

Abstract

The purposes of research "The mainstreaming for children with special needs in the Primary School" Objective of the study are conditions, problems and guidelines to support management in mainstreaming for children with special needs in the Primary School. The populations were the personnel working in inclusive primary school of special education school group, Total of administrator 42 persons including 459 of inclusive classroom teachers. For inclusive classroom teachers were defined size of sample group with 5 percent deviation follows by Darwin Hendel table, as a simple random sampling, the sampling 209 teachers will be 95 percent reliability. The instrument was a set of questionnaire with Cronbach's alpha coefficient 0.742. Data analysis was conducted by ready-made program for the research on social administration.

The important results were as follows, the most mainstreaming were arrange in normal classroom, the most children with special needs who study in integrated class room were Learning Disability. Almost sampling group has opinions about mainstreaming school separated by subjected as follows: Physical/Environment, inclusive schools were arrange appropriate environment for children with special needs. Personnel, inclusive schools make understanding between management of mainstreaming policy and teachers as well. Material/Tools, inclusive schools used media to support skill development of children with special needs. Budget, inclusive schools manage and support budget to develop integrated classroom. Central Support, inclusive school use assessment with children with special needs. Local office support, inclusive schools arrange activity to create parents of children with special needs organization for full cooperation between community and school.

Period of occupation between 0-20 years and more than 21 years compare with their opinion about problems of develop mainstreaming made significant at 0.05 differences as follows (1) Allows the parents to join in term of Education committee (2) Service of special course (3) Service about Resource Room.

Compare with being teacher who use to teach children with special needs or not made 0.05 significant difference in this point as follows (1) teachers should have

qualification or training in special education (2) Prepare teacher with understanding of an inclusive school.

The result of research “The mainstreaming for children with special needs in the Primary School “ indicate that most of Sampling group agree that inclusive schools should invited special instructor for knowledge present and training, budget should be supported mainstreaming course, and education should be provided to personnel, material/facility should be appropriate and facilitate to an inclusive school, cooperates and sharing knowledge between inclusive schools, teachers and children with special needs parents. When compared teacher’s opinion with teaching period 0-20 years and more than 21 years about guideline to study mainstreaming for children with special needs, there is no significant statistics. Compare with being teacher who use to teach children with special need or not made 0.05 significant differences in point of community should be involve about special education syllabus.

Recommendation drawn from this study would be that government should expand mainstreaming from learding school to another primary school, because it's safe and worth to share resource in primary school such as, building, classroom, personnel, material and media. Inclusive school should have appropriate classroom condition/environment that satisfy children with special needs and should have work shop, training to increase skill/teaching technique in special education, especially appropriate budget for more effective mainstreaming.