“Becoming a Different Teacher...” Teachers’ Perspective on Inclusive Education

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Abstract
This article examines teachers’ experience with inclusive education in preschool, primary and the beginning of secondary education. Drawing on a qualitative approach, this study aims to explore what we can learn from teachers that have already invested in (several) processes of inclusive education with children with significant disabilities. Through semi-structured interviews, we discover that teachers need opportunities to work with the disabled child in their class and create moments of communication around the child and his/her individual curriculum. They learn much more about the abilities of children, while previously they were mainly focussing on the deficits. Therefore, for the teachers the question has shifted from ‘what is wrong with this child?’ towards ‘what is necessary to let the child participate in our group?’ This moves from difference as categorical difference, to difference as emergent continuous difference. This shift in understanding opens up new insights and new ways of teaching, resulting in teachers’ becoming different teachers than before. In this process teachers recognize the importance of close encounters and reflection-in-dialogue.

Keywords
Inclusion, teacher perspective, support, diversity

Introduction
Our society has increasingly higher and more complex expectations of teachers. Being a teacher comes together with a wider job description than merely passing knowledge on to students (Verhoeven et al., 2006). The (extra) care schools can offer forms an integral part of the educational reality of schools.
and of the expected responsibilities of teachers. Diversity is the norm in society but also in the classroom. Children with various needs are sitting together in the same classroom and are entitled to ‘good’ education.

With the ratification of the UN convention on the Rights of Persons with a disability (2006) Belgium agreed to develop a more inclusive educational system. Every child has the right to go to a regular school (article 24). Special education is the exception rather than the rule. This is in contrast with the Flemish educational reality. We have a two-track system in the education of disabled children. We have a very broad special education (8 types of special education) and a limited range of possibilities to get support in the regular education system. We do not seem to be able to find a consensus around the recognition of inclusive education in our educational legislation. We can hardly find the word ‘inclusion’ or ‘inclusive education’ in our educational policy: it is an ‘infected’ word that mobilizes a lot of resistance.

In this article, we want to focus on inclusive education as the responsibility of the regular school and the teacher to create for every child the opportunity to be part of the (class)group (Griffith, 2009). Thus the role of the teacher is more than recognizing diversity (Sandoval, 2007, as cited in Forlin, Cedillo, Romero-Contreras, Fletcher, & Hernández, 2010), but he/she plays an active role in handling diversity in class. A critical factor for the success of inclusive education is the competence of teachers and their attitude towards inclusion (see e.g. Hodkinson, 2006; Leyser, Zeiger & Romi, 2011). Loreman (2005) notices that many teachers do not feel prepared for the changes in their practice in that they are afraid of extra work and the cooperation with parents and other adults. The new challenges can lead towards low feelings of self-efficacy. Consequently, teachers do not know how to respond and do not act any more. They are more likely to pass questions because they believe that specialists have more suitable answers and more appropriate treatments.

Even though much research has been done on inclusive education, the voice of teachers with experience in an inclusive classroom is often not heard. We believe that teachers can give us insights into the comprehensive tasks when teaching children with special needs, and the information they provide would be valuable in the training and support of fellow teachers. In this study, we investigate how teachers look at the process of inclusive education after having a child with a disability in the classroom. This study will also
emphasise the importance of knowledge building together with practitioners to provide better education for every child.

In this article we first describe the methodology and the results, where we use citations of the participants to make it all vivid. In the discussion we bring in the Deleuzian framework of ‘difference and differenciation’ (Davies & Gannon, 2009) to discuss the results.

**Inclusive education**

Inclusion is hard to define, the focus should not be on what inclusion means, but rather on the meanings of inclusion. (Barton & Armstrong, 2001; Nind, 2005 and Cole, 2005). Inclusion is also argued to be a difficult and multifaceted process and should be interpreted in different ways in different contexts. In this article we refer to the definition by Giangreco (2006, p. 4) because it touches upon different aspects of inclusive education as indicated in literature:

- “All students are welcomed in general education. The general education class in the school the student would attend if not disabled is the first placement option considered. Appropriate supports, regardless of disability type or severity, are available.
- Students are educated in classes where the number of those with and without disabilities is proportional to the local population (e.g. 10-12 % have identified disabilities).
- Students are educated with peers in the same age groupings available to those without disability labels.
- Students with varying characteristics and abilities (e.g. those with and without disability labels) participate in shared educational experiences while pursuing individually appropriate learning outcomes with necessary supports and accommodations.
- Shared educational experiences take place in settings predominantly frequented by people without disabilities (e.g. general education classes, community work sites, community recreational facilities).
- Educational experiences are designed to enhance individually determined valued life outcomes for students and therefore seek an individualized balance between the academic-functional and so-
Giangreco’s definition is a powerful one “because it speaks about all students, not just those with disabilities; it describes special education as a process, not as a place; it speaks of the rights of students; it describes students, both with and without disabilities, as being a shared responsibility for all schools and educators; and finally, it describes school as a place of community; and as a place from which community can be created” (Smith, 2010, p. 43).

Methodology

This study is based on the initiative undertaken by the movement ‘Parents for Inclusion’ that came up with the idea to do something with the stories of the teachers, who worked a school year with their children with disabilities. They brought together a number of teachers who wanted to share how they had experienced and helped to shape the process of inclusive education. We ourselves coached inclusion teams and worked together with students to give extra support in the class. We started to collect positive stories. This does not mean that it was all beer and skittles. During the interviews the teachers went deeper into their disillusionment, doubt, fear, frustration...

From these interviews, we have chosen 17 stories of teachers from preschool to secondary education on the basis of a strong variation in age, experience, education type, nature of the capacities of the child, support options etc. (see Table 1). All the children had their own individual curriculum and needed extensive adjustments in order to participate in a regular class context. Some teachers were interviewed about the school year that just ended, while other teachers told about experience in the previous years (maximum 5 years).

The data were generated from semi-structured, in-depth interviews. The themes in all the interviews dealt with: vision on education, the representation of the disabled child, involvement of the child within the classroom, impact on teaching, building an individual learning path, team functioning around the child and dealing with support. We asked teachers to focus on
one school year and one concrete (inclusion) situation. All interviews were completely typed and returned to the teachers for member checks in order to assure the credibility of the results.

For the analysis the researchers followed an inductive and conceptual way of working as provided by Clarke (2005) and Charmaz (2006). Reoccurring themes, common patterns and key moments were identified. After we considered the content and the overlaps between different themes, six common aspects in the stories of the teachers emerged and were examined thoroughly: (1) the selection process of the teacher to meet the challenge of inclusive education, (2) uncertainties of teachers, (3) participation of the child within the classroom, (4) influence of inclusion on the classroom climate and social relationships, (5) collaborative teaming and finally, (6) the quest and the use of support in the class.

**Results**

*Making a choice for a child*

In Flanders it is not evident to enrol a disabled child in the regular education system, despite the legal acknowledgment of ‘the right to enrol’. Usually the school takes the time to decide whether the teacher agrees to accept the child as a member in class. Children with a disability are often seen as the exception: regular education is not the place to be taught. The practice of exclusion to a more specialized context is embedded in the educational system and represents a common way of thinking. Belgium has been one of the most separatist countries as regards education of children with special needs (EADSNE, 2003). The disabled child is seen as another category, different to the ‘average’ student. In the school context this way of looking at children with special needs is closely associated with the kind of questions raised about the nature of the difference in the child. Teachers are interested in, for example, what the deficits of the child are, what are the difficulties, how big is the gap between him or her and the rest of the group. These questions are a representation of the way our society thinks and acts “with a focus on achievement and (prescribed) outcome” (Davies, 2011). The school becomes a place where everyone has to be able to reach the same standards goals. The teacher has to be the person who will make sure that every student will ac-
complain and that cognitive development is central in the learning process. “Students who are not seen to be masters of the required tasks of schooling are excluded or withdrawn from mainstream classrooms” (Clairborne, e.a., 2009, p.48). So the idea of parents to let their child with special needs participate in the regular class goes straight against the current discourse. In the period when the school decides whether the child can attend school, the child and his/her family will undergo considerable insecurities.

Some teachers got the choice to accept a disabled child in the classroom. They find it important to have a choice because in the end the teacher takes responsibility for the learning process. Within education many decisions have been made without the involvement of teachers. Being able to make up your own mind can prevent resistance of the teacher, otherwise this will have negative implications for the pupil and his/her classmates.

“During holidays, my principal phoned me to ask if I would have objections against Nimi in my class. It seemed a nice challenge. I thought it was important that I was able to choose for it” (Wouter, teacher of Nimi, first year of secondary school).

Having a choice is one step in the preparation process of the teachers. They then talk to different team members who have already worked with the child, the parents, colleagues, support workers and so on. What comes next is dealing with the pragmatic matters including who the child is, whether the child disturbs the classroom, what the expectations of the teacher are and what support is available in the classroom. According to the teachers, it is essential to gain an insight into the problems of the child in order to learn to handle them.

In some of the stories, the decision is not an individual choice but it’s a choice by the entire school team. As a result concrete questions concerning the child and the class practice are discussed in the larger group.

"When we heard that the parents of Yani requested to send her to our school, we made with the team a number of reservations and we addressed those in question form to the parents. We received really proper answers, and I had the feeling: Yes, we should certainly try that.” (Luc, teacher of Yani, third year of primary school).

Other teachers have no choice and just do it because there is no time and space to doubt. They admit that they are glad because they would otherwise
have refused, had they had enough time to consider. They indicate that choice is not possible for other pupils without a disability. In general, the social commitment of teachers and their vision on 'good' education are decisive factors in promoting inclusive education. The disabled child is an equal member of our society and the school is seen as the ultimate mini-society par excellence. Many teachers realize that the choice for education is a choice made by parents. It is not up to them to question that.

“Earlier I would have asked questions about her presence in regular education. Now I think: If her parents have made this choice, I don’t have the right to say she cannot come to school and learn. I also think as a mum. When she is having fun, even if she is not learning, she can be happier here than elsewhere” (Caroline, teacher of Sofie, first year of secondary school).

When the decision is made that the child can attend the school, it does not mean that the entire school team is behind the choice for inclusion. These different opinions can create quite some divisions among the members of the school team.

“There are still teachers who question inclusion. The difference is that they do not know Sofie and have no experience with her. They just see her in the playground and have questions about her presence here. You don’t need to look at inclusive education as a burden. I do not pay a lot of attention to colleagues who are doing that.” (Caroline, teacher of Sofie, first year of secondary school).

Having positive experience does not mean that teachers are in favour of inclusive education in general. Teachers dare to speak about the experience with this child but are cautious about other children with special needs. The same questions would arise with every new situation. Teachers find it important that the child is developing in a positive sense and that the regular school must add value to the education process of the child. Teachers have also questions about children who have difficulties in establishing social contact.

"If you, for example, get someone in the class where you don't really have contact with, I would find that much harder. With Niels, you can make contact. If you ask a question, Niels responds” (Eef, teacher of Niels, third grade of secondary school).
From the interviews, it is revealed that there is clearly much fear for children with difficult behaviour. Teachers find it important that a child can function within a class group. They also see limits in the number of children with special needs in the regular class. Teachers see possibilities for one child with a significant disability in class, but want to avoid a concentration of problems.

**Uncertainties**

In our interviews, all teachers report on experiencing uncertainties throughout the school year. Uncertainties arise because not everything is known.

Besides, teachers have doubts about their competency because they feel they have no expertise in the deficit(s) and the medical complications of the child. They feel insecure about not knowing enough or not knowing how to act. Many questions are situated within the daily classroom practice. For instance, can a teacher in the classroom continue to do what he/she did previously? What adaptations are necessary? Can the teacher give the child enough knowledge and skills to prepare for future? The assessment and the evaluation of disabled children is another challenge for the teacher. How can the teacher measure if the child learns and what he/she learns? Is there an objective view of what the disabled child can or cannot do? There is additional uncertainty about the relational aspects within the classroom. Can the teacher build a bond with this child? Will the child feel belonging to the class group? Also the categorical thinking comes back in the uncertainty whether the extra attention paid, the adaptations and efforts made towards the disabled child is ‘fair’ to his/her peers in class. Finally, teachers experience anxiety around the presence of other adults who comes ‘snooping’ in their class. Questions can be raised about whether the teacher will be able to keep his/her personal teaching style, and how the support workers think of the teacher?

The moments of uncertainty are natural for every teacher in the process of discovering unknown territory. Teachers in this research find it crucial to create openness and they take the worries and questions seriously. They particularly regard it helpful to go into conversation with people that know the child and the way of working within an inclusive classroom.
"I was allowed to ask every question I had. I wanted also to have my own search. But if there was a problem, I always knew where I could turn for help." (Jonny, teacher of Aloïs, second year of primary school)

Teachers have to handle the unknown and the uncertainties. They have to leave their safe and familiar situation and make place for what they don’t know. The space to experiment (and occasionally fail) must be very clearly communicated to teachers. All the teachers in the research managed to move forward with their uncertainties and attribute their progress to the following strategies:

- Teachers should fall back on their skills as a teacher. The questions and doubts can be tackled by the realization that the work a teacher daily does for all the children also works for this particular child.
- The initial uncertainty will reduce gradually by working with the child and building up positive experiences. Time and communication are of crucial importance in this process. Teachers do not stand alone. They can count on support of other people who have listening ears and helping hands.
- Teachers will discover that the child has abilities too. There are not only the difficulties which determine who the child is and what he/she is capable of. Teachers should not compare performance of the child with that of their peers in class, but focus on recognising what they share in common.

There are no universal solutions. Every child and every situation has different needs. Teachers should open up for the not-yet-known. They are practicing in dealing with a strength-weakness analysis and this opens doors in the learning process of the disabled child, his/her peers and the teacher (Giangreco, 1933). In this process of searching and experimenting they become a different teacher than before.
When teachers tell about their class practice, participation arises as a central concept. The key question is how a disabled child can participate in a regular classroom. Teachers suggest that from preschool to secondary education students be offered the opportunity to have similar experiences to their peers. It is very important to feel part of a group as a valued member.

"I never excluded Yurn. For example, with outdoor activities in the woods, Yurn participated despite his wheelchair. I always take parents along for large excursions, now we had to be with 4 man to pull and to push. Yurn always went with us. Physical Education, stage performances, these were always with Yurn. We have never asked Yurn to stay at home" (Gust, teacher of Yurn in the fourth year of primary education).

A child learns already by just being present in the classroom. Children pick up things by way of doing and imitating other kids, even if the content is too difficult for them.

"Inne absorbs an enormous amount. Her mother tells that Inne plays at home what I have said in the classroom. She also sees a lot of things from the other children. They tie their shoes and Ine is looking: well, well, how do you do that?" (Antigone, teacher of Inne, 5th and 6th grade of primary school)

There are many different ways to participate. The disabled child might be doing the same things as the other children in class, but it’s not about learning at the same place and in the same quantity as the other children in class. When teachers make this shift it reduces the pressure on their shoulders. The crucial question within inclusive education revolves around how and when the child is involved and what adaptations are necessary. How a pupil reacts, communicates in class, responds in learning can be highly individual and different. It takes time to find out what a child needs. Teachers indicate that they see much more learning opportunities and many areas in which children may achieve different goals: social contact, finding one’s way in the class, group work and so forth. In this regard, teachers have expectations of the disabled child. This process of working with children presents itself as a
quest, with teachers constantly adjusting according to what they observe with the child and in the classroom.

"I expect that children of the third grade between September and June get a firm shot in independence. I expect that from Yani, too. It began with her food. Yani had to say herself if she was eating at school or at home" (Luc, teacher of Yani, third grade of primary school).

Social relationships

Teachers are afraid the child will be singled out because of 'being different.' They wonder how the children will deal with each other, how the communication goes, whether there is more bullying and whether the disabled child feels different and less able than his/her peers.

Teachers from kindergarten to secondary schools experience the learning opportunities in the relationship between pupils with and without disabilities. Classmates learn in everyday classroom that everyone is different. Pupils with and without limitations should be considerate towards each other to play together, to talk, to learn, to work...

"I think [the students] learn to handle it and they learn in social terms especially to take someone else into account. I must say I was scared in the beginning but they have always done very well. Also on a trip one or several children were looking for Oskar. The class kept an eye on him and said: 'Come on, Oskar, come with me.' and he went with them. I found that very pleasant" (Chris, teacher of Oskar, first grade primary).

Teachers see the positive effects in terms of social relations as reflected in the classroom climate. With the presence of a disabled child, there appears less hassle and less discussion. Making mistakes is less considered as a negative experience.

"Niels sits in a very difficult group and normally you would expect that he would be bullied. But that is not the case, they take care of him and they go along well with each other. I think this is positive for that group. They are also students who certainly can learn some-
thing for the future" (Eef, teacher of Niels, third grade of secondary school).

In secondary education teachers experience that all pupils during puberty are highly individualistic. This influences the interaction between pupils. Certainly in vocational education, teachers work with the same strategies as in primary education. They hold conversations with the group, set up a buddy system, stress the importance of the group, let them work together in pairs or small groups. In short, teachers work actively with the diversity in the classroom through cooperative learning strategies. They are always ready to find solution to barriers whenever they appear.

Teamwork and communication

It is the view of every teacher that inclusion clearly is teamwork. The search for how the child can participate in class, involves exchange of information and ideas. This is often new to a teacher. The image of the teacher working alone in his/her class with the pupils is still prevalent in Flemish context. In the stories we see teachers open their door to outside influences. They dare to consult other people inside and outside the school in that they realize they cannot do it alone. Thus, the team around the disabled child can act as a platform for exchanging information, searching solutions together and enunciating questions. The teacher is a key figure within the whole team, as he/she spends a lot of time with the pupil with a disability.

"At a certain moment the question arose: what will be the following step in reading? In the case of Yani this is incredibly difficult, because reading has to do with making sounds and hearing them and this is one of the things Yani cannot do. We had to look for another reading method, a different way of learning to read. Then the team is important: we know Yani and together we take responsibility” (Luc, teacher of Yani, third year of primary school).

It is also pointed out that the teachers obtain considerable useful information and tips from parents who know their children and have already rich experience in dealing with the barriers. How do parents handle their child? What do they expect of their child? These are questions that are crucial in the dialogue and in the development of the classroom practice. The teacher, who
is often perceived as competent, has to be able to change positions between knowing and not knowing (Delfos, 2000).

"In general I think [cooperation with parents] is important. (...) They can provide information about their child that you would not discover yourself" (Jonny, teacher of Aloïs, 2nd year of primary school).

Shared responsibility is a key word in working together. In the area of teamwork and communication teachers admit that they want additional training or coaching.

**Discussion and conclusion**

The data in this paper represent the experience and perspective of teachers who have worked in inclusive education. We are aware that the interviewed teachers are not representative of all teachers in the system of education. The analysis has certainly not the intention to be complete nor is it the reflection of what we see in an inclusive classroom Yet, these stories can provide valuable insights into how teachers are committed to the process of inclusive education.

To understand the shift that teachers experience in their thinking through their daily work with a disabled child, we have used the Deleuzian framework of difference and differenciation (Davies & Gannon, 2009). The framework posits that how we think about and look at disabled children determine the ways in which we deal with them.

We can see difference as a categorical difference, in which the other is discrete and distinct from the self, with the difference lying in the other (Davies, & Gannon, 2009). The focus is on ‘being different’, leading to binary thinking in terms of able/disable, appropriate/non-appropriate, normal/abnormal. As a result, attention is paid to the deficits of the child and the goal is to correct and fix the deficits. In this respect, a specialist and specialized knowledge are needed to work with the disabled child. Deleuze offers another approach to difference in which difference comes about through a continuous process of becoming different, of differenciation (Davies, & Gannon, 2009). It focuses on opening up to the child, thus opening up to difference, and differences between children are regarded as natural. A lot of
teachers indicate that their way of teaching does not change, but their way of looking at children with disabilities changes (Avramidis et al, 2000). They learn a lot more about the abilities of children, while they were previously mainly focused on their problems. In line with this approach, the teacher develops a relationship with the child and finds out how the child learns and interacts by teaching him/her. Building a relationship with a child is used as a working tool (Corbett, 2001). It demands an emotional involvement of the teacher. The crucial question within inclusive education revolves around how and when the child is involved. In the data we found there are many different ways that children can participate.

In the daily practice teachers experience several barriers to achieving the involvement of the child. These barriers can be seen as challenges and a quest for answers (Humphry, 2006). There is a requirement of constant balancing between an individual trajectory and the standard curriculum. Teachers’ tasks involve differentiating, organizing, managing classroom flexibly and finding a balance between supporting social skills and passing on knowledge. Inclusive education urges us to reconsider what we have taken for granted, i.e. daring to take risks, working with tensions and working toward opportunities. In this process the teacher undergoes changes and becomes a different teacher than before. It is only through continuous becoming that new ways of thinking and new ways of being in the world become possible. When we open up to difference and the Other, it becomes possible to escape from our own limits. The teacher must learn to deal with not knowing the answers in advance. Support plays a crucial role in handling this uncertainty by helping to confirm and motivate. This is often new to a teacher. Positions of expertise can change. Teachers admit that they want additional training or coaching in the area of collaborative teamwork (Thousand & Villa, 1992).

In the process of inclusion reflection on the classroom practice is valuable, particularly when carried out together with other members of the team. According to Glazer and Hannafin (2006), support is often given one-to-one and the interactions are not reciprocal, and teachers are not actively participating in the search for a solution. In our stories there is space for reflection—in—dialogue. Aelterman (2007) sees this as a learning process for the teacher. Systematic communication with colleagues in and outside the school has in-
fluence on the reflective abilities and practice of the teacher. It can make the teacher stronger and more confident to face new challenges.

An experience in an inclusive situation does not mean that teachers can generalize this way of looking at other children with special needs. It is not a question of difference or differentiation, but of AND... AND. This conclusion underlines the need to support teachers. Teachers emphasize that they learn through the encounters and working with the child, rather than asking for additional training.
References


### Appendix 1: Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Class</th>
<th>School</th>
<th>Label of the child</th>
<th>Support in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvie</td>
<td>female</td>
<td>First year of kindergarten</td>
<td>Small school, rural area</td>
<td>Cerebral palsy</td>
<td>Special educator/ therapist/trainee/nurse</td>
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<tr>
<td>Annelies</td>
<td>female</td>
<td>Second year of kindergarten</td>
<td>Small school, rural area</td>
<td>Developmental delay</td>
<td>Special educator/trainee/patient</td>
</tr>
<tr>
<td>Bert</td>
<td>male</td>
<td>Kindergarten (3 years)</td>
<td>Steiner-paedagoggy – city</td>
<td>Girl: autism + cvi</td>
<td>2 special educators</td>
</tr>
<tr>
<td>Ann</td>
<td>female</td>
<td>First year of primary school</td>
<td>Small school, rural area</td>
<td>Physical disability</td>
<td>Special educator + assistants direct payment</td>
</tr>
<tr>
<td>Chris</td>
<td>female</td>
<td>First year of primary school</td>
<td>City school</td>
<td>Down Syndrome</td>
<td>Special educator/trainee</td>
</tr>
<tr>
<td>Filip</td>
<td>male</td>
<td>First year of primary school</td>
<td>Big school in rural area</td>
<td>Growing disorder</td>
<td>Special educator/trainee</td>
</tr>
<tr>
<td>Jonny</td>
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<td>Second year of primary school</td>
<td>Idem above</td>
<td>Idem above</td>
<td>Idem above</td>
</tr>
<tr>
<td>Geert</td>
<td>male</td>
<td>Principale</td>
<td>Idem above</td>
<td>Intellectual disability</td>
<td>Special educator/trainee</td>
</tr>
<tr>
<td>Cathy</td>
<td>female</td>
<td>Third year of primary school</td>
<td>City school - Jenaplan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luc</td>
<td>male</td>
<td>Third year of primary school</td>
<td>Small school</td>
<td>Cerebral palsy</td>
<td>Assistant direct payment</td>
</tr>
<tr>
<td>Sanne</td>
<td>female</td>
<td>Fourth year of primary school</td>
<td>Small school, rural area</td>
<td>Cerebral palsy</td>
<td>Special educator + assistants direct payment</td>
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<td>Gust</td>
<td>male</td>
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<td>Small school, rural area</td>
<td>Spina bifida</td>
<td>special educator/nurse for toilet</td>
</tr>
<tr>
<td>Antigone</td>
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<td>Fifth and sixth year of primary school</td>
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<td>Down Syndrome</td>
<td>Special educator/trainee</td>
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<td>Tineke</td>
<td>female</td>
<td>First year of secondary school</td>
<td>Middle school in city</td>
<td>Down Syndrome + severe visual disability</td>
<td>Special educator + assistants direct payment</td>
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<td>assistants direct payment + nurse</td>
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<td>Vocational school in the city</td>
<td>Down Syndrome</td>
<td>Special educator/trainee</td>
</tr>
</tbody>
</table>

3 List of persons who provide effective support in the classroom.