A Pilot Study into an Integrated Special Needs Programme using CIPP Model (M 4 2015)

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Abstract

This pilot study aimed to evaluate an integrated special needs programmes in a school from Penang. Direct observations and interviews with the teachers and the coordinator were conducted to corroborate the observations. The context, input, process, product (CIPP) evaluation model was applied to gather information mainly on the elements of the model on the performance of the programme. The results of the observations and the interviews with documents were checked against a check-list from Stufflebeam (2007). From the data recorded and observed it was seen that most of the criteria set for the model is adhered to.

Keyword *CIPP evaluation model; Special needs programmes; mainstream education*

Background of the study

Special Needs integrated programmes have existed way back since the 1960's. The main aim of these programmes is to integrate or include atypical pupils into mainstream education. At the time of inception of inclusive education in mainstream education, the programmes were known as resource centres. The then, ministry of education changed its mode of inclusive education by introducing aligned programmes for the visually impaired and the hearing impaired in mainstream schools. As more and more pupils were found to have special needs, the ministry of education broadened its scope to include pupils with learning disabilities. As the wings broadened, then the ministry of education changed its name to special needs integrated programmes.

These programmes are managed by senior assistants for special education or coordinators. Most of them do not have academic qualifications in management, but have special education background. Although, they do not qualify as managers, yet with their experience and hands on job training they have been manning the programmes with the help of their teachers.

Statement of problem

Currently, there are more than 1000 special needs teachers in more than 1000 integrated programmes in Malaysia. When one wants to know or have an indicator of which programme is good, there seems to be very few or no empirical evidence. This is more so when a programme can be benchmarked for another new programme in a different school. It is easy to say Programme A is good, Programme B is not good, but the reliability and validity of that statements are difficult to prove. The art of state of the programmes is not asked anywhere, to the knowledge of the researcher. It is only, when pupils do not perform well in academics, questions like this arise. Hence, not having a benchmark nor a marker for a programme, it becomes difficult for a new parent to look for the best programme for his child with special needs. He has to conform to a trial and error method and hearsay to find a good programme for his child. The same sentiment is felt in the researcher's masters class. Perennially, masters students used to complain on the management of their own programmes or are not sure if what they are doing is what they should be doing. They find it difficult to find an indicator for any good or bad programmes or poorly or excellently managed programmes. All programmes look similar yet are different. These programmes depend on the management styles of each individual.

Having this as an issue, the researcher decided to evaluate a special needs integrated programme in Penang, using the Context, Input, Process and Product(CIPP) model. CIPP model delves

into the need for redesigning. The researcher is not looking into replanning but a descriptive investigation only.

Significance of the study

This study is significant so as to know if a programme has the basics of what is needed in a programme and if this could be used as an indicator of a good programme.

Limitation of the study

This study is limited to convenient sampling of a primary school integrated programme in Penang only. For the purposes of this research, the CIPP model is only to evaluate and not to make judgments, improve or to make decision on future prospects, eventhough in general is used for a systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming.

Research Questions

1. What are the elements of the content of the programme?
2. What are the elements of input of the programme?
3. How is the process of actions in the programme?
4. Are the products of the programme in line with the special needs philosophy?

Literature Review
Integrated special needs programme for pupils with learning disabilities

The formal enactment of special education in Malaysia goes back to the mainstream education philosophy, 1996.. Today it is governed by Education Regulations (Special Education) 2013. The integrated special needs programme for pupils with learning disabilities is embedded in it. The statement below attests to it.

> *"Program Pendidikan Khas Integrasi (PPKI) merupakan suatu program pendidikan bagi murid berkeperluan pendidikan khas (MBK) yang hanya dihadiri oleh MBK di kelas khas di sekolah Kerajaan atau sekolah bantuan kerajaan".*

Integrated special needs programmes are programmes whereby pupils with special needs are in special classes in mainstream building and management. The philosophy behind it is provision of inclusive education. The first integrated programme in a primary school was started in 1988 and currently, there are more than 1330 integrated programmes in Malaysia.
The aims of the integrated programme are:

- All special needs children will have access to appropriate and relevant education
- All special needs children can upgrade their potentials and interest through vocational education to so that they will be skilful and be able to upgrade their life in future
- All special needs children would be given opportunities to follow early intervention programmes in order to reach an optimum potential level
- Provide opportunities for special needs pupils to follow educational programmes aimed at increasing their current potential to produce a group of children who are partially skillful and become asset to the country
- To pave the way for as many special needs children to be included in mainstream classes.

In order for the aims to be capitalized, the special education department under the Ministry of Education plays an important role. The special education department plans, manages, and controls, and supervises the growth of special education in Malaysia. In order for the department to work well, in 2002, the government approved the position of *senior assistants for special needs* grade, **DGA 32 in primary**

schools and grade DG 44 in secondary schools. The criteria for choosing these senior assistants are, they must have declared their assets in the last 5 years and had obtained a score of 85 in their key performance and are willing to serve in any part of the country.

These teachers would then be appointed as coordinators of integrated programmes. Prior to this appointment, only supervisors were manning these programmes. All supervisors had either their basic training in B.Ed (Sp Ed.), or had some form of academic qualification in special education. Some of them had masters in special education or in other disciplines.

Model

A model is a conceptual form of an activity associated to a variety of elements. Azizi, (2001), has elaborately outlined about assessment models. According to him there are 8 models of assessment, namely, Rational Assessment, Responsive Assessment Model, Free Objective Assessment Model, Information Assessment (Illuminative), Valuation Model Inequality (Discrepancy), Individual Evaluations Model, Valuation Model Contrary (Adversary) and CIPP.

1. Rational Assessment Model

This model was introduced by Tyler to look into productivity and accountability of an activity. This model is often used to measure student achievement and progress. Tyler gives attention to the construct of behavior to learning outcome from lessons conducted.

2. Responsive Assessment Model

In 1967, Stakes in Azizi, 2001, came up with responsive assessment model and stated that assessment is an observation value relative to a few standards. Stakes said that this responsive model consists of four major phases. Firstly, involving assessment beginning and compilation, secondly, identifying acceptance (concern), issue and value from stakeholder, thirdly, gathering information related to necessity, issue, and value identified by stakeholder. Finally, preparing a report on results and proposal.

3. Free Objective Assessment Model

Scriven in Azizi (2001) states this model emphasizes on how to reduce prejudice (bias) without informing the researcher. The researcher must attend the programmes and investigate his results in total.

4. Information Assessment (Illuminative)

Parlet and Hamilton in Azizi (2001), states information assessment is used to study innovation of programmes. This type of assessment covered interaction between lessons and situation system learning environments.

5. Valuation Model Inequality (Discrepancy)

This assessment model was created by Steinmetz (Azizi, 2001) Steinmetz defines assessment as tool to make judgements (judgement) on lack and advantage of an object based on inequality information (Discrepancy) between standards (Standard) and Achievement (performance). This model uses formative approach and is oriented towards system analysis.

6. Individual Evaluations Model

This assessment involves differences in individual intelligence and achievement at school. This type of assessment is more focused to individual difference and consideration measurement adoption.

7. Valuation Model Contrary (Adversary)

This model is procedural,and is used by juries in court.

8. CIPP model

This is a decision-oriented approach evaluation model. The CIPP evaluation model (see figure 1) is a framework for guiding evaluations of programs, projects, personnel, products, institutions, and evaluation systems (Stufflebeam, 2003).

Figure 1 Components of Stufflebeam's (2003) CIPP Model.

This model was introduced by Stufflebeam, (1967) in Ohio State University. This model focuses on how to improve and make good decisions. The researcher has to examine every question or issue, then form concepts and clusters, and finally it becomes useful. The components of CIPP are context, input, process and product.

Context

The context is the environment or the climate (Mertens & Wilson, 2012), where the change occurs and problems appear in order to achieve the mission and objective of the main programme. The variables involved are teachers and coordinators readiness, while having skills and responsibility in implementing the programme philosophy. The other elements involved are the needs, assets, and resources of the place in order to provide programming that will be beneficial (Fitzpatrick et al., 2012; Mertens & Wilson, 2012). The objectives of programmes should be designed to fulfil the nation's mission and vision.The context also refers to planning, knowledge and development of the programme, infusing creative elements, innovation, practices, safe working habits, The technology and the needs of the pupils and the planning of developing skills.

Input

This refers to what has to be inserted in the programme, in order to achieve it's goal and objective. According to the model, it refers to teachers skills and knowledge, equipment, workshops, facilities, time schedules, teaching allocation, principal financial allocation. The effectiveness of teaching and learning depends on suitability in timetable compilation (Fowziah,1991). In this stage, information is collected regarding the mission, goals, and plan of the program. Its purpose is to assess the program's strategy, the responsiveness of the program to client needs, and alternative strategies offered in similar programs (Mertens & Wilson, 2012).

Process

This focuses on attainment of the objectives and goal of the program. This process involves the teacher's style of teaching, how teachers evaluate project works. *It also involves c*ourses which the teachers attend. The teachers have to implement learning through experience, from the known to the unknown, different kinds of practical work, projects, demonstrations, social works, role playing, brainstorming, and researches. Teachers have to create wonderful atmosphere to provide pupil experience and confidence to link the knowledge with its skill and practice in daily life. The process also involves various presentation methods, Primary objectives of this stage are to provide feedback regarding the extent to which planned activities are carried out, guide staff on how to modify and improve the program plan, and assess the degree to which participants can carry out their roles (Sufflebeam, 2003).

Product

Product evaluation focuses on the result of the program. It assesses the positive and negative effects the program had on its target audience (Mertens & Wilson, 2012), assessing both the intended and unintended outcomes (Stufflebeam, 2003). Both short-term and long-term outcomes are judged. The evaluation of product in this study is the result of the change in pupils behaviour and the achievement of programme objectives.

Method

In the beginning, the researcher sought the help of the masters student, the researcher had verbal contractual permission to gain entry into the school to evaluate the programme. In order to answer the research questions, multiple formats are used to collect data. This pilot study aimed to evaluate an integrated special needs programmes in a primary school in Penang. These included both formative and summative measures, such as environmental analysis of existing documents, program profiling (Mertens, & Wilson, 2012) and interviews with five parents. The researcher observed seven teachers teaching to elicit information on teaching styles. The same teachers were interviewed after the observations. The coordinator, was interviewed to get background information, and updates on the programme. Throughout the process Stullfebeam's Evaluation Model Checklist (2007) was used as a guide. The observations and interviews were conducted over three visits within a period of 10 weeks. The dates, time of observations were recorded. The social setting in the classrooms were taken into account (numbers of adults and children, grouping). All data were ideally, kept as consistent as possible across the 9 observations. Since the classes were small, it was possible to record as much information as possible.

Programme A (1992)	**1st visit** 20th September, 2014 (1 hour each	**2nd visit** 2nd October, 2014 (1 hour each)	**3rd visit** 11th October, 2014 (1 hour each)	**Interview with parents**	**Interview with teachers**	**Interview with coordinator**	**Document analysis/ profiles**	**Movement in school**
	Class1, teacher 1 Bahasa Melayu	Class 2, teacher 2 English	Class 3, teacher 3 mathematic	1 st visit nil	1st visit Yes	1st visit Yes	1st visit Yes	1st visit yes
	Class 4 Teacher 4 Environmental science	Class 5 Teacher 5 Art and craft	Class 6 teacher 6 living skills	2nd visit Yes	2nd visit Yes	2nd visit Yes	2nd visit nil	2nd visit Yes
	Class 7 Teacher 7 Manipulative skills	Class 1 teacher 1 Physical education	Class 2 teacher 2 music	3rd visit Yes	3rd visit Yes	3rd visit Yes	2nd visit nil	2nd visit Yes

Validity and reliability

The observer accuracy was kept as far as possible from the time of the class till the end. The teachers behaviours were recorded by scribbles and notes. The teachers were not in favour of video recording. The teachers observed were all in the class, no outdoor movements and started the class and ended as it should be. Since only the researcher was involved inter rater agreement was not possible. After the observations, and with the notes, the researcher asked the teachers to check on the notes and teachers counter signed the information. The researcher conducted systematic rotation to observe all the teachers, from station 1 to station 7. As for Construct validity, for example, which focuses on the "theoretical integrity" of the behaviors, is particularly important.

Findings and analysis

In answering research question, 1,

What are the elements of the content of the programme?

There is a mission:

It states that the end of the school years, the pupil should be self-reliant, and recognize and use his own talent for survival.

The programme has a vision:

The vision of the programme is to provide quality education towards excellence in life in line to the National philosophy of Education.

There are programme goals to be achieved:

The goals are providing quality education, and to excel in his own personal development; give opportunity to special needs children to contribute to his academic or non academic education; to make the programme a futuristic programme: to produce pupils who can adjust themselves in the society once they finish school

In answering research question 2.

What are the elements of input of the programme?

Input

All seven teachers have basic education in special education. Their certificates and degrees are from colleges and universities. Three of them have masters degrees. All of them have more than three years of teaching the special needs. Hence, they have sufficient skills and knowledge to teach special education pupils in the programme. The senior assistant teacher who is also the coordinator has more than 10 years experience.

The programme has office equipment in the office cum coordinator's room. This includes equipment like fax machine, photocopying machine, shredder, cutting machine, laminating machines, binding items, and desktop computers. In addition according to the coordinator, they are allowed to use the office equipment in the mainstream office, with the permission of the headmaster. A log book is used to check on the usage.

Looking at the documents, the teachers have profiles of extra courses conducted in their programmes. They have attended compulsory Latihan dalam perkhidmatan courses(LADAP). This has refreshed and added new information on the state of art of teaching and learning. They have also obtained new pedagogical skills which were given by experts. Most of the in house training is given before every school term begins.

They have joined the mainstream teachers in all the courses. The courses were mainly on further awareness on special needs, the new curriculum, KSSR, LINUS, courses on preparing items for assessments and school based assessment. These courses have given new input for the teachers to help their pupils improve themselves academically.

All subjects taught are in accordance to the National syllabus. The academic subjects and vocational skills aree also taught in this primary school integrated programme. The programme has an elaborate time table where it is diligently followed. Classes are divided into stations, catering for each subject. There are 12 stations in this programme, whereby, Bahasa Melayu is taught 12 periods per week, followed by English (5 periods), Mathematics (6 periods), Art and Craft (2 periods), Living Skills (8 periods) and music (2 periods), Physical Education (4 periods), Behaviour Modification (4 periods),

Manipulative skills (4 periods), Environmental science (4 periods), and Islamic studies and Moral (5 periods). The stations are located in three different classrooms which are subdivided into seven mini classrooms. The number of classrooms are divided according to the directive of the ministry of education.

No of pupils/ 6.5 = no of special needs classes

Every station has many types of teaching aids, for the pupils to use. From the observations, the teachers rarely used the teaching aids in the classroom. They were using dictative method to impart the knowledge. The pupils range from Down syndrome, autistic, and slow learners. According to the coordinator most of the pupils are slow learners. Hence, the teachers were using text books to teach. Eventhough this was happening, pupils actively participated in the teaching and learning, and answered all questions. Pupils had exercise books to copy simple sentences and paste photocopied exercises.

Other than teaching time tables, the programme has a co-curricular time table. The Senior assistant for co-curriculum of the school assists them in handling this time table.

The teachers also teach basics in vocational skills. Eventhough the skills are taught in secondary schools, the simple steps are taught in this programme. A very good attempt to do so. Pupils are taught techniques in farming. They are taught how to plant vegetables like, *sawi*, *bendi*, *kacang panjang*, *bayam, kalian*. In addition to it they are also taught basic stitching skills, example sticticching a floor mat. The most important of the philosophy of integrated programmes, a inclusive time table exists for inclusive pupils. It is prepared by the senior assistant for special needs.

Physical facilities in the the programme are two toilets, two bathrooms and one common room. These facilities are sufficient for the pupils and staff use. The staff can share the mainstream facilities. There are many special equipment in the physical education room, for example, trampolines, fitness machines, boating devices. The store is well arranged and well kept. There are 3 sets of musical instruments for percussion band, in the music room. The equipment is enough to be used by the pupils to play in mini concerts and for enjoyment. As for canteen, computer laboratory, library and prayer hall, the pupils and the staff share with the mainstream pupils and staff.

As for the financial input, the programme gets its allocation from PCG. This allocation depends on the enrolment of pupils as of 30th September every year. They adhere to all the rules and regulations set by the ministry of Finance. The allocation is distributed by the Department of Penang. The reference is:

J. Pend. Pk. (Am)5012/Jld 8 (61) 2002

All the activities are carried out through this allocation under LPBT. The extra input sources comes from donations from parents, organizations and societies and other individuals, eg, Bank Rakyat, Maybank, McDonald, KFC, MerryBrown, Pizza Hut, TESCO, GIANT, CARREFOUR, AEON AND PACIFIC.

In answering research question, 3,

How is the process of actions in the programme?

Process

From the non participant observations made on 3 visits, the teachers try their best to make the pupils understand the content of the lesson by using multi-faceted methods, ranging from comprehensive learning, to mastery learning. Every class has a minimum of 10 pupils. This number is big, and it exceeds the minimum class size. This is unavoidable, as place is limited in the school. There is an urgent need to increase the number of classes or the other alternative way is to limit the number of pupils entering the programme. 5 classes have difficult and low functioning pupils, teachers stress on alphabet recognition, word recognition, phonics, phrase recognition and reading. Teachers stand or sit while teaching, and can be considered as teacher-pupil centred, whereby, pupils are given the opportunity to enquire and inquire on the content. Teachers concentrate on teaching the basics, reading, writing and arithmetics (3M). Teachers said they apply trial and error method, as sometimes, it si

difficult to rule out which method is the best for the class. Each child is different. One teacher mentioned, that she uses Thorndikes's try and success model. There are lots of teaching aids in the classes, example, word charts, picture charts, sentence charts and drawings. The exercises teachers give are in the form of exercises and practical activities, especially on manipulative skills.

During the observations, none of the teachers used any of the charts on the wall. They were teaching using materials/books they were holding. Not a single teacher used the laptop or the computer at the time of the observation. According to the teachers, they have all the audio- -visual equipment, to use. These aids are not used often, unless it is necessary to do so.

According to the coordinator, they have inclusive programmes. Pupils enter the mainstream classes for their lessons. At other times the pupils are in the integrated programmes. Currently there four full time inclusive pupils and one partial inclusive. There were no observations on these classes due to time constraint.

One of the main aspect in teaching and learning in this programme is that pupils are taught the need to mix around with friends. The process of socialization occurs. At the time of observation, the teacher explained verbally, situations on how to talk to your friends, and parents. The teacher was actually teaching inter and intra personal relationships. Pupils were arranged in groups and they had to talk to their partners. They had to smile, say thank you and ask permission. Example;

Sorry teacher, can I go out?
Minta maaf, guru, boleh saya keluar?

Rahman, ini kawan kamu, mari salam, jangan marah!
Rahman, this is your friend, come shake hands, don't be angry

In teaching socializing, the inclusive programme plays an important role. The special needs children mix freely with the pupils in their class. There is peer interaction and common sharing. According to the coordinator, when there are activities or performances with the mainstream pupils, some of the typical pupils mix around and talk to their atypical friends. One of the occasion when happens is when, pupils are pooled in to help the teachers to arrange chairs and tables for concerts and special programmes.

According to the coordinator, pupils are also taught on entrepreneurship, example, Farmin. Pupils who are labeled slow learners or high functioning pupils are taught techniques of farming, like, weeding, planting, harvesting, spraying, spraying fertilizer. The other skills taught, are on the intricacies of selling the products from the farm, to the pupils and staff of the school. At the same, teaching them how to calculate and keep records of selling and buying of the products. The money collected is then shared among the pupils handling the project and the teachers assist them to keep in their bank accounts. The teachers bring the pupils to the bank, *Bank Simpanan Nasional,* twice a year.

Other than teaching and learning in the class, there are many outdoor activities, with informal teaching. They are also taken on campings, and allowed to participate in Quran recital competitions, concerts, and many other competitions at national level. Co-curricular activities are also included in the process of teaching, They are specially trained to participate in special Olympics at district and state levels. Co-curricular activities on every Wednesday, from 12 noon to 1.00 pm. According to the coordinator, some teachers do take the pupils for outdoor teaching, especially under a big tree near the main entrance. There are pacebos and is cooling. There are tables and chairs. Sometimes the teacher takes them to the library to do self reading or self access. In addition, the pupils are also involved in recreational games like, bowling and swimming. They do not have a proper coach and training. These activities are merely fun and the pupils love these outings.

In the process of teaching and learning, pupils are also tested on their skills and academic achievements, either summative or formative. These tests are catered to their levels and not as the mainstream expectations. They are given summative and formative tests.

In answering research question 4,

Are the products of the programme in line with the special needs philosophy?

Product

The main product is the academic achievement of pupils in the programme. To date, one autistic pupil from the inclusive programme achieved 4A, 1B in UPSR. This is a big success for the programme since its opening in 1992. Those who were not included, have shown many changes, especially in their behaviour, attitude, and socialization. Pupils who could not write a single word are able to do so, they are able to comprehend questions and are able to answer appropriately. They smile, say hello, shake hands to strangers and friends and can. hands, and can, help to arrange books and tidy shoe racks. One of the product is to see pupils socializing with friends and others. They are able to talk and ask for things and communicate to get tasks completed. The pupils have shown changes from being very robust to being polite, able to respect their teachers and elders at home, able to listen to directions, and instructions and are more disciplined.

According to the coordinator, some of the pupils have no vocalizations. So, to know the extent of the teaching and learning process that had occurred, pupils are tested using visual cues and pictures. They have shown to have better their grades each year. Since the teachers and pupils ratio is very small, the seven teachers know each and every pupil in his programme and are able to attest that the pupils have acquired basic communicative skills, like, reading, writing and arithmetic.

The researcher tried communicating with the pupils and they responded by telling their names, smiling, putting out their hands for a handshake, and helping to carry the researcher's bag.

From the interviews with the teachers, it was found that many pupils from this programme, furthered their studies in the neighbouring secondary schools. Many have graduated after following the secondary school syllabus. Currently, some are employed, some are not. They do not have a record. This information is through the juniors who still keep in touch with their seniors who have left. Some of pupils who were once studying in this programme are working in companies, like, ACER and OSRAM. Some of other pupils are working as sales personnel in supermarkets, retail shops, restaurants and car wash booths. Some others are working as lorry attendants. Some of them are working part time, in handicapped centres in Penang. They do mechanical work as as 'pasting gum on book covers, inserting electronic components into plastic chips and folding gifts.

DISCUSSION, RECOMMENDATION AND CONCLUSION

Based on the CIPP model, the programme has the context, input, process and product as envisaged in Sttuflebeam's check list. From the findings it is apparent that the national philosophy of special education is adhered to by the management of the programme. They have detail tasks to align themselves with the aspirations of the country. The philosophy clearly dictates, that when each pupil leaves formal education, he should be able to stand on his own feet and have sufficient skills to earn a living. Since this is a primary school integrated programme, it is not wholly responsible for the livelihood of the pupils. The primary programme acts as an anchor to help the pupils gain confidence, self-esteem, and interest in coming to school to gain whatever information or education they need. As such, the programme has played an integral role in moulding the pupils to move on to secondary schools at the age of 14. The seven years spent in primary school is not wasted. Pupils have gained maturity and are able to socialize and interact with the community and be independent.

From the findings too, not all have earned a living, yet it can be safely be said that the programme is a success as one can find the graduates of this programme working in big companies. The pupils from this programme are able to acquire as much soft skills and basics of reading, writing and arithmetic in order to gain employment in these companies.

Pupils should use the vocational skills gained in the programme to earn a living. There were no findings in that. It can be argued that generally special needs parents are not in favour of their children working in the hot sun and toil in the farm. In addition to that, the programme is located in the urban area. So, there is no land for farming. There can be other reasons too, like, the farms being far away from the town and there is no transport for the former pupils of this programme. This seems to conform to what Azizi (1992) found. His study states that most agriculture vocational school students did not use the knowledge and skills in agriculture for domestical use at home.

The general objective of all subjects taught in schools is to train pupils to be independent and also can use the subject they have learnt for home use. From this, information regarding the effectiveness can be obtained. From the findings, the teaching learning process did occur, but the extent of using teaching aids is an issue. Teachers rarely used the aids. The teachers are able to convey the lessons without any aids. This is good if all pupils can learn without aids. Young children learn faster through visual aids what more of special needs pupils. The findings also indicate, almost all teachers use the same technique in teaching, talking, explaining, and questioning. Yarger (1977), Fullan (1992) also found that most teachers use same techniques to each. It would be good and more interesting if teachers vary their techniques and make the classrooms more livelier. Special needs children are inquisitive, eventhough some are not. Teachers should resort to games, mazes, scrap books and newpapers to teach. Probably this would help to push more pupils into the inclusive programme. Turner (1970) study, taken from Loh (1995), shows that most teachers states that one of the factors that effects their teaching is the chance to exchange thought and share experience with their collegue. Katz (1997) also reports that it is admitted by teachers that sharing their experience with friends from courses effects their daily presentation. So the teachers can exchange ideas and have brainstorming sessions once a week to seek new ideas and enhance whatever they have.

Pupils behaviour has changed from the time of admission till the time of leaving. Pupils attitude (Rohaty, 1990), can influence classroom teaching style. In this case, pupils have positive thoughts, looking into the fact they shown many gestures and can communicate well with strangers.

Inclusive education is the way towards integration. This programme has achieved this, probably at very small percentage. With more emphasis in academic probably the number could be raised and more people would sit for public examinations. Scoring in public examinations is important to allow special needs pupils to enter higher institutes of learning in the future.

Pupils are showing signs of socialisation, which means the teachers, have succeeded in achieving the objective of the subject, even though there is no formal subject on socialization. These skills have been integrated which is an indication of the process component of CIPP is conformed to (Nasir, 1993).

This is what the philosophy of education is all about, children with special needs should be able to integrate and be part of the society. Hence the programme is a success yet needs to be refined.

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