

Current Status and the Role of Inclusive Education Web sites for School Teachers and Parents

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Abstract

Background/Objectives: This study investigates the potential impacts of inclusive education in day care center, and reviews issues about supporting services including web sites as a community of knowledge. **Methods/Statistical Analysis:** Literature review method is applied to investigate the expected effects and barriers of inclusive education and promoting factors for improving educational excellence such as teachers' attitude and efficacy toward disabled children, supporting services for disabled children. Some Korean and international web-sites for inclusive education as the community of knowledge are also examined. **Findings:** Most teachers agree to the value and effectiveness of inclusive education but a teacher efficacy level required to guide and lead children with disabilities in the actual field is relatively low. The lack of disability-related knowledge and skills, knowhow of classroom management strategies, lack of faith in the educational effectiveness of interventions was reported as barriers. Promoting factors for effective inclusive education include positive attitude and efficacy toward disabled children, efficient supporting services for disabled children, and the cooperation system among general nursing teachers, special education teachers and therapists. In order to build the partnership, portal sites in the form of knowledge community is needed. But in reality, it is not easy to operate inclusive education portals with profitability, some of which are examined in the paper. Budget support from government or non-profit organizations is essential for effective operation of portal sites. **Improvements/Applications:** The results can be applied to derive various policies for reducing burden of teachers and improving the efficacy of teachers working in the inclusive education field.

Keywords: Community of Knowledge, Inclusive Education, Intervention, Information-Sharing, Website

1. Introduction

Special education is the education conducted through counseling and treatment services, provision of supporting personnel and commuting services required for the efficient execution of practical education and curriculum reflecting disability type and disability degree, in order to meet the educational needs of children with disabilities¹. Traditionally, special education has been carried out in facilities physically separated from regular schools, and it inversely resulted in social integration and participation opportunities of people with disabilities, being isolated from the society. It is inclusive education which is the concept presented to solve these problems of the traditional special education. Inclusive education is to educate children with disabilities in regular schools to develop

normal social adaptability without being discriminated against in regular schools or educate the students of special education institutions by temporarily participating them in the curriculum of the general school and pursues the goal of providing fair educational support to children with disability². In Korea, inclusive education trends educating children with disabilities in day care center or kindergartens are getting clearer and experts' opinions tend to be consistent in a positive direction for social and educational expected effects of inclusive education. But there are many realistic obstacles in the introduction of actual child-care institutions, and most of the parents of normal children still object to the system where their children are educated with children with disabilities through inclusive education.

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However, inclusive education is a global phenomenon. The principle of inclusion education is common in Europe and Australia including the U.S. Inclusion education is to register students requiring special education in the classroom suitable for their age to make them participate in the general education program and is a method managed by a general teacher and special education teacher³. On the other hand, partial inclusion (main streaming) means a system where children with disabilities take some classes with general students but only children with disabilities take classes in the special classroom in other cases. Therefore, in order to promote the inclusion, lessons in the general classroom should be able to accommodate a wide range of students and also provide diverse and special services to children with disability². It means that general teachers are responsible for the education and instruction for all students and operate a classroom in a team with special education teachers to guide students with a variety of disabilities, and related support services are all carried out in the same classroom in the inclusion school⁴.

Under the inclusive education system, students are encouraged to meet the individual learning needs while engaged in the same activities and expand the width of the recognition and recognize the heterogeneity of friends by meaningfully sharing thought and studying with them. Especially in the case of disabled children aged 3-5 years, inclusive education is needed to form the communication skills necessary for everyday life and positive attitude living with friends looking different from them. Inclusive education is not useful only for disabled children. General children also can improve a sense of caring for others through the process of playing and learning children with disabilities and furthermore, they receive a positive effect on learning ability and emotional development. Since inclusive education is highly effective at younger age, inclusive education in early childhood education institutions should be more emphasized, but difficulty and burden of teachers are increased in that inclusive education requiring individualized education. Individualized education is a teaching method to consider individual differences in the course of the class activities without configuring a separate curriculum by individual's ability. It is not easy to develop the social and psychological integration ability and development of cognitive abilities, because within the context of individualized curriculum, collaboration and exchange with other children might be difficult. This is why role and attitude of teacher and the

importance of learning various intervention methods are more emphasized in individualized education.

Teachers also tend to show a positive response to the philosophy and need of inclusive education, but hesitate the introduction and acceptance of inclusive education in actual childcare institutions^{5,6}. Lack of knowledge or skills for implementing the inclusive education, difficulties in support personnel and collaboration with community organizations, and lack of local government support are cited as the main obstacles to the introduction. Since equity and excellence are not easy to be compatible, many schools show reluctance to national policy or pressure that they should be switched to the inclusion schools⁷. Because the higher percentage of students with disabilities, the lower average academic achievement in many cases. This is the most fundamental reason why a variety of policy support is required to continue to expand the proportion of inclusive education. This study is to examine expected effects of inclusive education of day care center pursuing inclusive education and difficulties from the perspective of nursing teachers leading inclusive education, and discuss the critical issues about supporting services. A brief discussion concerning the current status and the roles of web sites for inclusive education, which provide educational contents and support for school teachers and parents, is also provided.

2. Expected Effects and Barriers of Inclusive Education

In Europe and America, the goal of generalized inclusion is to seek learning integration and social integration by including children with disabilities in the normal children group⁸. The goal of learning integration is to improve academic and social performance through active participation in play and learning in the same space and this process. Social integration means to make friends and also maintain strong relationships emotionally by participating in many activities in day care center⁹. Since inclusive education institutions recognize the diversity and aim to develop skills of natural mutual exchanges and cooperation regardless of disabilities learn and play within the facility draw a variety of experiences that entertain all children and cause learning motivation regardless of disabilities. Through this experience process, children can learn the formation of friend relationships, self-control from impulsive behavior, diversity that may differ from them regardless of disabilities.

McDonnell et al.¹⁰ and Wang¹¹ reported children with disabilities in the field of inclusive education showed the significant progress in social skills and personal development ability as well as academic achievement. Rather, if children with disabilities are specially educated in a separate classroom, there is increasing concern that bullying or teasing of normal children may be worse and self-esteem loss may be caused in children with disabilities¹², implying that disabled children can naturally acquire perception and communication skills through social interaction with the general children and recognition and experience for the role appropriate for the age during inclusive education.

Peltier¹³ also expressed the argument that inclusive education does not adversely affect normal children and rather, significant effects on social interaction and learning can be expected through contact with children with disabilities with various abilities and learning needs. Several studies^{14,15} also reported inclusive education was found to improve normal children's social interaction skills with disabled children and normal children and be greatly helpful in enhancing understanding and acceptance for children with disabilities and tolerance for diversity that may differ from them. In a similar study, You et al.¹⁶ also reported that general children receiving inclusive education showed a more positive attitude towards people with disabilities and pro-social behavior tendency of general children has been also improved. For the educational and social effects of inclusive education, the findings of experts present nearly identical conclusions, but the process of inducing social and emotional integration is the most difficult in the position of nursing teachers who should actually conduct inclusive education. Because it is based on the relationship gradually formed during the fairly long time unlike learning as well as efforts creating a warm environment and atmosphere where children with disabilities can withstand alienation and anxiety. Also, it is because of the problem of a kind of norm compliance that general children accept children with disabilities as the same human beings as them.

Looking at the related research on this phenomenon, the research focused on preschool teachers¹⁷ reported that 57% of teachers avoid support and responsibility about children with disabilities under the inclusive education system. Most teachers agree to the value and effectiveness of inclusive education but a teacher efficacy level required to guide and lead children with disabilities in the actual field is relatively low. Teacher efficacy is a factor

which has the greatest effect on the utilization of a variety of educational and intervention methods required to actually operate inclusive education. The lack of disability-related knowledge and skills, knowhow of classroom management strategies, lack of faith in the educational effectiveness of interventions were presented as barriers.

Pre-service teachers tend to show the positive attitude towards children with disabilities, but lack of resources such as equipment and materials in the classroom needed for inclusive education and lack of knowledge and skills needed for disabled children education are reported as the biggest obstacles hindering the inclusive education¹⁸. Han et al.⁶ reported that most teachers have limited acceptance attitude that integration is possible only when administrative and financial system should be prioritized and be supported socially and institutionally to achieve inclusive childcare while recognizing the necessity of inclusive child care. Also a considerable number of teachers basically agree to inclusive childcare but inclusive childcare should be reviewed carefully over time because inclusive childcare is physically and emotionally difficult in reality although positive social atmosphere is created. Besides, the lack of interaction and cooperation between teachers and parents etc. are also important factors that make teachers refuse inclusive education. Recent study¹⁹ also reported that support of educational materials and tools alone is not enough to accept the justification of inclusive education, and that it is more urgent to prepare for teacher training and policy support measures to enhance the efficacy of teachers.

3. Promoting Factors for Improving Educational Excellence

3.1 Positive Attitude and Efficacy toward Disabled Children

In the nursery institution, the level of responsibility for taking care of disabled children and preparation for inclusive education has not been determined fully yet. However, teachers' burden is significant because the inclusive education program itself should be operated. Let's briefly take a look at a few promoting factors that can reduce it a little. Nursing teachers' positive and active attitude affects teaching strategies in the classroom and this is directly connected to children with disabilities' behavior and academic achievement. Because of this reason,

teachers should understand the exact information about the disorder and be fully aware of the fact that children with disabilities may experience some difficulties in the process of learning and play unlike normal children.

The role of teachers in successful operation of inclusive education is very significant. Teachers' attitude affects the choice of teaching methods, disability awareness and behavior of teachers treating children with disabilities, influencing the success of inclusive education. Teachers' attitude is influenced by a variety of correlated factors. For example, Bradshaw and Munda²⁰ presented the result that teachers' attitude is influenced by disability type or disability degree of children with disabilities, knowledge and training of teachers, government policy, etc. Avramidis and Norwich²¹ presented influence factors by broadly classifying them into disabled children related factors, teacher-related factors and education environmental factors. For example, teachers tend to show more positive attitude toward disabled children with damaged body or sensory organs than children with learning disabilities or emotional behavior disabilities and teachers' acceptance willingness for inclusive education is weakened as the degree of disability gets severe.

Educational environmental factors include material resource elements such as educational materials and equipment, curriculum and human resource elements such as administrative support personnel, counselors, organizational culture of school etc. These environmental factors significantly affect the positive attitude formation and organizational culture of school or collaboration with support personnel has a direct impact on inclusive education. Therefore, a variety of training and support policy should be considered in order for teachers to form a positive attitude toward inclusive education. Dart²² reported that education and training for inclusive education can reduce the worry and anxiety in the inclusive classroom, and Chhabra et al.²³ also argued that a special program for inclusive education can contribute to recognizing inclusive education as one educational philosophy as well as successful classroom management and teachers' beliefs about inclusive education can also lower stress levels that can occur in interaction with children with disabilities. In addition, teacher training for inclusive education was found to help to form teachers' positive attitude toward integration²⁴ and affects positive perception of inclusive education, image embodiment for inclusive teachers etc. Self-efficacy may be a factor that has the greatest effect on the attitude of a teacher.

Bandura²⁵ argued that self-efficacy is influenced by experience that successfully performed related action and indirect experience and learning through others, persuasion process such as support and encouragement by people around them and emotional stimuli associated with behavior etc. Teacher's self-efficacy is the concept that related this self-efficacy to the ability of field teachers. Teacher's self-efficacy has a positive effect on inspiring students' motivation and increased self-esteem, enhancement of strong self-development commitment, formation of positive attitude toward school can be expected and it can also help to enhance self-efficacy of students by encouraging students to participate in classes more actively and raising efforts to overcome difficulties. Teacher's self-efficacy has a great effect on devotion to school and job satisfaction and teacher's self-efficacy is getting influential in inclusive education for children with disabilities. It is considered that if the efficacy of teachers is low, stress or pressure due to children with disabilities may be quite significant.

Teachers' job stress in the teaching profession is personal and emotional symptoms broadly experienced by teachers and teachers experience unpleasant feelings such as tension, frustration, depression, anxiety caused in the process of performing job and the burden teachers feel is a phenomenon when skills and competencies of individual teachers do not meet the required level. Therefore, lack of teacher's self-efficacy is the greatest obstacle to inclusive education and inadequate preparation, and the negative attitude and lack of training opportunities for disability-related knowledge for students with disabilities have a negative impact. This lack of various resources negatively leads teachers' attitude toward students with disabilities and as a result, it acts as an important factor that forms a negative view for inclusive school²¹. If teachers have negative prejudices and stereotypes, the problems get even bigger because teachers are highly likely to take inappropriate actions against the student due to their negative expectations.

Inclusive education requires ongoing support and collaboration of teachers and parents. In order for disabled children and normal children with different levels of cognitive ability and behavior to come together for learning and play, more preparation and supervision are required than the classroom only for normal children. In particular, in order for disabled children and normal children to harmonize naturally and promote social and emotional interactions, efficacy enhancement through a variety of intervention strategies and support are urgently

needed. The current method of simply defining subjects in related fields as one or two mandatory subjects or increasing the number of related curriculum subjects is not helpful in cultivating professional skills that teachers can use in the field. Hence, teacher training courses should urgently seek effective measures to promote the competency of disabled children inclusive education in the current education system by reflecting this point.

3.2 Supporting Services for Disabled Children

In early childhood education institutions, children do reading, family life play, puzzle, art, writing, role play through play activities with peers every day. For smooth progress of the learning process, teacher intervention, peer support, communication system using pictures or cards, utilization of indicative posters or recording taps, improved access to resources are required. Among them, especially peer support is highly associated with teachers' positive attitude toward disabled children. For example, if a teacher shows a positive attitude toward disabled children requiring special education, most general children are also willing to help the child who needs special education. General children learn how to push a wheelchair to enter the classroom and help disabled children when they do not catch a toy or object. Also in order to improve the accessibility to various materials for children, teachers' observation, intervention and positive attitude are required. Because nursing teachers should pay attention to the placement and location of equipment so that children with disabilities can always get the same opportunities as other normal children in class.

These support services expand the communication channel of children with disabilities and contribute to the enhancement of academic achievement in inclusive child care institutions. In order to operate inclusive education successfully, general teachers' specialized knowledge and skills in the related sector, deep research and education, training about teaching methods in the classroom are required above all.

3.3. Building the Cooperation System between Nursing Teachers

Due to the expansion of treatment services for children with disabilities in the inclusive child care institutions, cooperation among special education teachers, therapists and related professionals is further emphasized in addition

to general nursing teachers for normal children. Actually, cooperation among general nursing teachers, special education teachers, therapists is planned in detail also in inclusive child care institutions. As support services provided to children with disabilities become diverse such as speech therapy, cognitive therapy, operation therapy, the interaction among teachers for preparing effective services is a very important element for successful inclusive education.

The cooperation system in nursery institutions pursuing inclusive education is substantially operated with co-teaching system that can be actually applied in real classroom situations and collaborative consultation where therapists or counselors can give direct help in the problem-solving process. Co-teaching is a method that more than two teachers directly participate in an inclusive teaching situation and provide the same level of the learning support services to both disabled children and normal children. On the other hand, collaborative consultation in nursery institutions of preparing a variety of interventions with the teacher to establish education and treatment, counseling plan for children with disabilities and prepare for potential problems that may appear in this process. If more and more children with disabilities stay together in the inclusive child care institution, assistance of experts is desperately needed to encourage special education teachers as well as general teachers to actually support children with disabilities in the classroom. If field nursing teachers do not have enough expertise or skills on inclusive and special education, co-teaching is a good alternative to meet these needs. According to the study of Bang and Lim²⁶, the following educational effects can be expected through co-teaching. First, teacher collaboration enables to achieve educational performance difficult to be achieved alone by improving the competence of teachers. Second, cooperation between teachers motivate them to develop teaching methods and teaching materials voluntarily by making them new information or knowledge, intervention naturally. Third, teacher collaboration contributes to forming a positive relationship in the educational institution by making them feel collective consciousness and sense of belonging. Finally, by providing an opportunity those teachers rich experience in inclusive education can share experiences on teaching methods or behavior guidance with new teachers, it can significantly help new teachers to grow as professionals.

Despite these expected educational effects, however, teacher collaboration in the field of education is

not actually common. Longer staying time and a lot of interaction of teachers do not ensure natural and effective cooperation between teachers. Recently, there is an argument that teacher collaboration technique, communication skills between teacher and family, various team approaches should be included in a teacher training program and these can be said to be a prerequisite to increase the efficiency of collaboration between teachers. Barriers to teacher collaboration basically include lack of time available to invest for cooperation, lack of training and skills for cooperation and lack of acceptance of educational philosophy different from theirs. Therefore, in order to promote cooperation between teachers in nursing institutions pursuing inclusive education, a community consensus should be formed first through education and training and conflict element among general education teachers, special education teachers and inclusive class teachers should be reduced and learning atmosphere for various interventions should be created.

4. Integrated Support Strategy through Knowledge Community Building

4.1 Role of Inclusive Education Information Sharing Websites

In order to build the partnership with various inclusive education and special education experts and realistically build an information and knowledge sharing system among nursing teachers engaged in child care institutions, state support portal websites in the form of knowledge community is needed. Community of Knowledge is also needed to promote education, training and attitude change, competencies and skills enhancement of nursing teachers and is a cost-effective alternative that can provide a place for meeting where nursing teachers and directors of early childhood education institutions who have accumulated a variety of experiences can share experience, relevant expertise and intervention strategies and consult each other through meetings. The fact that they can share countermeasures in a variety of situations beyond the range of child care facilities where they are working can be evaluated as a positive aspect. As shown below, various functions can be included in Community of Knowledge, which is the modified version of the work of Dukes and Jones²⁷.

- Bulletin board function for opinion sharing – A general bulletin board and freely posting comments about inclusive education for disabled children, inquiries, information on reference materials and digital learning support tools.
- Curriculum and teaching strategies – Providing latest information on teaching strategies and after-school learning for effectively performing inclusive education in nursery institutions.
- Content sharing and management – Providing various professional contents required to enhance learning and teaching skills of nursing teachers in the nursery site pursuing inclusive education.
- Learning tools and play tools – Introducing a variety of tools and materials required for learning and play in inclusive education institutions in detail and sharing detailed information on purchasing place, function and expected effects etc.
- Sharing school and government policy related information – Providing timely information on support policy of the Ministry of Education, Science and Technology about inclusive education and welfare related policy and information from the government.
- Professional workshop function - Providing workshops, seminars, conference-related contents for enhancing the professionalism of nursing teachers and counselors.
- Collaborative space among experts, fellow nursing teachers, families – Providing information and advice on various methods and strategies promoting collaboration with experts, fellow teachers and disabled children families

This Community of Knowledge that can be operated by non-profit plays a role of providing information for facilitating communication among various interested parties such as nursing teachers, child care professionals and counselors, administrators, parents and building efficient support policy.

4.2 Current Status of Domestic and Foreign Inclusive Education Information Sharing Websites

Community of Knowledge in the form of a portal can be found also in Korea. 'Withha (www.withua.com)', a disabled children inclusive education portal site supported by the Ministry of Education and built by Baehwa Women's University in 2005 is a good example, shown in Figure 1.



Figure 1. Withha, website for inclusive education.

This is a website made for the purpose of providing personalized information for professionals, teachers, parents, children and can be described as the first result completed by Baehwa Women's University after selected as a college financial aid specialization project subject according to the 2nd disabled welfare development five-year plan of the Korean Ministry of Education established in 2003. 'Withha' consists of more than 30 menus and is composed of space to help the understanding of inclusive education and space for professionals, teachers, parents and children. In addition, it provides services such as volunteer work management and cafes, blogs etc.

Looking at the specific details of inclusive education related websites, those websites are configured to obtain information on inclusive education under five topics of understanding of inclusive education, educational activities materials, educational training seminars, education and childcare autobiography, book information. But, it was difficult to find contents updated with new information and data within last five years because most of them consists of materials before 2009. Looking at the website, a method to exchange inclusive education related information each other through steady interest and updates even if well made at first is considered to be studied. A comprehensive website connecting 182 special education support centers nationwide can be also found.

The special education support website (https://support.knise.kr/index_http.jsp) in Figure 2 corresponds to it and it is the website operated to share information related to disabled student education and special education support center operation by connecting special education support center operators, users and various relevant agencies and can be said to be the only website made the most largely and systematically in Korea.

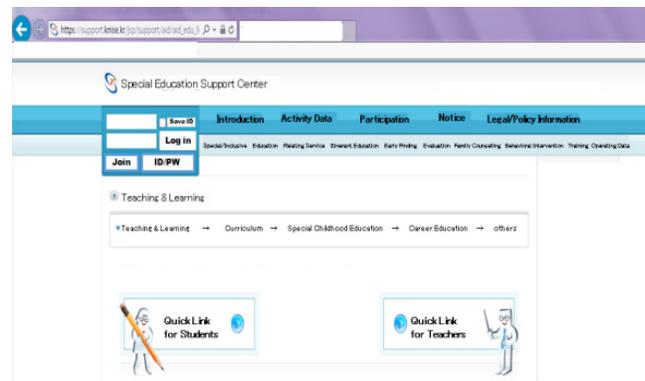


Figure 2. Support.Knise.kr (https://support.knise.kr/index_http.jsp).

Specifically looking at only the contents about inclusive education, those contents can be classified into teaching and learning, curriculum, disabled infants and young children education, career and vocational education, others etc. In the disabled infants and young children education part, materials such as individualized curriculum examples for disabled children by each city and province, teaching methods for disabled children, disabled infants and young children lesson plans, annual education plan, developmental delay children family support activity data, treatment programs, family support service plan are posted.

A special education support center support website has the advantage that you get comprehensive information such as information associated services and overall data associated with special education but can be evaluated to be not good enough as a website to be used as a place of distinctive and dynamic mutual exchange only for nursing teachers, kindergarten teachers, parents in the field. The website shown in Figure 3 provided by the Korean Association for Special Education (<http://kase.or.kr/>) can be said to be a kind of a portal. The Korean Association for Special Education is an organization striving for the improvement of the qualification of personnel engaged in special education and economic and social status, educational conditions of students with disabilities by organically uniting special education related organizations by disability, occupation in Korea and has the purpose of contributing to national development through special education but information on inclusive education is barely found compared to the previous two websites.

Inclusive education supporting center (<http://caie.gnue.ac.kr/>) of Gongju National University of Education

is the website opened for the purpose of supporting diagnosis, counseling, educational support for students suffering from difficulties in the cognitive, learning, social and physical areas are shown in Figure 4. Through this website, students can perform disabled children diagnosis, treatment and diagnosis appointment and treatment by each area (cognitive, learning, social and physical area) and both offline center and online website can be operated.

An inclusive education support center website was created under Kongju National University but it was actually difficult to find specific data and information on inclusive education on the website. This website operates by opening the About Center, About Support Program and

parent communication space, teacher support and reservation counseling. We have examined websites related to inclusive education but they do not fully provide information necessary for nursing teachers except for Withua, a disabled children inclusive education portal site and Withua lost its function as a portal site long ago because it has not been updated at all for 4-5 years. In order to secure the durability of a portal and good contents and expand the database with expertise, it can be seen that cooperation of the government or public institutions is urgent.

On the other hand, as shown in Table 1, various websites providing basic knowledge about inclusive education and information on intervention strategies and



Figure 3. Website for the Korean Association of Special Education (<http://kase.or.kr>).



Figure 4. Center for Inclusive Education (<http://caie.gnue.ac.kr>).

Table 1. Websites for inclusive education

Web Site Address	Function
Inclusive Schools Network(http://inclusiveschools.org)	Is useful for educators and parents, but for schools as well. This site provides unique self-assessment tool allowing schools to identify the success of their inclusive practice.
National Center for Learning Disabilities(http://www.nclد.org)	Dedicated to offering information about individuals with learning disabilities. Teachers may find a wealth of information on how to identify learning disability and teaching strategies. For parents, checklists, quizzes and tips to support their child at home and school, are available.
Ollibean(http://ollibean.com)	Brings information, resources, and research related to disability issues.
Do2learn(http://do2learn.com)	Provides information about social skills and behavioral regulation activities and guidance, communication cards and transition guides for life skills.
LD OnLine(http://www.ldonline.org)	Provides accurate and up-to-date information and advice about learning disabilities, helping children and adults reach their full potential, featuring articles, multimedia, children’s work, a comprehensive resource guide.
Lesson Pix(http://lessonpix.com)	Helps parents, teachers and therapists customize learning materials for teaching needs. Interesting pictures are available for download.
Center for Applied Special Technology(http://www.cast.org)	Provides information and tools to implement Universal Design for Learning in the classroom. For example, the Learning Tools section has special functions allowing users to create their own lesson materials for various types of learners.

related support agencies can be found in Europe and America. These websites were all searched in English-speaking countries and data survey was carried out by using the search function of Google. Websites provided in Table 1 do not provide all information and interventions required by teachers but contents introduced in most professional inclusive education books can be found in these websites. They fully promote the fact that actual learning supporting tools or forms for inclusive education are posted and there are various support channels for teachers and parents. Of course, websites in Table 1 cannot be information sharing websites for Korean teachers who are busy only with current work. They are not that practically valuable because a translation process should be undergone for utilization. Information contained in Table 1 can be used as good references when updating the contents of domestic inclusive education websites or building new websites in the future.

5. Conclusion

Disabled children' parents who selected inclusive child care institutions want to raise their children like normal children and grow them with normal children while receiving the same education. From the educational policy perspective, inclusive education can be said to be a national challenge that should be carried out in order to promote the natural and social and economic participation of people with disabilities. However, only the program operation itself pursues inclusive education in a state where preparation for inclusive education is not fully ready yet in the field of day care center education responsible for inclusive education of disabled children, increasing only difficulties and burdens of nursing teachers.

Therefore, various information and guidelines for disabled children are needed and it is very difficult to meet the needs only with offline education and training programs. Above all, websites should be able to provide inclusive education related teaching materials that can increase the professionalism and competence of teachers, teaching aids that can be used in the education field, various operating data required to carry out inclusive education and related cases but considering costs and time, the role of inclusive education portal website is bound to be significant. It is difficult to meet the needs of nursing teachers with existing websites equipped with policy reports and academic papers etc. In addition, contents for

disabled children parents should be also provided. Also by focusing on services such as self-diagnosis by disability type and expert counseling association, providing information on inclusive education institutions (facilities and current status, location, teaching contents, teacher history, support benefits etc.), introduction to government support systems for disabled children (support details and support application process such as child care expense support, disabled children support allowance, free educational expenses etc.) and community among disabled children parents, websites should be able to provide practical help for parents who want inclusive education.

Although inclusive education of disabled children is not legal mandatory clause yet and is legally forced in the future, various support programs should be preceded in order to effectively operate inclusive education classroom in the educational field. Building of basic education infrastructure is required such as expansion of inclusive education support personnel and development of training programs for these teachers, development of textbooks/teaching aids in preparation for various types of disabilities etc. Public interest-based inclusive education portal sites to support inclusive education are a cost-effective way that can meet even some of these policy needs. Due to the nature of users or support targets and configuration contents, it is not easy to operate inclusive education portals around profitability. Therefore, it is desirable to operate portal sites for creating social environment of inclusive education and supporting education and information through the support of government or local governments, non-profit organizations etc. In the future, more and more children with disabilities are expected to receive the inclusive education environment and therefore, the effectiveness of education with the importance of the scene called inclusive education that is the physical environment and solutions in the educational field. It is urgent to derive various policies for reducing the burden of teachers with efficient operation of portal sites.

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