

# Perspectives of Mainstream Students with Special Educational Needs on Inclusion

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Many studies have looked at the perspectives of local parents and teachers on inclusion and inclusive education practices. However, very few studies have looked at the perspectives of local students with SEN studying in mainstream schools on those practices. The current research project aims to examine the perspectives of these students studying in local mainstream schools.

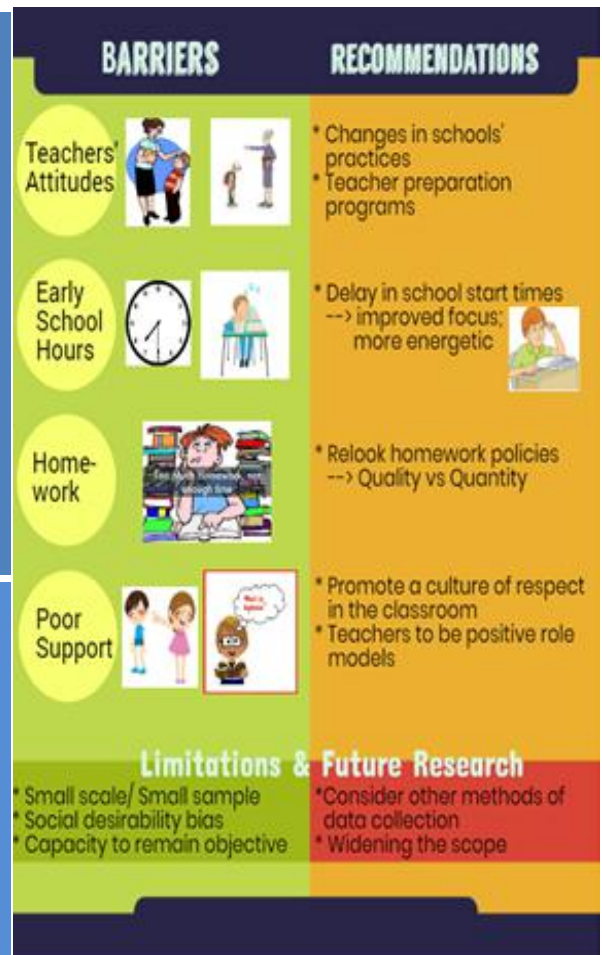
## Research Guiding Questions:

1. To what extent do students feel included (or excluded) in their schools and classrooms, i.e. during both academic and social situations?
2. What academic or social-emotional barriers do they face that may affect their perspectives of the inclusion or inclusive education practices in their mainstream schools and classrooms?
3. How can these barriers be overcome?

## Method:

Two phases: a) Questionnaire  
b) Semi-structured Interview

\*All participants are 10 years of age (at the time of the study), have a diagnosis of dyslexia and have been attending literacy intervention classes at the DAS.



## Findings:

- \*Participants had positive perspectives of teachers and their overall learning experience when teachers were 'kind' and understanding; but negative perspectives when teachers were 'strict' and 'inflexible'.
- \*Participants had negative perspectives of school hours and school start times.
- \* Participants had negative perspectives of homework; too much and repetitive.
- \*Participants did not report any negative peer relationships, except teachers not being a good role model in supporting students with SEN.