

ADAPTATION FOR LEARNING DISABILITIES STUDENT IN INCLUSIVE CLASSROOM

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Abstract: Adaptation comprised of accommodations and modifications are strategies that can be used to help special education students learning in inclusive classrooms. Accommodations are reasonable changes that is make to teaching and learning, such as changing the format of the same materials used for mainstream students to a format which is easier and accessible for special needs students to learn. Teachers don't change *what* student is learning but change *how* student is learning. Modifications change what or how much a student is taught and the goal is to gear the curriculum to the student's capability and generally refer to changes in policies. Both accommodations and modifications should be practiced effectively in inclusive classroom to ensure students' learning outcomes will be achieved. Accommodations can give students a better chance of showing what he's learned and it is important that student accommodations are tailored to his specific needs. Without accommodations, students with disabilities may not be able to access grade level instruction and participate fully on assessments (NCLD, 2005). When modification used correctly, students allowed to end up lowering what's expected of student and what student have a chance to learn. This paper reports the view of the headmaster, senior assistant of special education teacher, subject and special education teacher on accommodation and modification practices made by subject teachers and special education teachers who are conducting inclusive classroom in primary schools. This study uses a survey questionnaire conducted on 53 primary schools with special education inclusive programs. The findings revealed that statement "Students inclusive placed in front of the class or according to their needs" has the highest score with 93.9% of respondents agreeing they were placed the students with learning disabilities in front of the class or according their needs (mean Score = 4.14, SD = 0.706). The findings also revealed that 79.8% of respondent agreed that "Subjects teacher use the same technique in inclusive classroom" (Mean score = 3.74, SD = 9.890). Kruskal-walis result show the perception of teacher position does not have significant affect on the adaptations accommodation practise made by subject teachers and special education teachers in the implementation of inclusive education to students with learning difficulties in Inclusive Education Program [χ^2 (3, N = 411) = 6.502, p = 0.090]. Kruskal-Wallis H results show the perception of teacher position was a statistically significant affect on adaptation modification practise made by subject teachers and special education teachers in the implementation of inclusive education to students with learning difficulties in Inclusive Education Program [χ^2 (3, N = 411) = 12.325, p = 0.006]. Researcher suggested that to increase the use of adaptation practice in an inclusive classroom is to provide information to teachers in school by showing the best practices adaptation implemented and monitoring by the headmaster and senior assistance of special needs program needs more frequently to ensure that adaptation practices is carried out according to the student needs.

Keywords: Adaptation, Accommodation, Modification, Special Needs Students

INTRODUCTION

The key to success in teaching special needs students are making appropriate adaptation in terms of accommodation and modification to the teaching instruction and other classroom activities (Williams, 2001). Adaptations are designed to accommodate special needs students to achieve the learning outcomes through adaptation accommodation and modification and it is one of the best practices in teaching. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences. Furthermore, serious negative impacts for achievement and self-concept will be created.

Examples of instructional strategies that are used in special education are accommodations (curricular adaptation) or modifications (David, 2007; Reynaud, Gavin & Winkley, 2007). Effective instructions provided by teacheris an essential

component of successful inclusive settings to meet the wide range of needs of students (Voltz et al., 2001).

Without effective practices in instruction technique and appropriate accommodative practices and instructional flexibilities, successful inclusion is improbable (Smith, Polloway, Patton and Dowdy, 2006).

From The English Oxford Dictionary, accommodation means the process of adapting or adjusting to someone or something (<http://en.oxfordictionaries.com/definition>). Accommodation consist a changes in the manner in which students are taught, including changes in instruction, assignments and homework, and testing (Smith et al., 2006). Accommodations in the form of adaptation occurs when teachers differentiate instruction, assessment and materials in order to create a flexible learning environment, accomplish this objective

without modifying the curriculum (MoEBC, 2009). An accommodation is reasonable adjustments to teaching practice so that the special needs students learn the same materials, but in a format that is accessible to the special needs student. Examples of accommodation are reflected in teacher presentation (e.g., repeat directions, read aloud, use of larger bubbles on answer sheets), types of student's response (e.g., mark answers in book, use reference aids, point, use of computer), timing or scheduling (e.g., extended time, frequent breaks) and setting in classroom (e.g. separate room) (NCLD, 2005).

From The English Oxford Dictionary, modification means a change made (<http://en.oxfordictionaries.com/definition>).

Modifications refer to curricular adaptations which change or lower the expectations or standards and generally refer to changes in policies that may affect special needs students (Smith et al.,) 2006). The change is important to enable special needs student access to the curriculum. This can be accomplished by making the assignment easier, or by not requiring the special needs student to do the same level of work as the main streamed students. It is means that, through modification, the learning material is made simpler. In the other words, modification changes what a student is taught or expected to learn. In many cases, modification is not a permanent or long term solution of the educational program. Examples of modifications include student completing work on part of a standard, or a student completing an alternate assignment that is more easily achievable than the original assignment (PACER, 2015). Therefore, decision about modification should be carefully and thoughtfully made by stakeholder in Individual Education Plan (IEP). Any accommodation or modification that subject teacher and special education chooses must be based on the individual needs of the student, and these must be provided if written in the student's Inclusive Education Plan.

The focus of this article is to report the perception of headmaster, senior assistance of special education teacher, subject teacher and special education teacher on accommodation and the modification practices use by subject teachers and special education teachers. The headmasters and senior assistants of special education teacher perceptions were taken into account in this study because the administrators play a very important role in ensuring the successful inclusive program (Mohd. Amin and Mohd. Yasin, 2016). If the administrator knowing in depth the implementation of an inclusive school of course they are properly know about adaptation implemented in inclusive classroom.

Objective

The aim of this paper is to study the practice of adaptation implementation in inclusive classroom and specifically examining the following objectives:

- i) To investigate the adaptations practices made by subject teachers and special education teachers in the implementation of inclusive education to students with learning difficulties in Inclusive Education Program from the perception of headmaster, senior assistance special education teacher, subject teacher and special education teacher.
- ii) To investigate if the perception of headmaster, senior assistance special education teacher, subject teacher and special education differs on the adaptations practices made by subject teachers and special education teachers in the implementation of inclusive education to students with learning difficulties in Inclusive Education Program

Research question

- i) What are adaptations made by teachers and special education teachers in the Inclusive Education Program through the perception of headmaster, senior assistance special education teacher, subject teacher and special education teacher?
- ii) Do the adaptations made by teachers and special education teachers in the Inclusive education differs through the perception of headmaster, senior assistance special education teacher, subject teacher and special education teacher?

Research Hypotheses:

HO1: The perception of headmaster, senior assistance special education teacher, subject teacher and special education teachers differs in the adaptations (accommodation and modification) practise made by subject teachers and special education teachers in the implementation of Inclusive Education Program.

2.0 LITERATURE REVIEW

Instructional Adaptation in Inclusive Education Program in Malaysia

Adaptation in the classroom needs to be done due to the diversity of students is one of the factors that should be considered by the teacher before planning teaching, learning and assessment in the classroom (Tahar, Alias and Mazjub, 2010). Report from *Jemaah Nazir Jaminan dan Kualiti* (JNJK), Ministry of Education (2013), found that the Inclusive Education Program was not implemented effectively. The lacking of this program is because both subject and special education are not clear how to conduct inclusive education and the needs of special education students involved in this program (Mohd.Amin and Mohd.

Yasin, 2016). Misinterpretation among teachers on the implementation of Inclusive Education Program led to adaptations not is implemented effectively.

Until now, there are some teachers who still use the same techniques and methods to teach all students regardless of level of ability and the potential of students. Adaptation in the classroom still not done appropriately. The findings of a study conducted by Mohd. Amin and Mohd. Yasin showed that only 50% of schools that have implemented the inclusive education program development training for teachers to understand inclusive education, especially for inexperienced teachers handling students with special needs and as much as 55.3% of mainstream teachers receive guidance from a special education teacher in handling students with special needs (Mohd. Amin and Mohd. Yasin, 2016) and most of the school teachers do not have the skills to make the adaptation of teaching and learning in inclusive classrooms (Mazjub, 2010).

3.0 RESEARCH METHODOLOGY

This study aimed to determine the adaptation practices, specifically the accommodation and modification that has been executed in Inclusive Education Program. The population of this study is all the Special Education Integration Program (SEIP) students in Inclusive Classroom in Selangor. A copy of survey questionnaires were distributed to 58 selected schools involved in Inclusive Education Program that practise full inclusion method. Inclusive full method chosen as the probability for students taking national examinations is high and the full inclusion of students will be in an inclusive classroom during the class period. Respondents of this study consisted of a headmasters, senior assistants of special education teachers, subject teachers and special education teachers (teacher assistants). Perception headmaster and senior assistance of special education is counted for their involvement as administrator in school, they also act stakeholder and IEP committee. This survey was conducted for a period of 2 months from March to April 2016. The 29 items questionnaires were distributed to the participants either face to face, by e-mail or posted to the selected school in the state of Selangor. Of the 58 primary schools survey distributed, only 53 schools returned the questionnaire set. A total of 32 sets are received from for headmasters, 51 sets from senior assistants of special education teachers, 124 sets from subject's teachers and 204 sets from special education teachers. All responses given by the respondent were processed and analyzed to get the frequency, the percentage, mean score and standard deviation for descriptive analysis statistic, Kruskal-Wallis H and Post Hoc comparisons using the LDS test for inferential statistics. The results are described in terms of accommodation and modification that has been executed by subject teachers and special education teachers (assistant teacher) in inclusive classroom

4.0 RESULTS

Respondents are selected from 58 schools with Special Education Integration Program whose students are involved in Inclusive Education Program. Total of 411 questionnaires sets was collected from the headmasters, senior assistant for special education teachers, special education teachers and subject teachers to be analysed. The data was analysed based on two key aspects. Firstly, is the accommodation made by subject teachers and special education teachers in the implementation of inclusive education difficulties in primary schools and the second is the modification made by teachers and special education teachers in the implementation of inclusive education difficulties in primary schools. Data were analysed for frequency, percentage, score mean and standard deviation to indicate the level of agreement to the items in the questionnaires.

The respondents comprised of headmasters (n=32), senior assistants of integration special education teachers (n=51), subject teachers (Bahasa Melayu, English, Mathematics and Science) (n=124). The majority of survey respondent were special education teacher as assistant teacher (n=204) for subjects Bahasa Melayu, English, Mathematics and Science. The total survey included 29 items and 26 statement and respondents were asked to indicate the extent to which they agreed or disagreed with each statement. In this study, the researcher used a Likert-type scale was used with responses ranging from strongly disagree to strongly agree. Data was coded as 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree (Chua, 2009). For the more understanding, the levels of agreements and disagreements with each statement the five categories were reduced to three categories indicating those who "agree", "neutral" and those who "disagree" with each statement. Respondents who rate "strongly disagree" or "disagree" to a statement were combined in one category as "disagree". Similarly, the respondent who responses agree or strongly agree to a statement was combined to into one category "agree" (Khairuddin, Dally and Foggett, 2016).

In this study, the researchers used seven statements to gauge for knowing about adaptation in term of accommodation and modification that implement of Inclusive Education Program in primary schools. The results are presented in Table 1 along with the percentage of teachers who agreed or disagreed with the statement as well as the mean score. As indicated in Table 1, the highest rating were given to the items "Students inclusive placed in front of the class or according to their needs" (Mean Score = 4.14, SD = 0.706) with 93.9% of respondents agreeing they were placed the special need students in front of the class or according their needs. While one item in term of modification which statement "Extended time is given to inclusive students in examination" (Mean Score = 4.08, SD = 0.786) is the highest rating with more than 90.0% of respondents agreeing that they give more times to special needs students in the national

examination or assessment in class. The item, “Special education teacher do the interventions to special needs student” more than 85% of respondent (Mean score = 41.0, SD = 0.920) agree with this statement.

A total 82.2% of respondent (Mean score = 3.82, SD = 0.974) agree with that “Subject teachers does not using different assessment of teaching students with learning disability”. In addition, 81.1% of respondent (Mean score = 3.79, SD 0.968) agree with this statement “Subject teachers does not using different methods of teaching students with learning disability” and 79.8% of respondent agreed that “Subject teachers does not using different teaching techniques of teaching students with learning disability” (Mean score = 3.74, SD= 9.890).

Kruskal-Wallis H results in Table 2 show the perception of teacher position does not have significant affect on the adaptations accommodation practise made by subject teachers and special education teachers in the implementation of Inclusive Education Program [χ^2 (3, N = 411) = 6.502, p = 0.090]. Kruskal-Wallis H results show the perception of teacher position was a statistically significant affect on adaptation modification practise made by subject teachers and special education teachers in the implementation of Inclusive Education Program [χ^2 (3, N = 411) = 12.325, p = 0.006].

In Table 3, a one-way between subjects ANOVA was conducted to compare the perception on

modification practice in inclusive class by subject teacher and special education teacher on headmaster, senior assistant of special education teacher, subject teacher and special education teacher. There was a significant effect of perception on modification practice in inclusive class on teacher position at the $p < .05$ level for the four teacher position [F (3, 407) = 2.661, p = 0.048]. Post hoc comparisons using the LDS test indicated that the mean score for perception senior assistant of special education teacher (M = 8.3725, SD= 1.39944), special education teacher (M=8.1814, SD=1.28709), and headmaster (M=8.0625, SD=1.83052) was significantly different than the subjects teacher (M=7.8387, SD=1.12898). However, mean score of senior assistant of special education teacher did not significantly differ from the special education teacher and headmaster perception. These results suggest that perception of senior assistant of special education teacher is more positive on modification practice in inclusive class by subject teacher and special education teacher. However, a one-way between subjects ANOVA is statistically significant; the difference in mean scores between groups is relatively small.

Table1: Adaptation in inclusive classroom

No.	Item	Scale	Frequency	Percentage (%)	Mean score	STD
B20	Special education teacher do the interventions to special needs student	Disagree Neutral Agree	56 1 354	13.6 0.2 86.1	4.01	0.920
B21	Subject teachers does not using different methods of teaching students with learning disability	Disagree Neutral Agree	78 1 333	18.8 0.2 81.1	3.79	0.968
B22	Subject teachers does not using different teaching techniques of teaching students with learning disability.	Disagree Neutral Agree	82 1 328	19.9 0.2 79.8	3.74	9.890
B23	Student inclusive placed in front of the class or according to their needs	Disagree Neutral Agree	23 2 386	5.6 0.5 93.9	4.14	0.706
B24	Subject teachers does not using different assessment of teaching students with learning disability.	Disagree Neutral Agree	71 2 338	17.2 0.5 82.2	3.82	0.974
	Accommodation				3.90	0.894
B25	Subject teachers does not using different curriculum in inclusive classrooms	Disagree Neutral Agree	73 3 335	17.7 0.7 81.5	3.87	0.939
B26	Extended time is given to inclusive students in examination	Disagree Neutral Agree	35 1 375	8.6 0.2 91.2	4.08	0.786
	Modification				3.975	0.863

	Total				3.938	0.879
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Table 2: Kruskal-Wallis H results on the perception of teacher position differs on the adaptations practices made by subject teachers and special education teachers in the implementation of inclusive education to students with learning difficulties in Inclusive Education Program.

Ranks			
Adaptation	Teacher position	N	Mean Rank
Accommodation	Headmaster	32	214.75
	Senior assistant of special education teacher	51	210.20
	Subject teacher	124	184.01
	Special education teacher	204	216.94
	Total	411	
Modification	Headmaster	32	218.86
	Senior assistant of special education teacher	51	232.91
	Subject teacher	124	177.70
	Special education teacher	204	214.46
	Total	411	

Test Statistics^{a,b}		
	Accommodation	Modification
Chi-Square	6.502	12.325
df	3	3
Asymp. Sig.	.090	.006

a. Kruskal Wallis Test

b. Grouping Variable: Teacher position

Table 3: Post hoc comparisons using the LDS test results on perception of teacher position affect on the adaptations accommodation practise made by subject teachers and special education teachers in the implementation of inclusive education to students with learning difficulties in Inclusive Education Program.

ANOVA

Modification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.627	3	4.542	2.661	.048
Within Groups	694.860	407	1.707		
Total	708.487	410			

Descriptives

Modification

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					Headmaster	32		
Senior assistant	51	8.3725	1.39944	.19596	7.9790	8.7661	4.00	10.00
Subject teacher	124	7.8387	1.12898	.10139	7.6380	8.0394	6.00	10.00
Special education teacher	204	8.1814	1.28709	.09011	8.0037	8.3591	4.00	10.00
Total	411	8.0925	1.31454	.06484	7.9650	8.2199	2.00	10.00

5.0 Discussion

Results from Table 1: Adaptation in inclusive classroom, revealed that there appeared to be limited of accommodation done by subject teacher to special education needs students in inclusive classroom. More than 80% of respondent agreed that a subject teacher does not using different methods and assessment of teaching students with learning disability. In the other words, the subject teaches in inclusive classroom do not change their teaching methods even they know existence special needs students in their classroom. These findings are supported by a study conducted by Mohd.Amin and Mohd.Yasin (2016) some teachers who use the approach and the same technique for all students regardless of level of ability and potential students. This causes the inclusive student left behind in education and assignments not completed (Mohd. Amin and Mohd.Yasin, 2016). A study conducted by Hamdan and Hussin (2013) also shows that there are still have teachers who are not willing to provide aids learning to special needs students. Furthermore, it is happen when lack of information and communication between subject and special education teacher. The lack of collaborations

In adaptation in inclusive classroom, more than 80% of respondent agree that subject teacher does not using different assessment form for special needs students inclusive. In other words, special needs students receiving accommodations read the same material and take the same tests as their peers without disabilities. While, more than 90% of respondent agree that special needs student placed in front of the class or according to their needs in inclusive classroom. These findings are also supported by a study conducted by Hamdan and Hussin (2013) found that 73.2% of respondents agreed that teachers are willing to make physical changes in the classroom according to the student needs. It means, the subject teacher student well because of the level of special needs student of varying abilities. Through the accommodation, special needs

students are much more likely to grasp the concept at hand when it's covered again in a general education setting. Furthermore, subjects teacher to assume more responsibility for design, implement and evaluation of student educational program (Dukes and Dukes, 2005).

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In Malaysia, special needs student who learn in inclusive classroom can be learning the same curriculum as with typical student (BPKhas, 2013). This statement support this present study and showed in modification adaptation, subject teachers use the same curriculum in inclusive classrooms. This indicates that most special education student in inclusive classrooms have the capacity, same ability to learn standard curriculum (Examination Board, 2010). Extended time is given to inclusive students in examination in National examination (Examination Board, 2010). The same process applies in the education system in Indonesia. Research done by Sunardi, Yusuf, Gunarhadi, Priyono and Yeager (2011) revealed that 50% of respondent done in modification like extra time in evaluation.

Kruskal-Wallis H results in Table 2 show the perception of headmaster, senior assistant of special education, subject teacher and special education teacher was a not significant teacher position affect on the adaptations accommodation practise made by subject teachers and special education teachers in the implementation of inclusive education to student with learning difficulties in Inclusive Program. While, Kruskal-Wallis H results show the perception of headmaster, senior assistant of special education, subject teacher and special education teacher was a statistically significant affect on adaptation modification practise made by subject teachers and special education teachers in the implementation of inclusive education to student with learning difficulties in Inclusive Program.

In Table 3: A one-way between subjects ANOVA was conducted to compare the perception on modification practice in inclusive class by the four position of respondent in this study. Post hoc comparisons using the LDS test indicated that the mean score for perception senior assistant of special education teacher, special education teacher and headmaster was significantly different than the subject teacher. However, mean score of senior assistant of special education teacher did not significantly differ from the special education teacher and headmaster perception. These results suggest that perception of senior assistant of special education teacher, special education teacher and headmaster is more positive on modification practice in inclusive class than subject teacher. Perception of subject teacher is less positive because many of subject education teachers worry and fearfulness how to make these adaptations serve this students well (David, 2007; Reynaud, Gavin and Winkley, 2007). To overcome this worry and fearfulness how to make accommodation and modification, quality of teacher training program were concerns. While the perception of headmaster is positive to adaptation in inclusive in classroom due to the level of understanding knowledge of the headmaster is enhance after getting briefing and courses on inclusive program. This finding supported with a study conducted by Mohd Amin and Mohd Yasin (2016) indicating that administrator have gained exposure on inclusive education and have knowledge about the implementation of inclusive education. In fact, the administrator also had been able to explain to all teachers in school about inclusive program.

5.0 CONCLUSION

The current research suggests that some of accommodations should be done by subject teacher to special needs student or according their needs. The teacher should practice more of accommodation like change the presentation and teacher also using 21st century education by presentation of students in front of class. Besides that, the teacher can change setting like placed the inclusive class at first floor of building so that the mainstream student will follow an inclusive classroom in which special needs students are placed

and special needs students also give the priority sitting in front of the class rather than mainstream students. Special needs students also needs rest breaks because of their needs (David, 2007; Reynaud, Gavin and Winkley, 2007). In term of modifications, subject teacher may change the level of mastery for the special needs or achievement for example give a shorter assignment, easier book and skipping subject. In Malaysia, skipping subjects know as partial inclusion inclusive where student only comes to inclusive class for at least one or more subjects (BPKhas, 2013). The subject teachers can assign that special needs student may be taught less information than typical students, simplified assignment or test for example, in the case of the spelling test. If the class was given 20 words to study, the student with modifications might only have to study 10 of them or she might have a completely different list of words or maybe they needs and extra aid.

To ensure that the accommodation and modification designed and implemented accordingly to the needs of students, Individual Education Plan (IEP) should be involve subject and special education teachers. In the construction Individualized education plans (IEP) list what accommodations or modifications a special needs student should receive. Every student with documented special needs goes through the IEP process. Hence the IEP team successfully identifies the proper curricular adaptations for a student. To increase the use of adaptation practice in an inclusive classroom, providing information to teachers in school by showing the best practices adaptation implemented also used. Monitoring by the headmaster and senior assistance of special needs program needs more frequently to ensure that adaptation practices is carried out according to the student needs.

Many subject education teachers view IEP process with worry and fearfulness how to make these adaptations serve this students well (David, 2007; Reynaud, Gavin and Winkley, 2007). To overcome this worry and fearfulness how to make IEP, accommodation and modification, quality of teacher training program were concerns. The current research suggests that teacher training program should also include the preparation of administration and subject teacher to address the needs of special education students in especially knowledge about adaptation should be done in order to promote inclusive education program. Without effective training for administration and teachers, there will be a gap between ideas, activity and focus on what needs of special education students which is in IEP. Study done by Avramidis, Bylis and Burden (2010) also revealed that teachers with professional development appeared hold more positive attitudes and to be more confident in meeting the IEP requirements of students with special student. In Malaysia, professional development also knowing as Learning Professionalism Continues Development (LCPD), (KPM, 2013). Adequate preparation and ongoing support for teachers will help to ensure that special education teacher and subject teacher remain in

this challenging part. This kind of investment in education and teacher's career will entice and consolidate their skills and bringing long-term educational benefits to the lives of special needs students.

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