functional performance. On many IEP forms, this is called the PLOP (present level of performance). In some cases the PLOP is now listed as the PLAAFP (present level of academic achievement and functional performance).
2. A statement of measurable annual goals, including academic and functional goals. The law states clearly that the goals should enable the child to access the general education curriculum.
3. A description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals will be provided.
4. A statement of the special education and related services and supplementary aids and services the child will receive. The services must be based on peer-reviewed research.
5. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on standardized achievement assessments. If the child is to take an alternate assessment instead of a particular regular state or districtwide assessment, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

The IEP also requires the following related-to-transition services for students at age 16:

1. Appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment, and independent living skills (if appropriate).
2. The transition services (including courses of study) needed to assist the child in reaching those goals.

The law also stipulates the make-up of the IEP team. The following individuals must be a part of the IEP team:

1. The parents of a child with a disability.
2. A minimum of one regular education teacher.
3. A minimum of one special education teacher or special education provider of the child.
4. A representative of the local educational agency. This individual should be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, knowledgeable about the general education curriculum, and knowledgeable about the availability of resources.
5. An individual who can interpret the instructional implications of evaluation results.
6. Other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. The parents or the local education agency (LEA, i.e., school) may appoint these individuals as they see appropriate.
7. The child with a disability, whenever appropriate.

Source: *Individuals with Disabilities Education Act, U. S. Department of Education.*

Appendix D

Learning Disabilities Signs and Symptoms.

Preschool signs and symptoms of learning disabilities

- Problems pronouncing words
- Trouble finding the right word
- Difficulty rhyming
- Trouble learning the alphabet, numbers, colors, shapes, days of the week
- Difficulty following directions or learning routines
- Difficulty controlling crayons, pencils, and scissors or coloring within the lines
- Trouble with buttons, zippers, snaps, learning to tie shoes

Ages 5-9 signs and symptoms of learning disabilities

- Trouble learning the connection between letters and sounds
- Unable to blend sounds to make words
- Confuses basic words when reading
- Consistently misspells words and makes frequent reading errors
- Trouble learning basic math concepts
- Difficulty telling time and remembering sequences
- Slow to learn new skills

Ages 10-13 signs and symptoms of learning disabilities

- Difficulty with reading comprehension or math skills
- Trouble with open-ended test questions and word problems
- Dislikes reading and writing; avoids reading aloud

- Spells the same word differently in a single document
- Poor organizational skills (bedroom, homework, desk is messy and disorganized)
- Trouble following classroom discussions and expressing thoughts aloud
- Poor handwriting

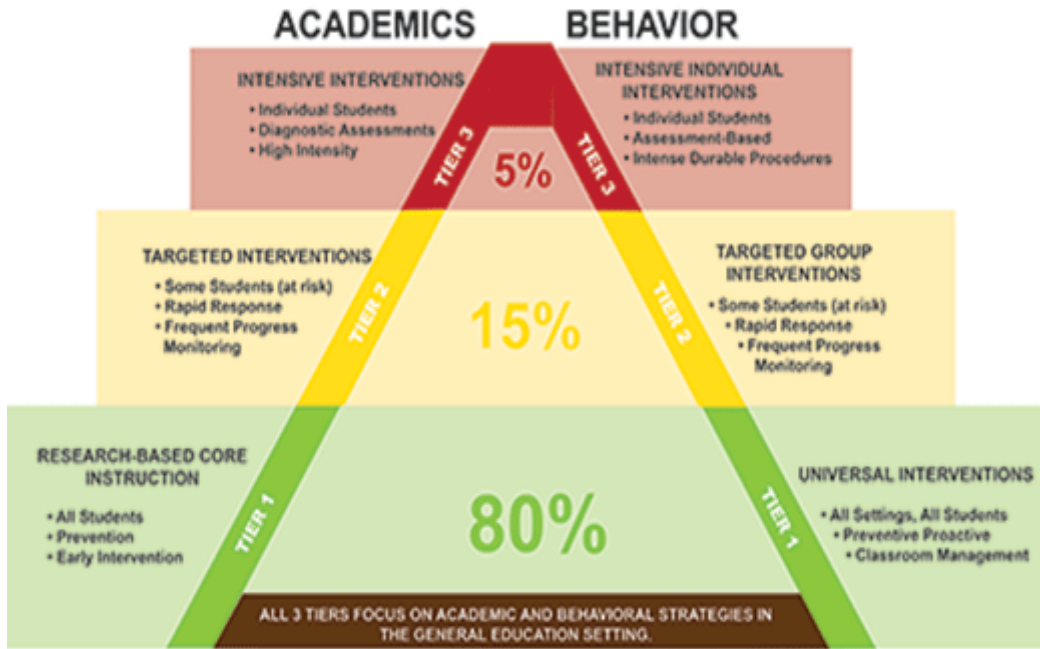
NB. Paying attention to developmental milestones can help you identify learning disabilities.

Appendix E

Characteristics and Types of Learning Disabilities

Common Types of Learning Disabilities		
Dyslexia	Difficulty reading	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with math	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand-eye coordination, balance, manual dexterity
Dysphasia/Aphasia	Difficulty with language	Problems understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures

Appendix F



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Appendix G

CONCESSIONS TO BE GRANTED FOR THE SECONDARY ENTRANCE ASSESSMENT 2013 MAY INCLUDE:

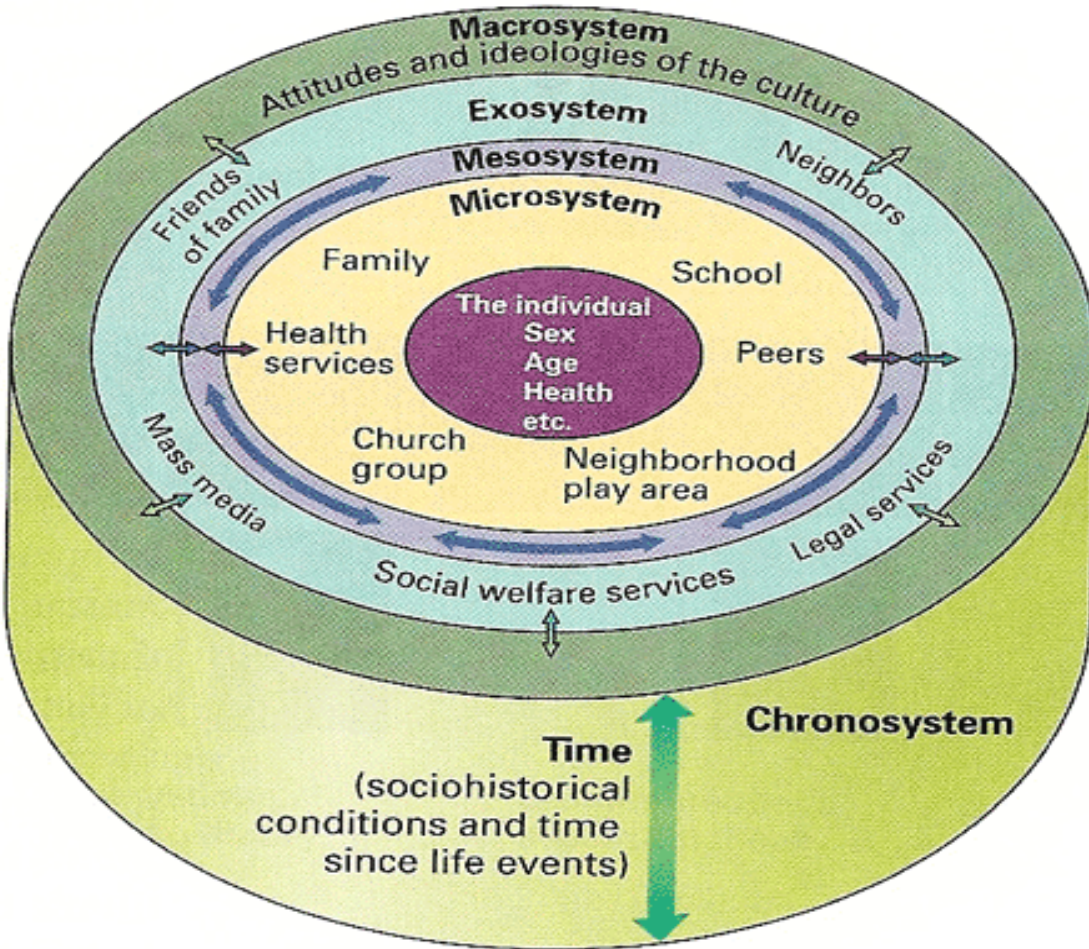
Condition	Possible Concession	Language Arts/Essay	Mathematics
Hearing Loss	<ul style="list-style-type: none"> • Interpreter • Extended time • Separate examination venue / room 	Twenty (20) minutes OR Forty (40) minutes additional time	Twenty (20) minutes OR Forty (40) minutes additional time
Vision Impairment <ul style="list-style-type: none"> • Low Vision • Blind 	<ul style="list-style-type: none"> • Braille / Large Print • Scribe • Reader • Supervised rest breaks • Extended time • Separate examination venue / room 	Twenty (20) minutes OR Forty (40) minutes additional time	Twenty (20) minutes OR Forty (40) minutes additional time
Physical Disability	<ul style="list-style-type: none"> • Scribe • Extended time • Supervised rest breaks • Compensatory time • Separate examination venue / room 	Twenty (20) minutes OR Forty (40) minutes additional time	Twenty (20) minutes OR Forty (40) minutes additional time
Learning Disability	<ul style="list-style-type: none"> • Extended time • Supervised rest breaks • Compensatory time • Separate examination venue / room 	Twenty (20) minutes additional time	Twenty (20) minutes additional time
Medical Conditions e.g. Asthma, Juvenile Diabetes, Allergies, Other	<ul style="list-style-type: none"> • Scribe • Permission to take medicine, eat, drink, go to the bathroom, move around during breaks • Extended time • Supervised rest breaks • Compensatory time • Close monitoring • Separate examination venue / room 	Twenty (20) minutes OR Forty (40) minutes additional time	Twenty (20) minutes OR Forty (40) minutes additional time

Appendix H

The following are areas of special concern that require immediate attention:

- Gifted 2% (based on International Standard figure)
- Learning & Behaviourally challenged 15-20% (based on cut off 30th percentile of SEA results (2001- 2002))
- Intellectually Challenged (can be found in all of the student groups) 15-20% (based on the Dr. M. Marge Report (1984))
- Academically Proficient 20% - 25% (based on CXC results - 5 or more passes)
- Underachievers (Having the ability to perform but are poorly Motivated because of domestic, social and school related problems) 40%-50 (based on CXC results of students not achieving).

Appendix I



Appendix J

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THE UNIVERSITY OF THE WEST INDIES

ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES

FACULTY OF HUMANITIES AND EDUCATION

SCHOOL OF EDUCATION

Telephone: (868) 662-2002 Ext. 2118/2319 Fax: (868) 662-6615 e-mail: headsoe@fhe.uwi.tt

10th June, 2014

The Planning Officer,
Ministry of Education,
Chepstow House,
Frederick Street,
PORT OF SPAIN.

Email address: balchanh@gov.tt

Dear Madam,

The following student is currently registered at the School of Education, The University of the West Indies at St. Augustine pursuing the following programme-

NAME OF STUDENT	I.D. NO.	PROGRAMME
Anna La Roche-Samaroo	81206658	M.Ed. [Inclusive and Special Education]

Mrs. La Roche-Samaroo is submitting her application form with all the necessary information to the Ministry of Education to carry out research in schools.

We wish to advise that while carrying out her research, she will follow all the protocols necessary to ensure the confidentiality of the findings and to treat the subjects with respect. We look forward to the usual cooperation accorded to our graduate students by your Ministry.

J. R. L. L. L.

Dr. Jeniffer Mohammed
Head,
School of Education, UWI, St. Augustine



Appendix K

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THE UNIVERSITY OF THE WEST INDIES

ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES

FACULTY OF HUMANITIES AND EDUCATION

SCHOOL OF EDUCATION

Telephone: (868) 662-2002 Ext. 2118/2319 Fax: (868) 662-6615 e-mail: head@educ.uwi.tt

February 18th, 2014.

Director

Dear Ms.

Mrs. Anna La-Roche Samaroo is currently enrolled in the **Master of Education in Inclusive and Special Education** programme at the School of Education, The University of the West Indies, St. Augustine.

Mrs. La-Roche Samaroo is kindly seeking permission to conduct interviews with members of for the course EDRS 6900 – M.Ed. Research Project.

Her topic of research is **“No diagnosis? The provision of quality and effective instruction to students via response to intervention”**.

While carrying out research, she will follow all the protocols necessary to ensure the confidentiality of her findings and to treat the subjects with respect.

I thank you in advance for your kind consideration.

Yours respectfully,

Winford James, Ph.D.

Chair, Subcommittee for Graduate Studies and Research

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Appendix L

February 24, 2014

Dr. Winford James
Chairman,
Sub-committee for Graduate Studies and Research
Faculty of Humanities and Education
School of Education
The University of the West Indies
St. Augustine Campus
Trinidad

Dear Dr. James,

This is to acknowledge receipt of your correspondence in which you requested permission for 4 members of staff of [redacted] to be interviewed by Mrs. Anna La Roche-Samaroo, who is currently enrolled in the programme leading to the Master of Education in Inclusive & Special Education of The University of the West Indies.

Please be advised that permission is hereby granted to Mrs. La Roche-Samaroo in that regard, subject to the proviso that the protocols necessary to ensure the confidentiality of such a programme, be followed.

Yours respectfully



Appendix M

(Address)
21st March, 2014.

RE: Permission to Participate - Research Study

Dear Mr./Ms. _____

I am currently completing my Master's Degree in Inclusive and Special Education with The University of the West Indies St Augustine campus. I am seeking your assistance in collecting data for my research study which is entitled:

No Diagnosis? The provision of quality and effective instruction to students with suspected disabilities.

Data for this research would be collected under the following terms and conditions:

1. Your role in this research project is voluntary.
2. You can decide to withdraw your participation from this project at any time (even after signing the letter of consent), but prior notification of such would be greatly appreciated.
3. You have the right to refuse to answer one or more of the questions without penalty and may continue to be a part of the study.
4. All information obtained will be treated in strictest confidence.
5. There will be two interview sessions. One would be in the form of a focus group and is expected to take no longer than 1 hour. The other interview session is an individual interview which is expected to take no more than 45 minutes each.
6. The researcher will record on audio-tape the focus group and individual interviews with participants.

- 7. The participant will be entirely free to discuss issues and will not be in any way coerced into providing information that is confidential or of a sensitive nature.
- 8. Pseudonyms will be used to conceal the identity of the participants. However, anonymity cannot be guaranteed as there are slight chances that direct quotes or stories used may identify the participant to others, particularly colleagues.
- 9. The school will not be identifiable in any written reports about the study.
- 10. Audio-tapes and transcripts will be kept in secure cabinet and destroyed after three years.
- 11. A report of the findings will be made available to the school upon request for review.
- 12. Any additional questions concerning the study can be directed to the researcher Mrs. ANNA LA ROCHE- SAMAROO at (phone number) or at my e-mail is ...

Thanking you in advance for your kind consideration in this matter.

Respectfully submitted,

.....
ANNA LA ROCHE- SAMAROO.

Nb. This section is to be completed by the participants.

CONSENT STATEMENT:

I, _____ (name in block letters), agree to the conditions stated in this letter of consent and certify that I have received and signed a copy of the consent form.

(Signature)..... (Date)

Appendix N

INTERVIEW PROTOCOL – Focus Group

1. How do the stakeholders describe the issues they encounter in trying to provide quality and effective instruction to students, who have suspected disabilities when psycho-ed. assessments are not available?

Appendix O

INTERVIEW PROTOCOL – Individual

1. What is the greatest challenge at this school - academic or behavioral?
2. What materials and instructional methods are used in the classroom?
3. What assessment procedures are used to identify students in need of intervention?
4. Do you know your students specific strengths and weaknesses?
5. What are the types of data that will be collected to monitor student progress?
6. Is that information communicated to parents?
7. As a way forward, what do you think can be done to improve instruction at the school?
8. How has the vision and mission of school been accomplished?
9. How do the strategies that are being employed by the school affect the provision of quality and effective instruction to students?
10. What evidence is there to indicate the effectiveness of these strategies?

Appendix Q

QUESTION: How do the stakeholders describe the issues they encounter in trying to provide quality and effective instruction to students, who have suspected disabilities, when psycho-ed. assessments are not available?

FOCUS GROUP INTERVIEW RESPONSES

During the focus group session some of the stakeholders hesitated to speak and some did not readily respond to the question asked. Enclosed are the responses that were given.

STAKEHOLDERS	<u>ISSUE:</u> DISCONNECT BETWEEN SCHOOL SYSTEM AND SERVICE PROVIDERS INCLUDING PARENTS
1	NR (No Response)
2	<ul style="list-style-type: none"> • Unrealistic expectations • Urgent need for more specialists • Demands of MOE have negative impact on teaching and learning time • Unrealistic demands • Inability to complete curriculum requirements • Fear of parent(acceptance) • Lack of parental support • No home support
3	NR (No Response)

4	NR (No Response)
5	<ul style="list-style-type: none"> • MOE intervention needed • Home issues impact heavily on children
6	NR (No Response)
STAKEHOLDERS	<u>ISSUE:</u> STUDENTS HAVE A RANGE OF LEARNING DISABILITIES WHICH ARE DIFFICULT TO CATER TO
1	<ul style="list-style-type: none"> • Students unable to sit still • Students easily distracted (runs to the toilet every minute)
2	<ul style="list-style-type: none"> • Varied competencies • Learning disabilities • Limited attention span • Limited information sharing • Minimal information sharing • Children have serious social problems • More social help needed
3	<ul style="list-style-type: none"> • Inability to sit down • Constant need to use washroom • Comorbidity- more than one disability • Inappropriate behavior
4	<ul style="list-style-type: none"> • Difficulty in getting background information • Repetition
	<ul style="list-style-type: none"> • Discipline problems

5	<ul style="list-style-type: none"> • Social issues • Proper socialization of child lacking • Some need more than counselling (surface intervention) • Psychiatric issues • Violent feelings • Need help now (while in primary school)
6	<ul style="list-style-type: none"> • Short attention span • Misbehaving
STAKEHOLDERS	<u>ISSUE:</u> LACK OF TRAINED AND QUALIFIED STAFF IN THE AREA OF SPECIAL EDUCATIONAL NEEDS
1	<ul style="list-style-type: none"> • Teachers need to be consistent with enforcing of rules
2	<ul style="list-style-type: none"> • Lack of data on students • Lack of specialist training
3	<ul style="list-style-type: none"> • Absence of diagnostic data so ‘suspecting’ • Trying to find appropriate instructional approach for students • Constant repetition • Short term memory
4	NR (No Response)
5	<ul style="list-style-type: none"> • Limited time with children • Varied academic levels • Serious academic problems
6	<ul style="list-style-type: none"> • Need additional instruction (lessons)

STAKEHOLDERS	<u>ISSUE:</u> LACK OF ADEQUATE RESOURCE ACQUISITION AND ALLOCATION
1	NR (No Response)
2	<ul style="list-style-type: none">• Limited space• Financial challenges• No money to see specialists• No money for continued intervention from specialist• More financial help needed.
3	NR (No Response)
4	NR (No Response)
5	NR (No Response)
6	NR (No Response)

Appendix R

INDIVIDUAL INTERVIEW RESPONSES

Individual interviews were also conducted and an interview protocol was used to provide stakeholders with an opportunity to indicate all the issues they were experiencing in a more relaxed environment and to ensure that relevant data was obtained.

STAKEHOLDERS	<u>ISSUE:</u> DISCONNECT BETWEEN SCHOOL SYSTEM AND SERVICE PROVIDERS INCLUDING PARENTS
1	<ul style="list-style-type: none"> • Marking system by the Ministry of Education (MOE) for Continuous Assessment Component (CAC) causes hindrance.
2	<ul style="list-style-type: none"> • Approach Student Support Services Division (SSSD) for assistance • Lack of follow up parent meeting • Lack of interest in development of children
3	<ul style="list-style-type: none"> • Too much outside interference from MOE • Home problems
4	NR (No Response)
5	<ul style="list-style-type: none"> • They already have challenges MOE should not add to it • Stop putting additional pressure to have to move these children forward • Try to involve parents but they just beat the children • No continuation at home

	<ul style="list-style-type: none"> • Verbal and sometimes physical abuse • Greater assistance with children who have severe issues on a regular basis • Require help and insight to make it right
6	<ul style="list-style-type: none"> • Need more parental support • Greater communication and interaction with teachers and parents
STAKEHOLDERS	<u>ISSUE:</u> STUDENTS HAVE A RANGE OF LEARNING DISABILITIES WHICH ARE DIFFICULT TO CATER TO
1	<ul style="list-style-type: none"> • Behavioural challenges • Unable to sit still and attend for any period of time
2	<ul style="list-style-type: none"> • Socially deprived children • Poor self esteem • Problems with behavior
3	NR (No Response)
4	<ul style="list-style-type: none"> • Behavioural based on areas where kids come from and up bringing
5	<ul style="list-style-type: none"> • Serious social problems • Behavioural problems • Esteem issues • At times emotionally draining • Need to keep numbers down from twenty instead of twenty-five
6	NR (No Response)

STAKEHOLDERS	<u>ISSUE:</u> LACK OF TRAINED AND QUALIFIED STAFF IN THE AREA OF SPECIAL EDUCATIONAL NEEDS
1	<ul style="list-style-type: none"> • Academic problems • Possible link between speech and retention • Support from volunteers inconsistent and not enough • Requires one-on-one
2	<ul style="list-style-type: none"> • Limited experience base
3	<ul style="list-style-type: none"> • Charts ripped off wall • Mainly behavioural • Curbed in classroom continued at break time • Screener-no proper evaluation
4	<ul style="list-style-type: none"> • Need programmes to help with literacy and numeracy skill development
5	<ul style="list-style-type: none"> • Need more volunteers and consistent people as attention span is limited • Transitioning concerns – ability to cope • Engage students in activity
6	<ul style="list-style-type: none"> • Introduction of new materials ‘texts’ • More persons can offer their services
STAKEHOLDERS	<u>ISSUE:</u> LACK OF ADEQUATE RESOURCE ACQUISITION AND ALLOCATION
1	<ul style="list-style-type: none"> • Few manipulatives

	<ul style="list-style-type: none">• Space limited
2	NR (No Response)
3	NR (No Response)
4	<ul style="list-style-type: none">• Some students unable to come because of finance• Limited space• Lack of resources-teaching materials, computer, photocopy machine• Advertise school more so public will be aware
5	<ul style="list-style-type: none">• Space problems• Size of building problematic
6	<ul style="list-style-type: none">• School could be bigger• Greater awareness of school existence

Appendix S

STAKEHOLDERS – ISSUES

Similar and in some instances recurrent codes have been presented under one general theme which has been used as a heading in the table.

<p>DISCONNECT BETWEEN SCHOOL SYSTEM AND SERVICE PROVIDERS INCLUDING PARENTS</p>	<p>STUDENTS HAVE A RANGE OF LEARNING DISABILITIES WHICH ARE DIFFICULT TO CATER TO</p>	<p>LACK OF TRAINED AND QUALIFIED STAFF IN THE AREA OF SPECIAL EDUCATIONAL NEEDS</p>	<p>LACK OF ADEQUATE RESOURCE ACQUISITION AND ALLOCATION</p>
<p><i>Inappropriate Curriculum:</i></p> <ul style="list-style-type: none"> • Unrealistic expectations and demands. • CAC negative impact on teaching and learning time. • Inability to complete 	<p><i>Limited attention span:</i></p> <ul style="list-style-type: none"> • Inability to sit still and attend for any period of time. • Easily distracted (runs to the toilet every minute). <p><i>Social dysfunction:</i></p> <ul style="list-style-type: none"> • Children have serious social problems 	<p><i>Use of volunteer staff:</i></p> <ul style="list-style-type: none"> • Support from volunteers inconsistent and not enough • Limited experience base • Absence of diagnostic data so ‘suspecting’ • Trying to find 	<p><i>Lack of finance:</i></p> <ul style="list-style-type: none"> • Some students unable to come because of finance <p><i>Lack of support from the wider community:</i></p> <p>Advertise school</p>

<p>curriculum requirements.</p> <ul style="list-style-type: none"> • Marking scheme used by MOE for CAC causes hindrance. <p><i>Disconnect with parents:</i></p> <ul style="list-style-type: none"> • No home support • Lack of follow up parent meeting • Lack of interest in development of children • Home issues impact heavily on children • Try to involve parents but they just beat the 	<ul style="list-style-type: none"> • Socially deprived children • Poor self esteem <p><i>Suspected mental health issues:</i></p> <ul style="list-style-type: none"> • Some need more than counselling (surface intervention) • Psychiatric issues <p><i>Behavioural disorders:</i></p> <ul style="list-style-type: none"> • Violent feelings <p><i>Limited data:</i></p> <ul style="list-style-type: none"> • Misbehaving • Minimal information sharing • Misbehaving • At times emotionally draining • Charts ripped off the wall 	<p>appropriate instructional approach for students</p> <ul style="list-style-type: none"> • Screener-no proper evaluation <p><i>Need for specialist services:</i></p> <ul style="list-style-type: none"> • Approach SSSD for assistance. • Urgent need for more specialists. • Greater assistance with children who have severe issues on a regular basis • Limited time with children <p><i>Lack of knowledge and training in effective strategies:</i></p> <ul style="list-style-type: none"> • Possible link between speech 	<p><i>Inadequate facilities:</i></p> <ul style="list-style-type: none"> • Size of building problematic • School could be bigger • Lack of resources – teaching materials, photocopy machine • No money to see specialists • No money for continued intervention from specialists
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<p>children</p> <ul style="list-style-type: none"> • No continuation at home • Greater communication and interaction with teachers and parents • Fear of parent (acceptance) • Verbal and at times physical abuse 	<ul style="list-style-type: none"> • Serious academic problems • Curbed in classroom continued at break <p><i>Limited data:</i></p> <ul style="list-style-type: none"> • Minimal information sharing <p><i>Comorbidity:</i></p> <ul style="list-style-type: none"> • Comorbidity- more than one disability 	<p>and retention</p> <ul style="list-style-type: none"> • Requires one-on-one • Constant repetition • Short term memory • Need programmes to help with literacy and numeracy skill development • Engage students in activity • Need additional instruction (lessons) • Introduction of new materials ‘texts’ • Transitioning concerns – ability to cope 	
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