Method
METHOD

The chapter deals with the following major sections –

- Research design
- Sample and related details
- Tools and techniques for data collection
- Procedure of data collection
- Analysis

Research Design

The aim of the study was to establish basic minimum requirements to implement an inclusive program leading to a conceptual framework for implementing an inclusive program in a regular school set up. The study thus was an exploratory study, descriptive in nature. Data was collected using multiple methods consisting of observations in school setting; interview of parents, teachers; draw and dialogue with parents and chapatti diagrams with teachers. Data was collected in natural settings of school and home.

Sample

The sample for the study comprised of the following groups –

- Children with special needs in regular school set ups.
- Parents of these children.
- Class teachers.
- School principals / administrators.
The total sample size was 40 drawn from the only two schools in Baroda offering special programs for special needs children. The two schools that formed the context of the study were –

1. Shaishav School (School-1)
2. Mira – The Happy School (School-2)

Both the schools have English as the medium and offer special programs in their regular classes to children with a range of special needs. The special conditions associated with the children were mental retardation, down's syndrome, learning disability, behaviour disorders, speech / communication problems, physical disabilities etc.

The children were spread across Nursery to grade VIII in the regular classes. Children beyond grade VIII were enrolled in the National Open School Scheme of the two schools in a different section.

From each school five special children spread across different grades were selected. The parents of these children, class teachers, special educator and school principal formed the total sample of 40.

Figure 2. Sample distribution.
Criteria for sample selection

The sample was purposive in nature, with the following criteria of selection.

1. Children with special needs (Down's syndrome, mild to moderately retarded) who were being offered special programs in regular classes.

2. Teachers and special educators who were directly involved in planning, implementing, upgrading and monitoring the inclusive program. (Appendix A, B).

3. School principal/administrator involved in taking policy decisions regarding programs for these children.


Tools and Techniques for Data Collection

The following tools were used to collect the data:

- Indepth semi structured interview schedules for –
  - Parents
  - Teachers/special educator
  - Principal / Administrator
- Checklist for parents
- Classroom Observations
- Draw and dialogue
- Chapatti diagram.
Indepth semi structured interview schedules

A set of three indepth semi structured interview schedules were developed to be used with parents, teachers and principal / administrator of school. Semistructured interviewing is based on the use of an interview guide. This is a written list of questions and topics that need to be covered in a particular order.

1. The Interview schedule for parents mainly aimed at –
   - Parents understanding and knowledge of
     - Child’s disability.
     - Child’s current developmental status and readiness for inclusion program.
   - Parental coping.
   - Advantages and disadvantages of the inclusion program.
   - Attitudes of relatives / society / teachers towards their special child.
   - Satisfactions / dissatisfactions with the program.
   - Alternate therapies if any being used.
   - Capacity building by parents to understand and cope with the situation.
   - Views on parent school partnership.

The mother and father were separately interviewed in the home setting. Each interview took approximately 1½ - 2 hours. Attempt was made to interview both parents on the same day to prevent exchange
of information as far as possible. Parental interviews were spread over a period of five – six months. (Appendix E).

2. The Interview schedule for teachers aimed to explore the following-
   - Teachers competence and role in offering an inclusive program.
   - Component of special needs inputs in inservice or preservice training (if any).
   - Ways in which a regular class room teacher should / can equip herself.
   - Sources of help available to them in planning / implementing a special program.
   - Changes if any required or made in the program.
   - Problems faced vis-à-vis the special program.
   - Advantages/disadvantages of such a program.
   - Attitudes of typical children and their parents.

The teachers were interviewed in the school, with each interview taking approximately two hours. (Appendix F).

3. The interview schedule for Principal / Administrator explored the following areas –
   - The school policy vis-à-vis children with special needs.
   - Reasons for offering such a program – views on inclusion.
   - Changes required at various levels – administrative, infrastructure, equipment, program etc.
   - Restrictions / constraints / opposition.
Advantages of an inclusive program.

Alternatives to inclusion.

The principals were also interviewed in the school with prior appointment. (Appendix G).

Checklist for parents

In addition to the parental interview a checklist was also prepared. The checklist focussed on coping behaviour stages shown by parents as reactions to a stress situation in the family, in this case it being the presence of a child with special needs. Researchers like Duncan (1965), Kubler-Ross (1969), Kantos and Dunham (1987), have proposed the following reactions—shock, denial, bargaining, depression, anger / aggression and acceptance. Parents show these forms of reactions intermittently depending on child's current status of functioning.

The descriptions given in literature for each of these stages were converted into statements which the parents responded to. (Appendix H).

Classroom Observation

Event sampling was used to record the child's activities in school setup across various sessions through the day. These sessions were—

- Formal ongoing academic class session.
- Informal activities like art, song, free play.
- Lunch / snack time.
- Morning arrival time.
- Going home time.
- Outdoor play.

Each of these sessions were observed as a non-participant by the researcher for the full time which was 25-30 minutes. Thus for each child a total of 2 1/2 - 3 hours of observations in ongoing class sessions was done. These observations were spread over a three-four month period to cover the entire sample of children in each school.

**Draw and Dialogue**

For part of the parent sample (n=10) the draw and dialogue technique was used. Drawings of various aspects of life can be useful tools. Drawings can be used in different ways, for example: to illustrate something they are trying to explain; to provide insights into areas of their lives, for example ‘homelife’, ‘running away’ or ‘hopes and dreams’; to illustrate ideas and identify criteria for preference, for example, what is a ‘good thing’, a ‘bad thing’, a good or a bad person. Parents were asked to depict their aspirations for their child in future through the medium of drawing. Parents were instructed to use any form/s to put their aspirations on paper (e.g. human forms, natural elements etc). It was also clarified to parents that it was not aesthetics.
of the drawing that was important but what it depicted that held
meaning. Their interpretations of the drawings were then noted down
verbatim along side. The draw and dialogue was implemented after
the parent interview.

Chapatti Diagram
The teachers sample drawn from Shaishav school were asked to
depict the place that the special program holds in their roles and
responsibilities in the school set up using the chapatti diagram. This
was done in addition to the interview. The “chapatti” diagram can be
used to understand the importance of different persons and
institutions to the community or individual and their interrelation. It can
help identify which institutions can be strengthened and where
intervention is required.

Tool Validation
All the above mentioned interview schedules and parental checklist
were formulated by the researcher. These tools were subjected to
validation by experts from the fields of Human Development and
Family Studies, Social Work, Education and Psychology,
administrator of NGO working with special children and local
pediatrician. (Appendix I). The experts were requested to content
validate the tools and check, whether the questions would elicit
information pertinent to the major areas of the study. The construction
of the tools in terms of language, sequencing of questions, equal emphasis on various sub areas / domains was also sought.

Procedure of Data Collection

Data was collected in phases starting with permission from school principals. Data was collected in the school settings first followed by parental data in the home setting.

Step I Permission from school principals.

- The two school principals were approached and appointment for the first meeting was fixed.
- The entire research idea in terms of objectives and design were discussed with the principal.
- Permission was sought to carry out the procedure in the school setting and also contact and procure data from parents at home. (Appendix J).

Step II Sample Selection.

- School records were scrutinised to identify the number of children with special needs enrolled and the grades across which they were spread.
- Keeping in mind the sample criteria children were selected.
- Consent forms were sent to parents for observing their child in class and for interviewing them. (Appendix K).
Step III Observations in school.

- After school and parent permission was obtained classroom observations of ongoing sessions were made in school.
- For the classroom observations the researcher played the role of a non-participant observer.
- No attempt was made to participate or intervene in any ongoing activity in or out of the class.
- The activities undertaken by special child, regular children and the teacher in an ongoing session were recorded as continuous notes for the entire length of the session.
- Simultaneously interviews of teachers, special educator and principal were carried out as and when it was convenient for them.

Step IV Parental interviews, checklist, draw and dialogue.

- Parental interviews were conducted at the home, separately for fathers and mothers by taking prior appointments. Interview data was noted down verbatim as the respondents spoke.
- For each parent at least two meetings were required in order to obtain complete data from the interview, checklist and draw and dialogue technique.
The following figure sums up the entire stepwise process.

Permission from school principals
(School 1 and School 2)

Sample selection and parental consent

Interview of teachers and principals in school

School observations of children.

Interview of parents at home

Basic minimum requirements for inclusion

Conceptual framework

Figure 3. Procedure for data collection.
Analyses

The data was analysed qualitatively and quantitatively, and processed as follows.

- Numeric codes were worked out for each child, parent and teacher.
- Data from interviews conducted in the home and school contexts were expanded and transcribed question wise as soon as it was collected. Data was translated to English and wherever relevant, Gujarati/Hindi verbatims were retained.
- The descriptive data emerging from parent interviews, checklist and teacher/principal interviews was categorised under major sub-heads.
- Frequencies were derived for common responses across the various sub-heads.
- The data from parents and teachers has been categorised as follows –

Section I : Parental views about:

1. Parental understanding and coping with child's disability.
2. Parental aspirations for child.
3. School program.
Data from parental checklist has been analysed and reported as frequencies in terms of the stages of coping reported in literature i.e. – initial reaction, denial, bargaining, depression, anger and acceptance.

Section II: Understanding and views of school staff about the inclusive program.

1. Conceptualisation of inclusion
2. Description of program facets
3. Role of self as class teacher
4. Stand on inclusion
5. Views of principals

• Data from field notes obtained from classroom observations across sections was categorised as follows –

Section III: Emerging classroom behaviours.

1. Appropriate task related behaviours.
2. Inappropriate behaviours across session.

Detailed listing of all behaviours observed for each individual child from the field notes was done. These behaviours were then categorised into appropriate and inappropriate behaviours. Percentages for each category of behaviour out of the total number of listed behaviours was calculated for each child. These scores were then averaged out for the entire population of the sample children. The emergent categories of behaviours were –
- Task related behaviours
- Disturbing behaviours
- Idiosyncratic behaviours
- Behaviours indicating noninvolvement
- Socially adaptive behaviours.

• Data from draw and dialogue from parents and chapatti diagram from teachers was used descriptively or as verbatims to supplement interview data. Common themes emerging from both the techniques have been reported.

Following is the process of data analyses at a glance.

<table>
<thead>
<tr>
<th>Area</th>
<th>Source of data</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Studying parental views about their</td>
<td>• Interview</td>
<td>• Descriptive Information</td>
</tr>
<tr>
<td>child’s school placement.</td>
<td></td>
<td>• Transferred on coding sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Categorised into sub-heads.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Frequencies for common responses.</td>
</tr>
<tr>
<td>• Exploring the emotional reactions and</td>
<td>• Checklist</td>
<td>• Same as above</td>
</tr>
<tr>
<td>coping strategies of parents related</td>
<td></td>
<td></td>
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<td>to their child’s disability.</td>
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</tr>
<tr>
<td>Activity</td>
<td>Methodology</td>
<td>Analysis</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
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<tr>
<td>Exploring the role of teachers, their attitude, and experiences in offering the special program</td>
<td>Interview</td>
<td>Same as above</td>
</tr>
<tr>
<td></td>
<td>Ongoing Classroom Observation</td>
<td>Analysis of behaviors shown by special child and teachers, in classroom with respect to ongoing sessions.</td>
</tr>
<tr>
<td>Exploring the school's policies and procedures with regards to offering a special program.</td>
<td>Interview of Principal</td>
<td>Descriptive</td>
</tr>
<tr>
<td>Understanding parental aspiration for special child.</td>
<td>Draw and dialogue</td>
<td>Descriptive</td>
</tr>
<tr>
<td>Place of special program in teachers job tasks</td>
<td>Chapatti Diagram</td>
<td>Descriptive</td>
</tr>
</tbody>
</table>