

An investigative study of a Dubai-based private mainstream school in meeting the educational needs of its primary students with social, emotional, and behavioral difficulties (SEBD)

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ABSTRACT

The purpose of this study was to investigate the practice of a Dubai-based private mainstream school in meeting the educational needs of its primary students (grades 1 to 4) exhibiting social, emotional, and behavioral difficulties (SEBD). The researcher used a qualitative approach centered on observations, interviews, questionnaire-based survey, focus group, and document analysis. The study examined the school's policies and guidelines, and SEBD identification and assessment procedures. The research covered also the curriculum and extracurricular activities offered, and the student placement and in-class support. The teachers' professional development and training were equally investigated with respect to SEBD.

The findings showed that SEBD occupy considerable time and effort of the administrators and the teachers, but the lack of a clear and consistent system of identification and provision for students with SEBD makes it hard to meet their needs. Within a school community that hosts culturally diverse staff and student bodies, there is a misunderstanding and confusion on how to define, diagnose and deal with SEBD-related behaviors.

A set of recommendations were suggested to provide SEBD effective practice that can be applied by the Ministry of Education in the UAE, the investigated school, and within the classroom respectively.

It is hoped that this study adds to the existing mass of research focusing on Special Educational Needs in the UAE, and opens the door for more systematic SEBD investigations in the future.

Keywords: SEBD, primary mainstream school, effective practice, UAE

DEDICATION

To my parents and my husband Taieb

Thank you for being there.

To my children Sara, Mohammad, and Meriam

Thank you for giving my study a purpose.

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I would like to thank all the people that supported me in completing this dissertation. Particularly, I am grateful to the staff and colleagues at the British University in Dubai, as well as my supervisors, students, and fellow teachers at work for their help and encouragement.

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TABLE OF CONTENTS

ABSTRACT	I
DEDICATION	II
ACKNOWLEDGEMENT	III
LIST OF TABLES	VII
LIST OF FIGURES	VIII
LIST OF ABBREVIATIONS.....	IX
CHAPTER 1 INTRODUCTION	1
1.1 Introduction.....	1
1.2 Organization of the chapters.....	3
1.3 The research context: the UAE.....	4
1.4 Research questions.....	7
1.5 Rationale and significance of the research.....	7
1.6 The researcher’s Background	10
CHAPTER 2 LITERATURE REVIEW	11
2.1 Literature Search Methods	11
2.2 Literature Review.....	12
2.2.1 Behavior Models	12
2.2.2 Definitions of SEBD	14
2.2.3 History of SEBD	15
2.2.4 Causes of SEBD	17
2.2.5 Identification and Assessment of SEBD.....	18
2.2.6 SEBD between Inclusion and Exclusion	19
2.2.7 Effective school and classroom practice in dealing with SEBD.....	21
2.2.8 Literature Review about SEN and SEBD in the UAE.....	25

CHAPTER 3 METHODOLOGY27

3.1 The Qualitative Approach27

3.2 Research Methods28

3.2.1 Observations28

3.2.2 Interviews29

3.2.3 Questionnaire-based Survey30

3.2.4 Focus Group31

3.2.5 Document analysis31

3.3 Ethical issues.....32

3.4 Challenges and limitations.....32

CHAPTER 4 CASE STUDY FINDINGS.....34

4.1 The school background.....34

4.2 Results of the observations36

4.2.1 Meet Ameen37

4.2.2 Observational context: Ameen’s classroom37

4.2.3 Characteristics of Ameen38

4.2.4 Detention time39

4.3 Results of the interviews40

4.3.1 Interview with Ameen’s aunt40

4.3.2 Interview with Ameen41

4.3.3 Interviews with Ameen’s teachers.....42

4.3.4 Interview with the bus helper44

4.3.5 Interview with the primary supervisor.....44

4.3.6 Interview with the vice principal46

4.4 Results of the questionnaire-based survey46

4.5 Results of the focus group.....58

4.6 Document analysis.....63

**CHAPTER 5 DISCUSSION OF THE FINDINGS AND RECOMMENDATIONS
67**

5.1 The present practice of the school regarding its primary students with SEBD67

5.1.1 Policies and procedures67

5.1.2 Identification and assessment70

5.1.3 Placement and in-class support.....71

5.1.4 Curriculum and extra-curricular activities.....72

5.1.5 Professional development for teachers73

5.2	Recommendations for effective school practice regarding students with SEBD	74
5.2.1	What the UAE Ministry of Education can do.....	74
5.2.2	What the school can do.....	75
5.2.3	What teachers can do.....	78
5.3	Conclusion.....	80
	REFERENCES	82
	APPENDICES.....	95

LIST OF TABLES

<i>Table 1: Distribution of the respondents according to their years of experience</i>	47
<i>Table 2: Average number of students per class exhibiting behaviors related to SEBD</i>	48
<i>Table 3: Number and percentage of students with SEBD exhibiting different degrees of learning difficulties</i>	49
<i>Table 4: Teachers' opinions about causes of SEBD</i>	50
<i>Table 5: Types of relationships between teachers and families of students with SEBD</i>	51
<i>Table 6: Teachers' display of classroom rules</i>	52
<i>Table 7: Challenges and benefits from teaching students with SEBD</i>	53
<i>Table 8: Teachers' views about the inclusion of students with SEBD</i>	54
<i>Table 9: Teaching and behavioral strategies used with students with SEBD</i>	55
<i>Table 10: Teachers' views about the support offered by the school</i>	56
<i>Table 11: Teachers' views about the responsibility of dealing with students with SEBD</i>	57
<i>Table 12: Ameen's timetable in function of subjects</i>	63
<i>Table 13: Ameen's timetable in function of location and teachers</i>	64
<i>Table 14: Content of a student behavior policy</i>	76

LIST OF FIGURES

<i>Figure 1: The administrative structure of the school</i>	<u>35</u>
<i>Figure 2: Teachers' opinions about causes of SEBD</i>	<u>50</u>
<i>Figure 3: Reasons justifying teachers/families of students with SEBD relationships</i>	<u>51</u>
<i>Figure 4: Teachers' views about the inclusion of students with SEBD</i>	<u>54</u>
<i>Figure 5: Teachers' views about the support offered by the school</i>	<u>56</u>

LIST OF ABBREVIATIONS

SEBD	Social, Emotional, and Behavioral Difficulties
EBD	Emotional and Behavioral Difficulties
SEN	Special Educational Needs
LD	Learning Difficulties
UAE	United Arab Emirates
ERIC	the Education Resources Information Center
ADHD	Attention Deficit Hyperactivity Disorders
CD	Conduct Disorder
ODD	Oppositional Defiant Disorder
DSM	The Diagnostic and Statistical Manual Of Mental Disorders
UK	the United Kingdom
DfE	Department for Education
DfEE	Department for Education and Employment
PRU	Pupil Referral Units
BSP	Behavior Support Plan
IEP	Individualized Educational Plan
TA	Teaching Assistant
IT	Information Technology
PE	Physical Education
UNESCO	the United Nations Educational, Scientific and Cultural Organization

CHAPTER 1 INTRODUCTION

1.1 Introduction

Worldwide, education is recognized as an important aspect of the human life and a quality-judgmental factor when it comes to the development of all countries. The United Nations acknowledges the fact that “education is a basic human need and a prerequisite for the achievement of development” (United Nations Resolutions 45/199 and 50/143). Education is a means to an end to allow children to grow up to be independent, productive and well adjusted in their societies.

The right of education should know no boundaries and should be applied to all people regardless of their abilities or disabilities, strengths or weaknesses, gender or race (UNESCO: 1994, UNESCO: 2000). The quality of education is however a controversial subject and still an issue of debate in different countries (Gaad: 2006, p291).

As far as the educational setting is concerned, the concept of having regular and special schools to educate ordinary children and those with exceptional learning needs reigned for a considerable period of time because it was thought that segregation was the better alternative to provide for children with special needs and simultaneously look for the interests of the normally developed children.

Over the time, research evidence as well as condemnations from civil rights movements has led to a challenge to the dual system in educational service provision and ultimately to policy and practice review towards inclusive education (Ainscow and Sebba: 1996 in Gaad: 2004, p159).

Opening the school door to all the children while reaching and maintaining a high standard of academic achievement is a goal as well as a challenge for all schools in the

world. One aspect of the challenge lies in educating students that exhibit social, emotional, or behavioral difficulties (SEBD)¹ among other students (Cooper: 1999, p9). While it is hard to quantify or agree upon the difficulties that can be categorized as SEBD, the latter “undoubtedly exist” (The Educational Institute of Scotland: 2003, appendix 6), and interfere with the learning and the teaching that happen in the classroom.

SEBD can be viewed as “hidden special needs” because in most of the cases the children appear physically and intellectually fit but teachers fail to identify them and provide the necessary support (Gaad: 2004, p163).

A whole continuum of manifestations is characterized as SEBD and ranges from withdrawal and inattentiveness to hyperactivity, property damage and physical assault. It is important to provide interventions and help these children by acknowledging their educational needs. Schools are important in providing the care, support, trust, and understanding that these children are seeking (Cooper: 2008, p18).

Schools do not exist in vacuum and what happens in schools is really “a reflection of the society as a whole” (Mittler: 2000, p1). Teachers, school administrators and students are part of a larger social circle and therefore share the same beliefs and attitudes as the rest of the society (Mittler: 2000, p1). A whole positive school approach in identifying the needs of students with SEBD and providing the necessary intervention to alleviate their problems can have a long term effect on their future success and integration into society. Similarly, a school’s lack of initiation or neglect of the child’s needs could exacerbate SEBD and lead to a series of failures and exclusion from the school and the society as a whole (Kelly: 2002, pvii; Cooper: 2008, p15).

¹ Throughout the dissertation, the abbreviation SEBD will be used to refer to social, emotional, and behavioral difficulties.

This dissertation investigates the role that a mainstream private school from Dubai, United Arab Emirates (UAE)² plays in the lives of its primary students with SEBD. The purpose of the dissertation is to study the present policies and procedures used to identify, assess, and provide for students with SEBD in the school and the opinions of the teachers about them. The researcher aims to come up with recommendations to enhance the present practice of the school and to highlight possible suggestions that can be useful for future policies and regulations in the UAE education system regarding primary students with SEBD.

1.2 Organization of the chapters

Research is about seeking knowledge “on the basis of systematic, creative and critical enquiry” (Bassey: 1999, p66). While no unique or standard way of research reporting exists (Robson: 2002, p511), writing a well structured and organized study is an important stage if the information is to be understood, shared and used by others.

Chapter one attempts to introduce the theoretical field of this research. A brief coverage of the research context (the UAE) is presented and a listing of the research questions as well as the rationale is included.

Chapter 2 explores the literature review of the subject of SEBD to shed the light on what has been accomplished so far in terms of researching definitions, laws and regulations, people’s perceptions and attitudes, and finally support strategies and effective school and classroom interventions. Part of the review is dedicated to literature written about Special Educational Needs (SEN)³ in general and SEBD in particular in the UAE. Emphasis is paid finally to research gaps that still exist in the study of the field of SEBD in the UAE.

² Throughout the dissertation, the abbreviation UAE will be used to refer to the United Arab Emirates.

³ Throughout the dissertation, the abbreviation SEN will be used to refer to Special Educational Needs.

Chapter 3 presents and justifies the methodology used throughout the research. The first part describes the different tools and their purposes. The second part details the research challenges and limitations and the ethical considerations that have been upheld.

Chapter 4 provides an overview of the school and presents background information about the experience of a primary student exhibiting SEBD. Findings related to SEBD characteristics, identification and assessment of the student's educational needs, and services offered by the school to meet these needs are revealed. The final section of this chapter looks into the teachers' views about the existing practice regarding students with SEBD and the level of support and training they get from the school.

Chapter 5 discusses the findings and extracts the positive, negative and missing elements of the present school's practice regarding meeting the needs of its students with SEBD. Recommendations are also included to improve the school's policy and procedures and offer some highlights about the subject of SEBD to policy makers, SEN specialists, and the educational community as a whole. The last section of the chapter provides a conclusion of the research and possible suggestions and key ideas for future research in the area of SEBD in the UAE schools.

Due to the word count limitation in writing this dissertation, some data relevant to the discussion of the findings and the recommendations are incorporated in appendices. References of all books, articles and web resources used are also included.

1.3 The research context: the UAE

The UAE is an Asian country situated on the border of the Arabian Gulf and neighbors Saudi Arabia and Oman. The UAE is a very young country that emerged on the world map in 1971 after the joining of its seven emirates⁴ (Bradshaw et al: 2004, p49).

⁴ Abu Dhabi, Dubai, Sharjah, Ajman, Ras al Kaimah, Umm al Kaiwan, and Fujairah

The rapid development of the country was due initially to the discovery of oil, which provided the necessary funds to build the country's infrastructure and basic services (Khan: 2005 in Gaad: 2006, p134). Willoughby (2005, p 3) describes this growth as unprecedented and that "no region in the world economy has experienced more profound economic and social changes over the past half-century than the Arabian Peninsula".

Over the years, the UAE education system progressed from few schools in the urban areas to a wide network of schools that covers all the emirates. The rulers' interest and support for education is also apparent in providing free education for all the Emirati nationals (UAE report to UNESCO: 2004).

Due to economic reasons, the UAE hosts and employs a large expatriate population that comes from all over the world (Gaad: 2006, p293; Willoughby: 2005, p 5). The private sector in education was initially created to cater to the educational needs of expatriate children but expanded to open its doors to local children as well. The private schools are business-oriented institutions that compete to build a strong academic reputation in the purpose of attracting new clients.

The Ministry of Education and Youth provides supervision through two separate departments: one for the private school system, and one for the government school system (Bradshaw: 2004, p 51). The government and the private sectors differ considerably in the way they cater for students with special educational needs.

In the private sector, the ministry of Education requires private schools to provide the necessary support before admitting students with special needs (Bradshaw et al: 2004, p52). In 2002, in an attempt to encourage the enrollment of more students with special needs in the private sector, the ministry of Education issued a new act that allowed private schools to open resource rooms and special classrooms (GEMS Research and Product Development: 2007, p22).

Although the act called for more money to be charged at the time of admission, not many schools agreed to open resource rooms or special classrooms. As many school administrators argue, they could not afford to provide the physical or the human resources needed to accommodate children with disabilities. In other instances, they question the feasibility of providing the child with disability the necessary services “without adversely affecting the education outcomes of other pupils” (GEMS Research and Product Development: 2007, p6). As a result, the admission policies in the majority of private schools end up being very selective and at certain times, discriminatory. The venue open to expatriate children residing in the UAE and having disabilities is private centers for rehabilitation.

In the public sector, counselors assigned by the Ministry of Education and Youth provide support for social-emotional difficulties as well as identify and refer students who may have special needs (Bradshaw: 2004, p. 51)

For children with milder forms of disabilities, the ministry has in place assessment teams that can identify the disability. Consequently, according to the challenges faced, the student is either placed in a special classroom for the whole school day, or pulled out for learning support.

It is worth mentioning at this point that for many physical, developmental and intellectual disabilities, a strong rely on special needs centers “situated outside of mainstream schooling” still exists (Gaad: 2001 in Gaad: 2008). In agreement with Bradshaw et al (2004) and when it comes to children with apparent or severe disabilities, the parents are left to fend for themselves and find a place that can accommodate their children.

In the case of children residing outside the urban areas where the special needs centers are usually found, or the case of children having extreme behavior issues or multiple disabilities, the only option available can be home (Bradshaw;2004, p 52).

In 2006, the federal law no 29/2006 was approved as the first law to “assure the rights of the person with special needs and to provide all services in the limit of his abilities and potentials” (UAE federal law N29/2006, article 2). The law conforms to the guidelines presented in the “Salamanca Statement on Principles” (UNESCO: 1994) where governments were urged to develop laws facilitating inclusive practice. Following the application of the law in 2007, few cases have been moved to government mainstream schools in different emirates (Rashid: 2007).

1.4 Research questions

Throughout the study, the researcher attempts to answer the following questions:

1. What is on offer for primary students exhibiting SEBD in a Dubai-based private mainstream school? In terms of:
 - 1.1 Policies and procedures
 - 1.2 Identification and assessment
 - 1.3 Placement and in-class support
 - 1.4 Curriculum differentiation and extracurricular activities
 - 1.5 Professional development for teachers
2. What could be recommended to support children with SEBD reach their full potential in private mainstream primary schools in Dubai?

1.5 Rationale and significance of the research

Compared to other students, children with SEBD represent more challenge for “teachers, support services, the community and for their parents” (Farrell: 1994, p1). In most of the cases, children exhibiting SEBD look physically and intellectually fit, which causes a sense of confusion among teachers to understand the way they act or feel, and why they fail to stick or adhere by the school or classroom behavioral and social guidelines.

A distinctive feature of SEBD is that the range and severity of the behaviors are really defined by the way people look, judge, and respond to them (Farrell: 1994, p5). When compared to other special educational needs, SEBD remain “enigmatic” because teachers can feel unsure about the best way to deal with them. Often disciplinary actions based on punishment are used, and exclusion is a possible alternative for severe cases of SEBD (Jull: 2008, p13).

Because of children with SEBD, schools should provide support not just to them but to teachers and other students in the classroom. “Disruptive behavior interrupts academic progress, impedes social functioning and destabilizes positive safe school environment, not only for the child itself, but also for those students and teachers” (Jull:2008, p13).

People exist among others, express emotions and behave in response to the environment where they live. But people have different perceptions and views on what is considered normal or difficult behavior (Empson: 2004, p113). Many private schools in the UAE reflect the demographic diversity of the country and consequently various cultures and various perceptions about behavior can exist within private schools. It is significant to establish and nurture a system of identification, assessment, and support that is clear, consistent, and agreed upon by the different parties in the school environment.

Additionally, previous research concluded the “strong association between learning difficulties and behavior problems” (Willgosh and Paitich: 1982, Meltzer et al: 1984, Williams and McGee: 1994 in Long: 2000, p257). Students with SEBD can easily be stigmatized too because of their disruptive behaviors and anti-social acts. Hasiba (2006, p14) further states that because of the stigma, teachers place certain expectations on the child, and the child in turn “acts in ways appropriate to his/her teacher’s expectations”. Therefore it becomes important for any school to attempt to identify as early as possible those students with SEBD so that assessment of their weaknesses and strengths is

established and the range of their educational needs is defined. Providing learning support is also crucial in supporting these children.

While the research deals with the case of one school, it attempts as well to shed the light on the policies and legislations existing in the UAE education system regarding students with special educational needs. The study tries to look at the procedures and definitions used in the UAE to identify students with SEBD. The study will also investigate whether goals and objectives of the educational system in the UAE are captured by the school, and reflected in its own strategies and procedures. The UAE really presents a unique case with the dual public and private school systems, the cultural mix, and the multitude of curricula offered. While gradually more research is being added in the field of special needs in the UAE in general, the topic of disability and support to families in particular is still understudied in the UAE (Abu-Habib: 1997 in Crabtree: 2007, p247).

In the course of dealing with students with SEBD, schools are faced with those that misbehave for a relatively short time and under certain circumstances to ones that misbehave all the time and present a threat to themselves and others because of “deep-seated and lasting psycho-social difficulties” (Hamill and Boyd: 2000). Depending on how much effort is exerted and how much challenge is faced, exclusion, in certain cases, is the end result of the school’s journey with its students with SEBD.

It is really crucial for any school to do whatever it can to avoid exclusion. The latter simply opposes the course of inclusion. Many researchers (Thomas et al: 1998; Allan:1999 and Mittler: 2000) believe that in the case of children with SEBD “inclusion for these young people is still not a reality” (Hamill and Boyd:2002, p112). It is vital for UAE schools to evaluate their practice and develop favorable conditions to encourage the emerging trend of inclusive education for all special needs in general and for children with SEBD in particular.

The voice of the teachers is significant to be heard and studied too. Teachers spend most of the time with children with SEBD and are responsible to provide the best classroom environment not just for children with SEBD, but for the rest of the students too. While the principal job of the teacher is to effectively teach all students and cover the necessary requirements as prescribed by their curriculum (Connelly et al: 2008, p10), the teacher also assumes the role of “building trust, reassuring, offering one-to-one sessions and working to improve ... self esteem” (Connelly et al: 2008, p10). It is crucial to evaluate the existing relationships and the level of communication between all the components of the school system (teachers, school administrators, students, parents) to better serve the needs of children with SEBD.

1.6 *The researcher's Background*

The researcher has experience working as a class teacher in different mainstream private schools in the UAE. The researcher has had students that exhibited a wide array of SEBD such as selective mutism and Attention Deficit and Hyperactivity Disorder (ADHD). The researcher joined the school, the case study of this research, in January 2008.

CHAPTER 2 LITERATURE REVIEW

This literature review begins by defining behavior and its various models. Next, issues related to terminology used and difficulties faced in describing SEBD are presented. The history, the causes, and the relevance of identification and assessment of SEBD are also included. A great controversy with regard to SEBD and inclusion is additionally reviewed and effective practice related to schools and classrooms is finally covered. The last section of the review is designated to study the literature written about the education in the UAE and the different research findings that studied special educational needs generally and SEBD in particular. An overview of the literature search methods used is exhibited first.

2.1 Literature Search Methods

Various educational databases were consulted and searched online to identify previous research about SEBD. Particularly, the library database at the British University in Dubai and the University of Birmingham's electronic databases Jstor, Swetswise, and ebrary via Athens access were extensively used. In addition, literature from the Education Resources Information Center (ERIC) was examined.

The search focused on books as well as journals that offered full text coverage. Publications, older than 1990, were also reviewed, but more emphasis was given to recent sources. The search was conducted through the use of specific key words or their combinations: SEBD, EBD, SEN, Education, Primary, Inclusion, Exclusion, Mainstream, School practice, Support, Provisions, Teachers, Dubai and UAE.

Local sources such as newspapers and the UAE Ministry of Education publications in addition to several websites were equally consulted.

2.2 Literature Review

2.2.1 Behavior Models

“Categorizing and defining behavior is a dangerously subjective task” (Wise 1998, p7) because it depends to a great extent on the interpretation of the observer. As Cooper (1999, p11) explains, people’s perspectives widely vary when looking at the same behavior and tend to look at it from a cultural and social background. Ayers et al (2000, p viii) also state that “moral codes “ and “historical periods” influence further people’s perception of what constitutes normal or problematic behavior. Corrie (2002, p16) adds that “behavior cannot be separated from the context in which it occurs”.

Behavior was studied at different times, for different reasons and by different professionals. This led to the development of various models to describe and assess behavior. In their book ‘Perspectives on Behavior’, Ayers et al (2000) mention eight models to look at behavior. Because of the importance and the link of each perspective to the subject of SEBD, a description of each model is depicted below:

The biological model focuses on the body and the brain functioning. Behaviors are influenced by the person’s heredity, the brain chemistry and anatomy. This perspective eliminates any external factors that influence behavior and relies on medication to fix any problems.

The behavioral model focuses on the person’s observable behavior” with no reference to cognitive or unconscious processes” (Ayers et al: 2000, p 9). The person’s behavior is a consequence of what he/she has learnt from the environment and therefore the behavior can be modified or controlled through restructuring the environment. Ayers et al (2000, p9) argue that the behavioral perspective can ignore the person’s “own resources” in changing the behavior.

The cognitive-behavioral model adds the aspect of the cognitive processes as factors influencing behavior. These include but not limited to perceptions, attitudes, and expectations.

The social learning model entails that behavior development is achieved through observing and learning from others (modeling). The perspective relates behavior to the cognition and the environment and the reciprocal influence between the three elements.

A different but relevant perspective is the psychodynamic model. It is based on the idea that the person's behavior is "not related to what is occurring objectively, but more related unconsciously to much earlier experience" (Ayers et al: 2000, p 46). The model also entails that problems observed in the conduct or emotions of the person are originated from a malfunctioning in the child's development.

The humanistic perspective on behavior is based on the idea that people are in a constant state of learning, and people's perceptions about themselves or self-esteem influence what they learn. Ayers et al (2000, p 60) mention Rogers (1974) who established the "congruency" concept that determines the level of conflict between the person and its surrounding. Behavior problems occur when the person's needs are not met.

The eco-systemic model emphasizes the concept of the different systems surrounding the person and the complex level of interactions within these systems. The model stresses the cause-effect framework to behavior, and sees problems existing in these systems will consequently create problems within the person.

The ecological perspective looks at behavior in the sense it is influenced by both "physical-spatial and social environments" (Ayers et al: 2000, p89). People's perceptions about their physical surrounding and the people within that surrounding will determine their behavior.

A closer look at these behavior models shows they can affect to a great extent the way people see causes of disruptive behavior, identify and assess those with disruptive behavior, and also intervene to deal with disruptive behavior. These theories too are valuable in the school environment to decide upon what constitutes SEBD, who and how to deal with it.

2.2.2 Definitions of SEBD

The terminology used to describe problems in behavior or emotion expression differs depending on the field of study or the conceptual framework. Health professionals widely use the term “mental health problems”. Some categories that are related to and overlap with SEBD (Evans et al:2004, p2) include but not limited to Attention Deficit Hyperactivity Disorders (ADHD), Conduct Disorder (CD), Oppositional Defiant Disorder (ODD), depression and anxiety (refer to DSM IV 1994). In the education field, the United Kingdom (UK) adopted the term EBD for emotional, behavioral difficulties and SEBD for social, emotional, behavioral difficulties (Scottish Executive Education Department: 2004, p12).

The UK Education Department developed the following definition to be used as a reference by its educational institutions:

”Emotional and behavioral difficulties range from social mal-adaptation to abnormal emotional stress. They are persistent (if not necessarily permanent) and constitute learning difficulties. They may be multiple and may manifest themselves in many different forms and severities. They may become apparent through withdrawn, passive, aggressive or self-injurious tendencies” (DfEE⁵ :1994, 7)

⁵ Department for Education and Employment

Hamill and Boyd (2000) list some characteristics commonly associated with children with SEBD, namely “low self-esteem, lack of motivation, lack of concentration, difficulties with learning, poor interpersonal skills and feeling of helplessness”.

Some researchers such as Evans et al (2004, p2) find the definition vague and fails to distinguish EBD from general “discipline problems” and the more serious mental-health problems. Atkinson and Hornby (2002 in Evans et al: 2004, p 10) emphasize that psychiatric intervention is required for such “deep-seated” mental problems.

Cross (2004, p35) stresses the wide range of problems under the umbrella of SEBD and the heterogeneity of children characterized as such. Therefore “generalizations about the EBD population are ...flawed”.

The Educational Institute of Scotland (2003, appendix 6) mentions the difficulty in finding a straightforward definition to SEBD but suggests a different way of looking at the students exhibiting such behaviors. They can be seen as “acting out” by exhibiting noticeable behavior or “acting in” by being withdrawn and unresponsive.

While judging a behavior as normal or problematic goes back to the “context in which it occurs” (Empson: 2004, p113), certain factors are considered in these judgments (SEBDA: 2006) namely “the nature, frequency, persistence, severity or abnormality, and cumulative effect of the behavior” all with respect to the normal expectation from the same age group.

2.2.3 History of SEBD

In agreement with Visser (2005, p26) who denies a “golden age” when all students behaved well, it is worth looking at the evolution of the concept of SEBD in order to understand them better and explore the way people’s perceptions, attitudes and

interventions changed over the time. Most of the accessed literature deals with the context of the UK so the history of SEBD is seen through a UK perspective.

Cooper (1999, p14) states that Sully paved the way in 1896 to the development of the psychological study of “maladjusted” children. Bridgeland (1971 in Cooper: 1999) explains further that children who were considered hopeless in their conduct were able to gain considerable leap towards “normality of behavior” through constant and kind care. Sully was among the first to make a shift in the dominant view that the behavior lies within the child. Sully stressed the influential importance to the child’s “circumstances”.

In the first part of the twentieth century, social reforms led to the birth of the “therapeutic movement” where punishment was discouraged and rehabilitation through care was favored. The “treatment” was offered in secluded locations such as residential institutions. Thacker (2000, p6) explains further that a shift was achieved from seeing the child as “wicked” or as having “bad blood” or “ possessed” by some demons .

In these residential institutions, the priority was not given to education, but rather to building relationships and self-esteem. David Wills played a role in the promotion of such institutions and reinforced the participation of people with difficulties in the decision making process.

The 1960s and 1970s witnessed a rise back to the educational framework when dealing with “maladjusted” children (Thacker 2000, p9). The behavioral perspective was useful and proved successful when applied within schools and classrooms. Thacker (2000, p9) states that teachers were able to make a difference and “learn the psychological principles” to apply them on their children with emotional or behavior problems. The 1981 Education Act in the UK stressed further the importance of education and recommended the inclusion of children with special educational needs, including those with SEBD.

2.2.4 Causes of SEBD

Studying the different causes of SEBD is also useful towards finding solutions to alleviate some if not all of the problems. Cooper (1993, p9 in Farrell: 1994, p3) proposes that behavior-related difficulties are the consequence of an intricate “interaction between contextual factors and aspects which the individual brings to the situation”. Starting at home then at school, both environments can influence positively or negatively the child’s emotional and social well-being.

Research shows that children with SEBD are likely to come from socially and economically deprived families (Reid: 1987 in Farrell: 1994). Cooper (1993 in Farrell:1994, p3) also lists some factors that can be experienced by these children such as “lack of parental interest in schooling”, “inconsistent and ineffectual parental discipline”, “violent displays of temper from the parents”, and ”parental absences” among others.

O’Regan (2006, p 7) justifies the presence of developmental issues within the child as a possible cause of SEBD. Some children can exhibit SEBD but come from caring families (Farrell: 1994, p5). O’Regan equally includes the genetic effect of SEBD in the sense that children with SEBD can have relatives or parents that are dysfunctional. Children coming from such families run the risk of modeling the behaviors of their family members and adopt them as norms.

Finally, schools can cause or aggravate SEBD within children because of their practice. Cooper et al (1994 in Thacker: 2000, p12) stress the fact that teachers tend to emphasize the cause of the problems within the children and their families “with little attention being given to how schools may exacerbate and sometimes actually cause behavior problems”. Previous research (Rutter et al: 1979; Reynolds and Sullivan: 1981; DfE: 1993 in Farrell: 1994, p4) recorded a number of features that distinguished schools with “satisfactory behavior standards” from schools with “unsatisfactory behavior standards”. The criteria covered issues related to the teachers (knowledge, relationships with students, lesson planning, student achievement levels, and classroom management),

students (attendance, curriculum suitability, extra-curricular activities), and behavior policy (formal and informal rewards, sanctions).

It is worth mentioning that the listed causes do not act in isolation but sometimes overlap. It is important for schools to study the causes and incorporate them when planning for the services.

2.2.5 Identification and Assessment of SEBD

“The identification and assessment of EBD is problematic” (Visser: 2000, p15). Due to the confusion about the definition of SEBD⁶, it can be hard for teachers to distinguish SEBD from general misbehavior. Visser (2000) also argues that in their attempt to limit the definition of SEBD, some government authorities as well as some researchers focused on the behavior side and neglected the emotional and social aspects. This, in Visser’s opinion, contributed to the over-identification of boys compared to girls. Girls usually have fewer behavior problems but deeper emotional and social difficulties.

The identification is a significant stage because it defines the need, the severity of the difficulties and the source of help needed (DfEE 1994, P4 in Visser:2000, p16).

Upon identifying children with SEBD, Visser (2000) warns against the risk of seeing SEBD as a condition and perceiving the difficulties as permanent. Once the difficulties disappear, the label should go too.

Within the school setting, assessment is important to produce “data that lead directly to treatment planning” (Kelly: 2002, p7). According to Kelly (2002), assessment evolved from using intelligence testing and classifications to evaluation of the behavior in its context (Witt et al: 2000 in Kelly: 2002). Assessment can serve many purposes: (i) screening via questionnaires filled by parents and teachers to determine the presence of problem behaviors, (ii) diagnosis by educational psychologists to determine the type and

⁶ Please refer to 2.2.2: Definitions of SEBD

classification of the problem through norm-referenced instruments as well as interviews and observations, and (iii) decision on specific behaviors that are prioritized for intervention.

Functional assessment is one mechanism used to establish causes or triggers of problem behaviors and therefore determines the context. Because of the strong link between problem behavior and low academic performance, curriculum-based assessment is useful to determine the suitability of the curriculum used and the placement of the child.

2.2.6 SEBD between Inclusion and Exclusion

Effective teaching of children with SEBD is similar to teaching any other student. Effective teachers should consider and meet the individual characteristics and needs of each child (Cooper: 1999, p25). This view of catering to all children is in agreement with the phenomenon of inclusion that rose in the 1990s. As Mittler defines it in his book: 'Working Towards Inclusive Education' (2000, p2), inclusion requires a whole reform and transformation of the school with the aim of providing students equal access to different "social opportunities". Sebba and Sachdev (1997 in Fredrickson and Cline: 2002, p66) describe further the need to restructure the curriculum as well as the provisions and resources to "enhance equality of opportunity".

Another advantage of inclusion is that it is not just beneficial for children. Teachers involved in effective inclusive practices experience positive change in their "tolerance, flexibility, and responsibility" (McGregor and Vogelsberg: 1998 in Willis: 2007, p16).

Theoretically, the idea of inclusion sounds appealing, but the process of change and reform is not an easy task. Sarason (1990 in McLeskey and Waldron: 2000, p11) explains that introducing one simple change in one component of the system will lead to changes elsewhere. Fullan and Miles (1992 in McLeskey: 2000, p11) stress further the holistic approach to a successful change in the context of the school system, by focusing on the

coordinated development of the “curriculum, teaching and teacher development, community, student support systems and so on” (p571).

The culture of the school cannot be ignored too. In fact it is the main component that makes or breaks the success of the change. McLeskey (2000, p12) argues that change should challenge the traditional view and understanding regarding children that are considered “unfit” to be in a typical classroom in a mainstream school.

Jull (2008, p13) stresses the difficulties and the limitations that teachers deal with when it comes to SEBD. In certain instances, schools take punitive actions that can be really severe and lead to the student’s exclusion. The presence of a student with SEBD affects the learning and teaching environment and the school climate in general. The school climate is so important to realize school achievement (Ogden: 2001 in Jull: 2008, p13), school completion (Reinke and Herman :2002 in Jull:2008,p13), and social integration (Shechtan: 2000 in Jull:2008, p14).

In his article: ‘Emotional and behavioral difficulties (EBD): The special educational need justifying exclusion’, Jull (2008) explains that inclusion calls for catering to more students with problem behaviors. At the same time, schools with behavior management systems that do not cater to or support the special behavior needs of children with SEBD will exercise exclusion. Numbers in the UK indicate an increase in the excluded students. The statistics represented by Parsons et al (2004 in Jull: 2008, p14) indicate a decrease in permanent exclusions but an increase in placements in Pupil Referral Units (PRU). In truth there is no change in the figures of excluded children but rather a disguised exclusion is taking place. So in order to offer and maintain inclusion of children with SEBD, certain changes need be incorporated in schools. In order to achieve that, Evans et al (2004, p3) argue that behavioral problems should be viewed as a “response” to particular situations and that schools and classrooms have a considerable effect on EBD.

2.2.7 Effective school and classroom practice in dealing with SEBD

In a research to evaluate the schools' responses to students with SEBD (Daniels et al: 1999), certain characteristics of effective practice were mentioned.

First and foremost, leadership is very crucial to transmit the school values and ethos to all the school community. Second, understanding SEBD is also important for an effective intervention. Distinguishing SEBD from occasional misbehavior allows for a better assessment of the students' needs. Third, good teaching strategies ensure that students with SEBD as the rest of the students are actively busy in a motivational environment. Fourth, the curriculum differs in effective schools in the sense that it is challenging with respect to the students' abilities. The fifth factor is related to the cooperation between the staff as an effective school practice to facilitate common work and perpetuate a good image between students.

Finally, behavior measures for students with SEBD should be an extension of the behavior policy for all students. The school should encourage positive behavior and favorable social conduct. Teachers can assume an active role in listening, respecting and counseling these students for moral support.

It is equally important to develop behavior management models (O'Regan: 2006, p 46). O'Regan (2006) proposes Behavior Action Contracts as a method to specify target behaviors that are issues of concern and work on them. A system of reward collection and incentives should be applied too.

Cooper (2008, p20) states that "through appropriate whole school approaches to the prevention and management of SEBD, schools can improve their ability to avoid the need to rely on exclusionary practice"

Moreover, schools have to increase the level of their students' attachment to the school. Smith (2006 in Cooper: 2008, p14) describes attachment to school by how much students commit to and engage in the school activity. A strong attachment to school leads to

commitment to teachers and belief in success. This is also mirrored by Pritchard et al (2005, p170) who suggest different ideas to create “symbols of unity” between teachers and students, like the display of the students’ work or athletic trophies.

The whole school approach calls for parental involvement to cooperatively plan and carry out interventions (Evans et al: 2003). In effect, SEBD is not limited to schools but are manifested at home and other settings too. Sharing common goals to intervene can be practical.

Another study that is worth examining and directly related to the topic of SEBD is a systematic review of several effective strategies used to support students with SEBD in mainstream primary schools (Evans et al: 2004). The authors claim that the policies and regulations decreed by the government affect strongly the placement of children with SEBD and therefore the strategies used to support them. For instance in the UK context, when government legislations pushed for inclusive measures and offered guidance through the Code of Practice for SEN, schools were under the pressure to include SEN students and among them students with SEBD. As a consequence, behavior support plans (BSP) were developed along with individualized educational plans (IEP) to offer support within schools and classrooms. On the other hand, When the general interest in raising the academic achievement and maintaining orderly classrooms, exclusion was reviewed as a favorable option (Parsons: 2001 in Evans et al: 2004, p3).

Among the different strategies available to teachers, Evans et al (2004) found out that the ones used are psychological and pedagogic in nature and target the following behaviors (i) off-task behavior, (ii) disruptive behavior, (iii) aggressive behavior, and (iv) social difficulties behavior.

Examples of strategies implemented in primary schools were the provision of rewards for good behavior, and the withdrawal of rewards for off- task and disruptive behavior. Other strategies focused on the explicit use of classroom rules and their consequences as

well as involving parents in determining rewards and sanctions and training teachers to give more praise.

Related to the cognitive-behavioral model, strategies used with SEBD students included teaching children self-instruction techniques to monitor their own behavior. The drawback of the intervention was that it was taught outside the classroom and greatly depended on peer and adult modeling.

Other studies targeted the reduction of anger that causes aggression and poor social skills. The intervention consisted of counseling sessions by a trained counselor and awareness-raising sessions for teachers.

Visser (2005) suggests some factors that enhance successful practice within schools and classrooms. Common understanding of the SEBD label is important given the ambiguity surrounding the definition (Cooper: 1999, p3), and the increasing use of multi-agency work (Visser: 2005). Equally important is a shared understanding of inclusion and the belief in its benefits.

Teachers' perception that behavior can change is significant for changes to happen. Visser emphasizes additionally the importance of using preventive strategies in parallel to the interventions. Early intervention should occur to minimize the challenge presented by the child, and the latter should be provided with suitable behaviors to model.

Communication between the different parties in the school is essential to a transparent atmosphere full of "caring, learning, and sharing school ethos" (p, 29). Communication helps too in creating a feeling of empathy between these students and the school staff.

Visser advocates for "rubber boundaries" that was initiated by Cole et al (1998) and calls for setting boundaries that can allow for a degree of flexibility in the classroom. Expectations should be set high enough to create with the child a sense of achievement even when support is provided in the beginning.

Finally, adults, especially caring and supportive role-models can introduce big changes within children with SEBD. Visser (2005) cites Laslett (1977) who claims these children are "constantly testing the adults they come across" (p, 30). Cooper (1993 in Visser:

2005, p30) states that real change begins when these children build good relationships and start seeing themselves as capable of behaving differently. Visser emphasizes the significance of “fun” in building relationships and maintaining a “lively, learning atmosphere” (p, 30)

The physical provision for students with emotional and behavioral difficulties was also studied by Visser (2001). While the most important tool is the development of positive relationships between students and teachers, the physical setting can help or deter the relationship. Other studies show the strong link between the physical environment and the emotional reactions of students (Cole et al: 1998 in Visser: 2001). The classroom layout and design can send a message to the student. Redl and Wineman (1957 in Visser 2001) claim that students with SEBD need “space which allows for security, resources which are inviting to use, and a welcoming atmosphere” (p 65). The seating arrangement is one of the issues that were largely debated with respect to SEBD. The arrangement should take in consideration the needs of the students and the goals the teacher wants to achieve. Issues related to noise, space, light and heat should also be carefully studied.

Another facet of support to teachers and students is the presence of the assistant in the primary classroom. Balshaw (2003) states that one of the most important roles of the teaching assistant (TA) is to cultivate, and promote the involvement of students in the social and academic practices of a school. As another adult in the classroom, the assistant can develop a good relationship with students with SEBD and encourage others to do so (Fox: 2001, p3).

Last but not least, effective SEBD practice in schools is more and more linked to pastoral care. Simply described by Best (2007, p250), pastoral care is an integral part of the teaching practice that focuses on the personality and characteristics of the child within his /her environment. Pastoral care deals with viewing the student as a “whole person” in need of development in all aspects. Examples of interventions that are increasingly

adopted by schools to teach social, emotional, and communication skills are “nurture groups” and “circle time”. Further future research is still needed to “generate trustworthy findings” on these interventions (Evans et al: 2003, p 53).

2.2.8 Literature Review about SEN and SEBD in the UAE

Compared to the worldwide literature that discusses issues related to special educational needs, publications that deals with the UAE context are still meager and in certain aspects lacking.

Bradshaw et al (2004) gives a detailed picture of the UAE education system and its duality of provisions with respect to private and public schools. A particular focus is paid to the limited services and placements available for children with special educational needs and the difficulty of integration once the student leaves the mainstream setting or starts in a special center. The research concludes with an overview of the teachers’ attitudes to inclusive education and emphasizes the need for more awareness of successful integration programs and teacher training.

Gaad et al (2006) shed more light on the UAE education system by using a systems framework to analyze the curriculum component and its effectiveness. An important finding of the study indicates a “misalignment” in the system and the need for teachers to know the context (goals) and not just the content of what they deliver.

A more recent study by Arif and Gaad (2008) that focuses on the SEN system of education in public schools in the UAE shows the lack of a specialized SEN curriculum and the need for teacher training to ensure meaningful delivery according to the students’ needs.

A more specific search about SEBD in the UAE context resulted in minimal outcomes. An explorative study by the Ministry of Education about the journey of Special Education in the UAE (Abboud: 2005) gave definitions of Behavior disorders, Emotional

disorders, Social disorders, and Aggressive disorders that can fall under the umbrella of SEBD. One of the main goals of the UAE Special Education system is to “ deal with the students’ emotional, behavioral, and social difficulties along with their academic problems that stand in front of their development” (p365).

Alghazo and Gaad (2004) studied the teachers’ attitudes to inclusion with respect to different disabilities. Preceded by mental disabilities, behavioral difficulties were the least accepted disability by teachers. Although the results reflect the findings from other studies, they clearly call for the need to change the attitudes of teachers to be more open to severe disabilities. The authors conclude that “a pro-inclusion culture needs to be created in both schools and teacher education institutions in the UAE if the inclusion of students with disabilities is to be effectively achieved” (p98)

In conclusion, there is a considerable research gap in the field of SEBD in the UAE context. There is a need for statistical data relative to SEBD to identify the extent of the problem and evaluate the existing programs, bearing in mind that the UAE public schools have high attrition rates (Badri: 1998 in Gaad et al: 2006, p296). Equally, more research emphasis on SEBD practice in the private sector should be prioritized because of the sheer number of private schools in the UAE and the magnitude of the students registered there.

CHAPTER 3 METHODOLOGY

Chapter 3 introduces the methodology used throughout the research. The different tools and their purposes are presented next. The last section of the chapter deals with the research challenges and limitations and the ethical considerations that have been upheld.

3.1 *The Qualitative Approach*

For any research, choosing a method to conduct it depends largely on the information needed, the source of information, and the conditions surrounding it (Robson: 2002, p224). A comprehensive look at the research questions calls for the use of a qualitative approach to collect the data needed.

As Richie and Lewis (2003, p50) state, the qualitative approach could be very useful in exploring the presence and nature of certain phenomena and finding out explanations or reasons for the occurrence of these phenomena.

Within qualitative educational research, a case study is a valuable method to use because it permits the researcher to “unravel the complex school and classroom realities” (Ghesquière et al: 2004, p172). In this particular research, the study is about a specific school and its practice towards its students with SEBD.

Adelman et al (1980 in Bassey: 1999, p23) explains the merits of case studies. Notably, they are useful because they “recognize the complexity and embeddedness of social truths”. Additionally, similarities and differences in views and attitudes of participants can be captured and analyzed.

Case studies can have limitations too (Yin: 1994 in Bassey: 1999, p34) and it is important for every researcher to be aware of them. Case studies cannot be regenerated under the same circumstances and this fact, according to some researchers, makes them lack the advantage of scientific generalization. This dissertation is not about generalizing findings or proving theories. It is rather about understanding the experience of a particular school in a particular context and setting. The case study method can provide a wealth of information to analyze the current situation and build some recommendations to enhance the present practice.

3.2 Research Methods

Within a case study, the tools available for information inquiry and data collection are diverse. It becomes important therefore to select the ones that are appropriate to answer the research questions and all along respect the boundaries of available time and research ethics (Bassey: 1999, p69). What follow is a description of each tool used and a justification of its selection.

3.2.1 Observations

Observations were conducted on a non-participant basis (Silverman: 2003) to minimize the effect of the researcher on the observed setting. The observations targeted one male student exhibiting SEBD inside and outside his grade three classroom. The student was observed over three weeks in different teaching settings and at different times of the school day to catch as much as possible the behavior and the interaction of the student within his environment.

The observation is an important tool to use in this case study as it allows the researcher to collect valuable information and directly record the verbal and nonverbal interactions that happen between the different types of participants (Wragg: 1999, p2, Good and Brophy: 2002, p2).

3.2.2 Interviews

Face to face interviews were conducted using semi-structured questionnaires to gain information about the observed student's experience in the school. The interviews were conducted with (i) the student's teachers, (ii) the deputy principal, and (iii) the primary supervisor.

Face to face unstructured interviews were also used with (i) the student, (ii) the student's aunt and (iii) the bus helper. The interviews were arranged through the primary supervisor. The interview with the student was of particular importance. In effect, as Cooper (1993, p129) states, the student can "provide us with a richly textured account that is available from no other source". The interviews were scheduled after the observations to avoid the halo effect (Onwuegbuzie et al: 2003).

As Robson explains "The interview is a flexible and adaptable way of finding things out" (Robson: 2002, p272). Interviews were useful to collect various types of data on the student that could not otherwise be obtained through observations and documents.

Semi-structured questionnaire-based interviews in particular can be useful in gaining a common ground of data from all interviewees, and simultaneously giving the latter some liberty to express their personal ideas through open ended questions.

The purpose behind the unstructured interviewing approach was to get "interviewees to speak freely in their own terms about a set of concerns [that the researcher] brings to the interaction, plus what ever else they want to introduce" (Lofland and Lofland: 1995 in Robson: 2002, p281).

It is important to note that throughout the study, the researcher was aware of the complexities surrounding interview conduction. As Schostak (2005, p1) puts it, the interview "is not a simple tool with which to mine information". A considerable effort

was exerted prior and during the interviews to choose relevant questions and understand the level of comfort of the interviewee to select the best interview style.

3.2.3 Questionnaire-based Survey

A questionnaire-based survey was used to investigate the perception and the experience of the teachers working in the primary section of the studied school regarding students with SEBD. The survey was designed with the purpose of exploring qualitative data, and not intended to be used as a quantitative method.

The questionnaire was prepared in both English and Arabic to allow flexibility for all teachers to understand the questions and answer them with ease.

The survey was administered in the first two weeks of June after the end of the school year. The reason behind the choice of the time is to give teachers an opportunity to comment after a full year of work, and at the same time information is still fresh in their minds.

The questionnaire was piloted twice with teachers inside and outside the school, and modifications were consecutively included. A cover page explaining the purpose of the survey and adherence to ethical procedures was attached. The researcher sought the approval of the school administrators before distributing the questionnaires.

As explained by Robson (2002, p233), surveys can be advantageous to uncover attitudes, values and motives. In this particular case, the primary teachers are the utmost important source to evaluate the existing procedures and recommend positive changes.

It is worth mentioning that the researcher is aware of the disadvantages that can be possibly generated by questionnaire-based surveys. For instance, as depicted by Robson (2002 p233) respondents can change their views or attitudes to improve their image.

3.2.4 Focus Group

A focus group composed of four teachers was administered in the present research to explore the primary teachers' views regarding the existing system dealing with SEBD. The meeting was conducted in Arabic and lasted 45 minutes. The administrators' approval and the teachers' permission were sought prior to the meeting. The conversations were audio-taped after seeking the participants' permission and ensuring anonymity

As described by Robson (2002, p284), the focus group method is useful when doing qualitative research because it enables the collection of data from several participants simultaneously. Through focus groups it becomes clear what constitutes significant ideas and how common these ideas are. Equally, Kreuger and Casey (2000, p 11 in Ritchie and Lewis: 2003) explain the advantage of focus groups, as they provide natural settings for people to share and influence each other.

However focus groups can be hard to manage and there can be tendency for certain participating members to dominate the conversations.

3.2.5 Document analysis

To gather information that is not possibly provided by other means of qualitative tools, document analysis was used (Mertens and Mc Laughlin: 2004; Bell: 1999, p106). The school-related documents analyzed ranged from the observed student's class work and assessment results, communiqués from the primary supervisor to the teachers, and the primary supervisor's written notes about student behavior incidents. Documents issued from the Ministry of Education regarding Law 29/2006 and Student Behavior Policies were studied and taken in consideration.

To cross-check the data collected and ensure validity, triangulation or the use of "multiple methods" (Cohen and Manion:1994, p240 in Bell: 1999, p102) was applied.

Reliability was tackled through the administration of semi-structured questionnaires and questionnaire piloting.

3.3 Ethical issues

Although the researcher had access to the school as a teacher, permission to conduct the research was sought first with the head of the school. The primary supervisor was consulted next to suggest the name of a student exhibiting SEBD, and to help with the observation and interview scheduling. Teachers' approval to attend their sessions and observe the student was also obtained. However the purpose of the observations was kept as general as possible because of the subjectivity of the topic studied. As Samph's study (1976 in Wragg: 1999, p15) demonstrated, teachers and students can modify their behavior by providing what they think the observer is looking for.

All the parties were assured anonymity and personal privacy. When names were needed, pseudonyms were used. The permission to use audio-taping devices was sought from all the interviewees. All participants were informed that they could withdraw their contribution anytime they wished so. The participants were offered access to the findings once they were collected and analyzed. The notes taken during the observation sessions were immediately reviewed and transcriptions were prepared to ensure no important information was lost. For questionnaires completed in the Arabic language, back-to-back translation was applied.

3.4 Challenges and limitations

As a teacher in the primary section of the investigated school, the researcher was confronted with both a challenge and an advantage to conduct this research. The researcher had to deal with the issues of bias and conflicting roles. Being an insider, the

researcher was familiar with the people working in the school as well as the policies and procedures used to deal with students with SEBD. The researcher was aware equally of the objectivity challenge in choosing the research methods and analyzing the findings. To tackle this issue, the researcher acted as a non-participant observer to a non-familiar student from a different grade. In addition, the researcher did not take part in the questionnaire-based survey that was administered to all the primary teachers. Finally triangulation was extensively used to cross-check the data.

One of the limitations of this research is that it deals with one school in Dubai and does not attempt to generalize the findings on other schools. A thorough large-scope research that involves many schools is recommended to capture a better picture of SEBD practice in the educational private sector in Dubai.

Furthermore, the study of any school practice would not be complete without the students' perception. Students with SEBD are the primary recipients of the services and their voices should be heard. However, because of time and word count limitations, this research did not comprise the students' views.

Another limitation is manifested by the absence of a UAE-based research regarding the education of students with SEBD. No statistical figures are available that measure the extent of this special educational need. Moreover, the UAE has not developed a code of practice regarding special needs, and no definition about SEBD is available to teachers.

Although access to the school was relatively easy to arrange, the organization of the observations and the interviews weren't so. The researcher's busy schedule hindered her attendance to important sessions such as the P.E and Art classes. Because of conflicting timetables, interviews with the teachers were scheduled during the breaks.

CHAPTER 4 CASE STUDY FINDINGS

“Understanding problem behaviour will not be found by focusing on the child, nor by focusing on the school, but in the study and analysis of the interaction between them.”

(Faupel: 1990, p52 in Barrow: 1995)

The study was conducted through the use of several tools to gain a thorough understanding of the present SEBD practice in the school. The research findings of every tool are presented next. A detailed background of the examined school is included first to give a needed idea of the physical and human resources of the school. Throughout the study, the pseudonym Dubai Private Mainstream School is used.

4.1 The school background

Dubai Private Mainstream School started operating in September, 2006. It is situated in a Dubai suburb that is mainly populated by locals and Arab expatriates. This demographic distribution is clearly reflected in the school’s population of its students: 75 % are local nationals, 20 % are Arab expatriates, and 5 % of the total registered students are non-Arab residents⁷.

The school runs classes from Kindergarten to Grade 10 with more students in kindergarten and primary levels, and fewer in the upper grades. The school offers mixed-gender classes up to and including Grade 4. Starting from Grade 5, male and female students have separate sections with separate supervisors. The following diagram depicts the organizational structure of the school:

⁷ Source: An informal interview with the deputy principal of the school

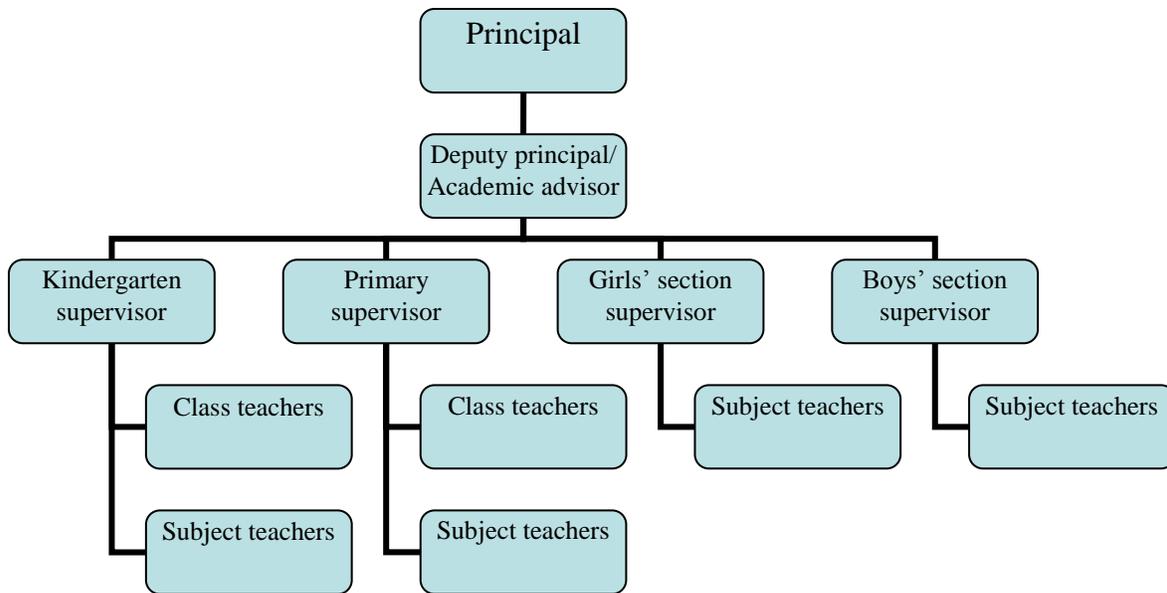


Figure 1: The administrative structure of the school

The school's multi-storey building is composed of two main sections joint in the center to the administration offices (Appendix 1: A). The school has separate playgrounds for each section and communal cafeterias, gym, and swimming pool in the middle.

The non-administrative staff includes: the nurse, the bus drivers and the bus helpers, the cleaners, and the cafeteria managers. The school offers an American-curriculum-based system for English, Science, Information Technology (IT), Social Studies, and Math. The rest of the subjects: Art, Arabic, Islamic Studies, and Physical Education (PE) follow the curriculum requirements of the Ministry of Education and Youth in the UAE. French is offered as a third language starting from grade 4. One period of extra-curricular activities is scheduled and conducted once a week by class teachers. Depending on her preferences, the teacher chooses the topic of the activity and prepares the needed materials to present it. There is a scheduled morning assembly once a week where classes alternate to give a presentation (play, song, poem, dance...) for the rest of the students. Twice a year, certificates of academic achievements are distributed by the principal to the students with high academic achievement or progress. The primary section and the upper grades start every day at 7:50 am and finish by 2: 10 pm. The periods are 45 minutes long.

Parents are invited to call or visit the school any time to communicate with the section supervisors, the academic advisor or the principal regarding their children's education. There are two parent-teacher meetings scheduled after the distribution of report cards. The school offers an internet-based communication system for the benefit of parents to check on their children's homework and grades.

Teachers are assigned supervision duties during the break, on a rotational basis. The school employs teaching assistants in just the kindergarten classes. The school does not have a policy for special needs and does not plan to develop one in the near future⁸. Apart from the social worker, the school does not provide learning support or educational psychologists. It is important to point that the absence of a policy regarding students with special needs does not mean they do not exist in the school.

Regarding the primary section, the focus of this research, there are 19 teachers and 10 classes with an average of 22 students per class. The school employs class teachers from various nationalities to teach Math, Science and English, and subject teachers for Arabic, Islamic Studies, Art, PE and IT. Apart from three teachers, all the rest are newly hired. The primary supervisor is new too to the school with a long experience working as a Science teacher and a supervisor abroad and in different private schools in Dubai⁹.

4.2 Results of the observations

The observations conducted in this research evolve around a primary student exhibiting SEBD in Dubai Private Mainstream School. While every student is unique and no experience is "typical", the example of the student can be used as a peg to hang the system on rather than an individual case. For ethical considerations, the pseudonym Ameen is used to refer to the male student observed. Ameen was observed in different

⁸ Source: An informal interview with the deputy principal of the school

⁹ Source: An informal interview with the deputy principal of the school

settings and with different teachers over the period of two weeks to get a fuller picture of his behavior in the school.

4.2.1 Meet Ameen

Ameen is a nine year old local boy registered in Grade three in Dubai Private Mainstream School. Ameen, the oldest in the class, joined the school in September 2007 after being expelled from two previous schools. According to the primary supervisor, the school administrators had an idea about Ameen's past school record and family circumstances, and decided to give him a "chance". Ameen's parents are divorced and each remarried. They refuse to take charge of Ameen and consequently he lives with his grandparents. His aunt and uncle keep direct contact with the school.

4.2.2 Observational context: Ameen's classroom

There are 22 students in Ameen's class with mixed nationalities and mixed genders. The students are seated in rows facing the board, but every two desks are positioned close together to allow for pair work. Ameen's desk is the last one at the back and Ameen has no working partner (Appendix 1: B).

There is always a teacher present with the students. No teaching assistant is employed with grade 3 but a helper is always positioned outside in the corridor. The class follows a fixed weekly timetable with two breaks in the middle of the day. The classroom has decorative and informative boards on all the walls and appears colorful and bright with different educational material pertinent to all the subjects (globe and maps, multiplication charts, vocabulary words for the week). Placed beside the white board a hand-written list of classroom rules (Appendix 1: C) that the researcher was able to read from Ameen's position. At the back of the classroom, there are shelves full of grade-appropriate reading English books. All the subjects with the exception of PE, Art, and IT are taken in this classroom.

4.2.3 Characteristics of Ameen

Ameen was observed to talk frequently without asking permission or raising his hand (Appendix 2:1,2,3; Appendix 3:1,2,4,5,6,7,9,11,12,14). In some instances, Ameen muttered to himself or laughed loudly. In other instances, he interrupted the teacher and the lesson in course.

Ameen was also observed to move from his seat in several occasions and more frequently than other students (Appendix 2:8; Appendix 3: 2, 4, 6, 7, 9, 13, 14, 15, and 18). Ameen was observed in several moments throwing pencils, tapping the desk or fidgeting and playing with his knees (Appendix 4: 5; Appendix 2: 4, 8). Ameen had a short attention span and expressed difficulty staying on task in many cases, and throughout different lessons.

Ameen's interaction with his peers was also observed. Ameen frequently initiated contacts through borrowing of erasers or starting conversations. Also Ameen was observed to imitate his peers or smile to them. In other instances Ameen's interaction with his peers was based on mockery, word exchange, and aggressiveness (Appendix 2:11):

“One student speaks loudly:” I have finished” and Ameen screams at him:” quiet”. A verbal quarrel starts between the two, and then Ameen stands up to go to the boy. T taps on the table to make everybody quiet. T looks at Ameen and tells him:” What is your problem if he has finished?” Ameen goes all the way to the boy and hits him on the head. T yells at him:” Sit down, sit down, you’re just killing me”

Ameen's rapport with his teachers varied too. In very few occasions he shared with them some personal information like being sick or how he felt when his mother left the house (Appendix 3:1, 12). In most of the times, he showed defiance to their orders or ignored their instructions related to work (Appendix 2:2, 4, 10, 11; Appendix 3: 2, 4, 6, 13, 18; Appendix 4: 3).

One important characteristic of Ameen is his learning difficulties. He was observed struggling to read in English and Arabic (Appendix 2: 6, Appendix 3: 4). He had difficulty completing his spelling test and could not come up with answers related to the observed lesson or previous lessons. His hesitance to answer was also observed frequently (Appendix 2: 4, 7, Appendix 3: 3, 5, 11, 12, 13, 14; Appendix 4:5). He was observed commenting several times that he knew the answer after it was given by others (Appendix 3:3, 5, 12, 17)

In certain instances, the Arabic and the English teachers provided one-on-one support to Ameen by stopping at his desk, repeating the instructions, and helping with the reading (Appendix 2: 4, 6,7, 10; Appendix 3: 1, 5, 11; Appendix 4: 5, 6,7). In the remaining times when Ameen had faced difficulties such as following the story lines or answering the Math questions, Ameen was observed to give up and preferred to play with the pencil or look at the pictures instead of being on task (Appendix 2: 4,7, 8; Appendix 3: 12, 13, 14; Appendix 4: 5).

4.2.4 Detention time

The detention room assigned by the primary supervisor in the beginning of March is the same as Ameen's classroom. Because of the cumulative record of Ameen's misbehavior in the classrooms, breaks and the bus, Ameen was disciplined to remain inside during the breaks.

Ameen was observed once in the detention room along with other students present and the teacher on duty (Appendix 5). Students were not supposed to talk or move but were allowed to eat. The rules were soon broken by the students who wanted to know what happened outside every time new students were sent to the detention room.

Ameen was observed to speak with others, share food with them and sing. The other students were observed to follow Ameen and smile at his actions. Further observations of Ameen's defiance to others were seen in the detention room. In particular, Ameen's refusal to leave his peer alone when he was sent to the detention room was recorded.

There was a noticed deterioration in their interaction starting from an ironic comment “Welcome, welcome” by Ameen to a full blown fight despite the presence of the teacher on duty (Appendix 5: 8).

4.3 Results of the interviews

Interviews were conducted with different sources to shed more light on Ameen’s experience in the school. The researcher’s interest is in the interactions that happen around and involving Ameen. As Blythe and Milner (1994, p296) explain “there is a need for further investigation of the identification and interaction of relevant factors”. What follows are descriptions of the findings of every interview.

4.3.1 Interview with Ameen’s aunt

Ameen’s aunt gave insight into Ameen’s family background and the problems that he faced from an early age. The parents divorced and the neglect to Ameen’s need for affection, care and support resulted in an unstable childhood between the mother and the grandparents through a push/pull cycle. Aggressiveness was and still is part of Ameen’s life outside the school:

“Researcher: Did the mother take Ameen with her?”

Aunt: This is happening on and off. She sends him to us and says she can’t take care of him. Then she comes with the police to take him...

The father is remarried and has other kids. His wife is so bad to Ameen and his sister. She hits them so badly when they visit their father.

Just last summer, my parents had to go away for sometime and left Ameen and his sister with their dad. The maid called me to tell me how bad my brother’s wife hit them. I had to go and save them...I can’t explain how tough this is for Ameen!”

(Appendix 6: 7)

From the Kindergarten days, Ameen faced academic problems and people around him gave up gradually in the process of placing blame. The aunt claims that the father is there in Ameen's life but never shows up to discuss school matters. The absence of control is an issue that the family is struggling with. The grandparents offer moral and financial care but cannot enforce restrictions or discipline at home (Appendix 6:1, 2, 13)

4.3.2 Interview with Ameen

Ameen mentioned he had friends but encountered problems with other people. Ameen claimed that he fought because others fought with him (Appendix 7: 7). He admitted too that he could not control his anger. Ameen insisted that he liked his teachers despite their shouting. In addition, Ameen expressed his love to his grandparents and sister. When it came to his parents, he mentioned their fighting as a cause for his mother's leaving (Appendix 7:15).

Through his looks and non verbal gestures, Ameen showed some sadness when he talked about his sister in another school, but admitted that his fighting caused the separation:

***Researcher:** Is she [the sister] in this school?*

***Ameen:** No.*

***Researcher:** A different school?*

***Ameen:** Yes [Ameen names the school]*

***Researcher:** Why is she in a different school?*

***Ameen:** [Ameen is quiet and looks down to the floor] I was with her, but I was fighting in that school. I am starting to fighting. I don't know anything. I am small"*

(Appendix 7: 17)

4.3.3 Interviews with Ameen's teachers

All Ameen's teachers were individually interviewed and all of them agreed on Ameen's exhibition of social, emotional, and behavioral difficulties. As witnessed in the observations, Ameen's teachers described his inattention, hyperactivity, unwillingness to study or let others learn. The class teacher, who spent more time with Ameen, mentioned the increasingly aggressive behavior of Ameen inside the classroom. Ameen's identification as a student with behavior problems was early among the teachers. It was less apparent with the PE teacher (Appendix 8).

All the teachers shared the view that Ameen is fine intellectually but the problems lie in his behavior and emotional state. The teachers' description of their relationship with Ameen varied considerably from strained (class teacher) to minimal (Art teacher), to good (Arabic, IT and PE teachers). According to the teachers, Ameen's relationship with his peers is very restricted to one close friend. With the rest, Ameen had difficulty interacting or building good rapport (Appendix 8: 7).

An important finding from the teachers' interviews showed that no form of cooperation or contact existed between the teachers and Ameen's family. The class teacher justified the lack of the relationship by the school's policy in mediating the contact through the administrators (Appendix 8: 8.a).

With the exception of the PE teacher, all teachers complained of the effect of Ameen's presence on the processes of learning and teaching in the classroom. There was a clear indication of Ameen's effect on his peers' attention and follow up of the lessons. Ameen is rarely absent, a fact that exacerbates the class teacher's situation (Appendix 8:9).

When the causes of Ameen's SEBD difficulties were discussed, the teachers stressed his family circumstances and parental neglect as strong factors influencing Ameen's situation (Appendix 8: 10). In addition, the IT teacher mentioned "Ameen's nature" to act in

certain way, while the class teacher questioned Ameen's academic history and its link to Ameen's behavior problems.

When it comes to Ameen's strengths, the Art teacher could not mention a single one while the rest of the teachers saw his physical abilities, computers, enthusiasm to try something new and verbal skills among others (Appendix 8: 11)

Ameen's academic performance was a major area of weakness as seen by the teachers in addition to his SEBD. The curriculum was deemed difficult by the Arabic teacher and the class teacher to meet Ameen's needs. The problems were exacerbated too because Ameen's homework was not done. The Arabic teacher and the class teacher mentioned Ameen's need for affection and trust in others to fulfill any other educational needs (Appendix 8: 13).

In terms of teachers' support, all except the Art teacher mentioned their efforts to "be there" for Ameen and try to give the attention that he seeks. Academically, repeating and explaining the instructions were the only methods used. The class teacher expressed her reluctance to continue helping. As Ameen's problems increased over the days, the teacher's efforts to offer care and support wavered:

"I have really tried to be there for him, but at the moment, I am very honest to say I stopped trying. I used to sit down with him, and set specific goals to work on them on a daily basis, but..."

(Appendix 8:15.a)

Finally, when Ameen's teachers were asked about needed school provisions in the case of students with SEBD like Ameen, their answers varied. More educational resources such as a projector and a computer are suggested by the Art teacher and the Arabic teacher. Services from specialists like a psychologist are suggested by the class teacher to offer help to Ameen and guidance to them (Appendix 8: 16).

4.3.4 Interview with the bus helper

Similar to his behavior in the classroom, Ameen exhibited signs of hyperactivity such as moving back and forth in the bus, and jumping between the seats (Appendix 9: 1,2). Serious safety concerns were also expressed by the bus helper like opening windows and placing the head outside. Verbal as well as physical harassment were exhibited by Ameen towards his bus mates. “Bad words” and morally “bad stories” were told by Ameen in Arabic to the helper and the driver (Appendix 9: 3, 4). The bus helper expressed her concern about a second experience with Ameen in the future and complained about the stress and effect of his presence on her health (Appendix 9: 9).

When asked about the school support to her, the only measures taken were talking to Ameen and a promise not to keep him next year (Appendix 9: 11, 13).

4.3.5 Interview with the primary supervisor

Although the interview centered on Ameen’s experience, the supervisor’s answers reflect the general policies and procedures followed by the school to deal with its primary students with SEBD (Appendix 10). The supervisor had an idea about Ameen’s social background and educational history through direct contact with Ameen’s aunt. The supervisor tried to get Ameen’s parents involved but failed to build any form of interaction with them. No written documentation about the students’ backgrounds was filed in the school. Instead, all the information goes verbally through the supervisor to the teachers.

The school does not require any report from previous schools and the extent of the students’ problems is not known until the latter are actually exhibited. The supervisor expressed the school’s decision in giving chances to students like Ameen. But no elaboration onto what the “chances” mean or entail was exactly given (Appendix 10: 3).

The supervisor expressed her concerns to Ameen’s family about his behavior and emotional state and suggested a consultation with a psychiatrist or psychologist

(Appendix 10: 7). The supervisor did not believe the family's claim that Ameen was psychologically fine but could not pressure the matter further. Because the school does not employ an educational psychologist, no internal formal assessment can be carried further on students with SEBD.

According to the supervisor, the primary section has nine students exhibiting SEBD. In Ameen's case, the school manages him through the use of rewards or punishment. There is no systematic behavior management model that the school refers to. The operation is still based on successive trials. In addition, the supervisor admits the school lacks a finalized version of a student behavior policy. In the mean time, all teachers are required to have and display class rules (Appendix 10: 8).

When asked about the school's support to students with SEBD, the supervisor had no definite answer (Appendix 10: 11). She described her moral support to students as well as keeping the families involved. Several attempts from the supervisor to get the students' cooperation were done through promises and pledges. The physical facilities of the school like the gym and the swimming pool were also used as incentives. The school offered extra-curricular activities once a week. Further, the supervisor admitted the need to think of new ways to deal with students with SEBD:

***“Researcher:** To clarify things further, Ameen or students with SEBD are with their teachers. If the teachers cannot handle them, they are sent to you or the social worker, and then...?*

***Supervisor:** I will think of a new way to deal with them. In Ameen's case I did not let him go to the trip because everything else failed. “*

(Appendix 10: 14)

The interview offered the opportunity to inquire about the stress experienced by the supervisor in her work. The latter mentioned the time and effort exerted on the issue of behavior. The situation was also hard to handle since no progress was felt (Appendix 10:

15). The supervisor admitted “the great possibility that they will expel Ameen” (Appendix 10: 16). The school’s responsibility lies in offering services for all registered students while maintaining their teaching staff. Therefore they cannot continue to give a chance to Ameen because he affected the others: students and teachers.

4.3.6 Interview with the vice principal

The vice principal indicated the primary section has 220 students and “about 7” with SEBD (Appendix 11: 1, 2). The vice principal denied expelling primary students with SEBD, which contradicts with the primary supervisor’s views. In terms of support, the vice principal admitted the administrators try to offer a “healthy” environment and care for both students and teachers (Appendix 11: 8, 9). As recommendations, the vice principal stressed the need of “SEBD specialists” and more parental cooperation (Appendix 11: 13).

4.4 Results of the questionnaire-based survey

The questionnaire was prepared in both English (Appendix 12) and Arabic (Appendix 13) and delivered accordingly to all primary teachers (18). One teacher declined to fill it out because she felt “it deals with complex psychological matters beyond [her] knowledge”. One questionnaire was returned incomplete and later was discarded. Four teachers accepted the questionnaire but failed to return it. In total 12 (67%) questionnaires were studied and the findings are presented below.

Respondents:

Six of the respondents are class teachers while the others are subject teachers. The experiences of the teachers vary and they are presented in the table below:

Experience in years	Number of teachers	Percentage
0-4	1	8.3%
5-9	4	33.3%
10-14	5	41.6%
15 years and more	2	16.6%

Table 1: Distribution of the respondents according to their years of experience

Presence of students with SEBD:

All responding teachers mentioned having students with SEBD in their classes, and all indicated the presence of more boys than girls. Equally, all respondents pointed out the possibility to reduce the problems and make a difference in the lives of students with SEBD.

When asked about the characteristics they consider in students with SEBD, all teachers included students that break rules, do not listen, have problematic relationships with others and resort to violent actions with others. No respondent mentioned internalizing behaviors like anxiety and depression that are related also to SEBD.

In order to measure the frequency and the type of the behaviors exhibited by students with SEBD in the school, teachers were presented with a table of internal and external SEBD behaviors and asked to indicate the students that exhibit those behaviors on a continuous basis. The results are shown in the following table:

	Average number of	Type of

Behavior	primary students exhibiting the behavior per class¹⁰	behavior (Internal/ External)
1. Talking when not asked to do so, or while others are talking.	3.41	External
2. Making unnecessary noise	3.16	External
3. Playing with things while you are explaining the lesson or students are working	2.58	External
4. Interrupting or bothering other students	2.25	External
5. Getting out of seat	2.33	External
6. Persistently breaking class rules	2.75	External
7. Avoiding work or doing other things not related to work.	2.5	External
8. Cheeky or out-of- context remarks	2	External
9. Physical destructiveness	1.83	External
10. Racist or sexist remarks to other students	1.58	External
11. Racist or sexist remarks to you	0.16	External
12. Physical aggression to other students	2.16	External
13. Physical aggression to you	0.08	External
14. Very quiet and withdrawn from others	1.33	Internal
15. Acting anxious or distressed	1.58	Internal

Table 2: Average number of students per class exhibiting behaviors related to SEBD

The table shows that low key behaviors such as ‘talking without permission’, ‘making unnecessary noise’, and ‘breaking classroom rules’ are among the most common SEBD behaviors recorded by teachers. Equally manifested to a lesser degree are ‘physical aggression between students’ and ‘getting out of seat’. The table depicts too an important finding about the exhibition of certain internal behaviors (behaviors 14 and 15) within

¹⁰ The average is calculated using the following formula: (Σ number of students exhibiting the behavior) / Number of respondents.

The number of respondents in this study = 12 teachers.

The average class size = 22 students

Example: Behavior 4 in Table 2 means 2.25 students out of 22 students exhibit “interrupting or bothering other students” behavior.

students. Although there are students that are quiet and withdrawn, and express anxiety and distress, the teachers fail to see them as having SEBD. The table portrays too the absence of serious SEBD behaviors against teachers such as verbal or physical aggression.

In order to investigate the link between SEBD and academic difficulties, teachers were asked to rate the degree of learning difficulties of their students with SEBD. The table below represents the number and percentage of students and their degrees of difficulties:

Degree of learning difficulty	Number of students with SEBD	Percentage
No difficulties	18	30%
Mild difficulties	15	25%
Severe difficulties	27	45%
	Total = 60	100%

Table 3: Number and percentage of students with SEBD exhibiting different degrees of learning difficulties

It is important to clarify that there is an overlap in the total number of students with SEBD identified by the teachers (60) since some students are mentioned twice by their class teachers and subject teachers. The majority of students exhibiting SEBD face learning difficulties (70 %). The table also indicates that an important percentage of students (30%) identified by the teachers exhibit SEBD but perform well academically.

The teachers were also asked about their opinions of the possible causes of SEBD. The teachers can include more than one cause. Their answers were classified into three main causes: Within the child, family–related, and school-related. The results are represented by the following table and figure:

Possible causes of SEBD	Teachers’ responses
--------------------------------	----------------------------

Within the child	1
Family -related	12
School -related	4

Table 4: Teachers’ opinions about causes of SEBD

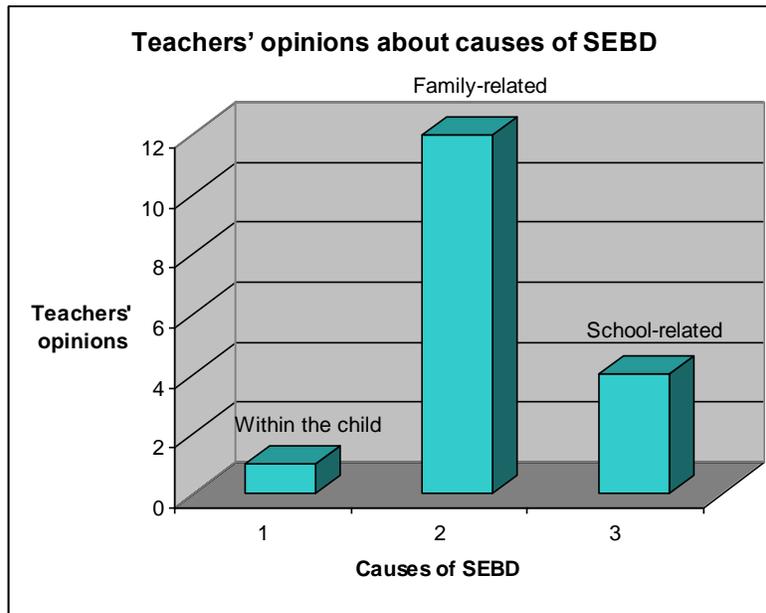


Figure 2: Teachers’ opinions about causes of SEBD

Clearly the responses indicate the dominance in the view that the family situation is the main cause of the SEBD. The fact that few teachers (4) think of the school environment as a possible factor causing SEBD has a great effect on the way interventions are planned and the role of teachers in these interventions.

The relationship between teachers and families of students with SEBD:

When asked about the teachers’ knowledge about their students’ background, the majority of teachers (10) admitted knowing nothing or minimal information. Only two teachers indicated they have adequate update on their students. This leads to question the degrees of relationship that exist between the teachers and the families. When queried about their relationships with the families, the teachers reported the following:

Type of relationship	Number of teachers
Good	2
Minimal	5
Non existent	5

Table 5: Types of relationships between teachers and families of students with SEBD

The majority of the teachers have no relationships or minimal relationships with the families. To investigate further the issue of the teacher/family relations, the teachers were asked about the possible reasons that justify the quality of the relationships. Teachers were allowed to select more than one reason. The results are as follows:

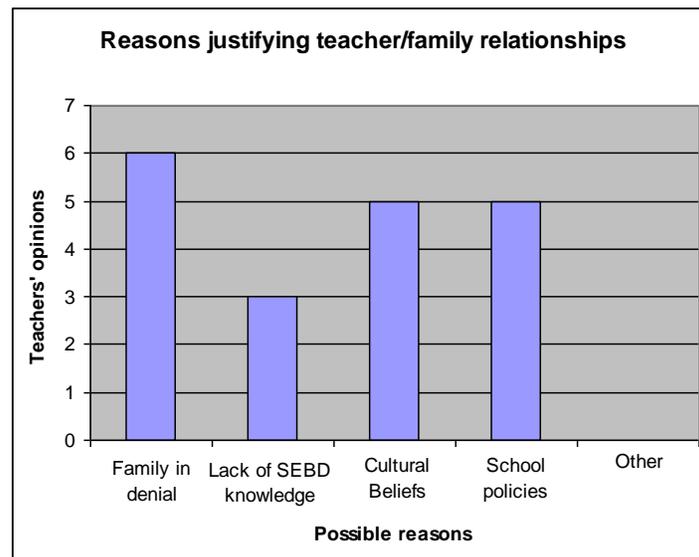


Figure 3: Reasons justifying teachers/ families of students with SEBD relationships

Very few teachers (3) believe that parents can lack knowledge about the social, emotional, or behavioral difficulties of their children. More teachers think that differences in cultural beliefs and the way SEBD are seen by different people are more influential factors for parental cooperation.

The majority of teachers believe that families choose to deny the existence or the magnitude of the problems and when they do so they do not attempt to activate their

relationships with the teachers. Finally and equally important, teachers believe that the school policies and the structure in place that necessitates no direct contact between the teachers and the families can constitute a problem to strengthen the relationships.

The effect of students with SEBD on the class:

All teachers indicated that they use one curriculum to teach students, including those with SEBD. There is no pull-out system in place to offer educational support when the need arises. All teachers believe also in the usefulness of classroom rules in the case of students with SEBD. Further investigations into the manners in which the teachers display their classroom rules yielded the following results:

Rules displayed	Number of teachers	percentage
No	3	25%
Yes, with words	5	41.6%
Yes, with words and pictures	4	33.3%

Table 6: Teachers' display of classroom rules

The results indicate that while most teachers display the rules (75%), only 33.3% of them use both words and pictures to convey the meaning and attract attention.

Teachers were asked to describe openly their relationships with their students with SEBD. The answers varied from 'stressful' to 'normal' to 'unstable', to 'difficult to explain'. One particular teacher wrote:

"I have to maintain a level of consistency between all the students. There is no time or place during the school day to separate the children with behavioral difficulties from the rest. I always try to make sure that all the students' needs are met"

The teachers were also asked to describe the relationship between students with SEBD and their peers. Most of the teachers indicated unstable or negative relationships with others.

Teachers were asked to list the challenges and the benefits they got from teaching students with SEBD. The results are grouped in the following table:

Challenges faced from teaching students with SEBD	Benefits gained from teaching students with SEBD
<ul style="list-style-type: none"> • Many students and no extra help. • Not enough time to pay attention to them • Not enough support from parents. • Effect on peers • Stressful atmosphere • Emotionally exhausting • Helping and supporting them is harder than others with different needs • Spoil the atmosphere of the classroom • Feeling of Agitation and time wasted • Lesson interrupted 	<ul style="list-style-type: none"> • Rewarding to see improvement • Constant learning to implement improved teaching strategy • None • Learn from each one of these students • Creative ideas, plans and methods to engage them • Build a strong personality to successfully manage the class • Include more visual aids and fun activities • Patience • Need to read more about their needs and ways to intervene.

Table 7: Challenges and benefits from teaching students with SEBD

The teachers' views regarding the inclusion of students with SEBD in the regular school were further explored and the results were analyzed and classified into four main categories as shown below:

Inclusion supported	Number of teachers
No	2
Yes	4
Yes with support	5
Not sure	1

Table 8: Teachers’ views about the inclusion of students with SEBD

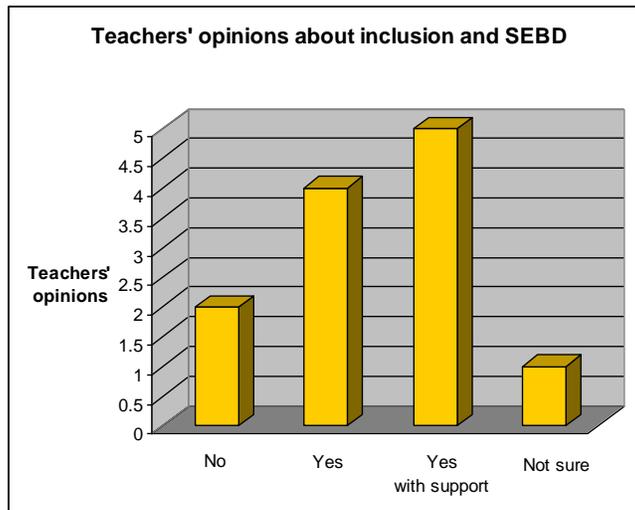


Figure 4: Teachers’ views about the inclusion of students with SEBD

The results show that most teachers support the inclusion of children with SEBD in mainstream schools. The majority of those however emphasized the necessity of proper support for an effective inclusion. Here is a sample:

“Yes I do but I think sufficient support and facilities need to be in place and provided. Teachers need to receive more background information about each student and have the authority to deal with any of these issues appropriately”

Teaching and supporting students with SEBD:

The teachers' views were sought regarding the teaching and behavioral strategies they used with their students with SEBD. Although the results varied considerably from one teacher to another, the findings can be grouped in the following table:

Teaching strategies	Behavioral strategies
<ul style="list-style-type: none"> • Group activities with mixed ability grouping • Differentiation according to abilities • Individual attention • Repetition • Planning according to the different learning styles • Encouraging individual achievement according to the child's potential • More time in the exam • More explanations • Keep them involved • Give them choices • Put them in front of the others • More work • Same as everyone else 	<ul style="list-style-type: none"> • Reward system • Motivational techniques • Rules with consequences • Positive reinforcement by praising good behavior • Build and encourage student's self motivation • Advice through talking • Time out • Materialistic gifts • Detention room • Threatening to call the family • Ignore bad behavior and praise good behavior • Display the student's work • Ask the student to sit on a chair labeled naughty • Isolate them in the back of the classroom • Get students busy in different tasks such as distributing books

Table 9: Teaching and behavioral strategies used with students with SEBD

When asked about the support offered from the school in the case of students with SEBD, the teachers' responses were as follows:

Type of support	Number of teachers	percentage
No support	8	66.7%
Minimal support	3	25%
Sufficient support	1	8.3%

Table 10: Teachers’ views about the support offered by the school

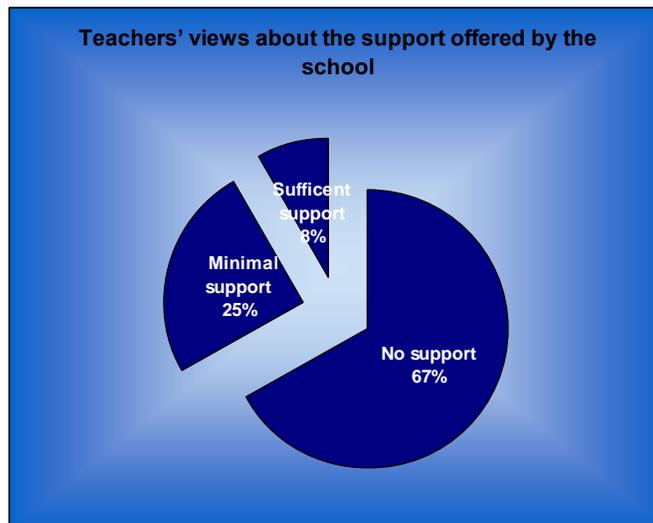


Figure 5: Teachers’ views about the support offered by the school

The majority of the teachers do not consider the support sufficient. One teacher explained her view:

“Very little [support]. Generally only negative behaviors are addressed, and problems do not get addressed outside our section. Seldom problems are resolved as a unit (teachers, supervisor, parents, child, professionals)”

The responsibility of dealing with the students with SEBD was also investigated. The teachers were given between different parties to choose from. The teachers could choose more than one answer. The results are tabulated below:

Responsibility	Respondents' choices
Teachers	1
Administrators	2
Families	2
Student	0
All of the above	10

Table 11: Teachers' views about the responsibility of dealing with students with SEBD

Most of the respondents believe the responsibility lies within all parties. This result is very significant and has an effect on the intervention measures that need to be developed.

Teachers' suggestions to improve the education of the students with SEBD:

The teachers were provided different areas where they could give suggestions to enhance the educational environment for students with SEBD. Their answers are summarized below:

- 1) Classroom support: The majority of the teachers suggested a teaching assistant as an extra support to have in the classroom. According to the teachers, teaching assistants (TAs) can help in the classroom management and keep students focused on their tasks.
- 2) Educational resources: All teachers indicated the need to have more educational resources in the classroom. Examples of educational resources mentioned include projectors, computers, books, and games.
- 3) Specialists: There is an expressed need for specialists such as educational psychologists, social workers and behavioral specialists (coordinators) to better serve the needs of students with SEBD. Sometimes teachers do not have the required skill to investigate the problems and find solutions.
- 4) The curriculum: The majority of the teachers think the "One curriculum fits all" is very hard and intensive for those with SEBD and learning difficulties. English teachers suggest appropriate ESL books to be able to meet the students' capabilities.

- 5) Training: With the exception of the teacher who has 16 years of experience in teaching and “knows what she needs to know”, all other teachers believe training is needed. Some teachers suggested training prior to the start of the school year and informative booklets on relevant topics. Other teachers suggested books and internet resources on classroom management and SEBD.
- 6) Others: One teacher mentioned the need to work as a team by involving parents and sharing ideas with the supervisor while another teacher mentioned clear and consistent system of procedures and guidelines. A third teacher suggested a more positive approach to behavior following the rule “catch them when they are good”. Finally, another teacher suggested assigning more responsibilities to students with SEBD and involving them in the school to increase their attachment.

4.5 Results of the focus group

A focus group was arranged with four educators (T1, T2, T3, T4)¹¹ teaching different grades and different subjects in the primary section. An analysis of the discussion led to the following main topics presented below:

SEBD and SEN:

The teachers showed confusion when discussing students characterized as having SEN and what needs they have. In particular, they did not agree whether to consider students with SEBD as having special educational needs because of their normal intellectual abilities:

T2: Not all of them... I mean we shouldn'teh... just focus on them greatly.... They have normal intellectual abilities, and they can learn when someone gives them more attention. But they need extra follow up. A group of them are just lazy.

(Appendix 14: 3-6)

¹¹ For more information about the background and the experience of the teachers, refer to Appendix 14

The teachers' experiences with students with SEBD:

Teachers described this year as difficult and expressed their confusion in dealing with students with SEBD. Teachers' answers varied too in defining causes for the behavior of these students. T3 mentioned the student's background and family neglect whereas T2 indicated that the school has to do things to make the students interested in coming to it. Teachers expressed equally their limitations when it comes to offering more to these students. Teachers felt the need to give up too because no progress is seen:

T2: The school has to do things to make the student interested to come here. Provide things that can make him forget about problems at home. Do you see what I mean? A good environment: time for play and time for studying, more trips so that he can build relationships with others... More extra-curricular activities.

(Appendix 14: 27-31)

Timetable and curriculum suitability:

Teachers mentioned that the behavior problems increased towards the end of the day due to the heavy load the students experienced and the long day at school. On one hand, teachers expressed the need to introduce "variations" in the teaching methods they particularly used with students with SEBD because of the students' boredom and "extra energy" they did not know how to exploit in the classroom. On the other hand, teachers expressed their fear of not covering the required program if they incorporated new methods (Appendix 14: 85-86).

Communication between students and administrators regarding students with SEBD:

Teachers mentioned their role in identifying and reporting cases of students with SEBD to the supervisor. Teachers disagreed on the clarity of the school guidelines regarding behavior management of those students. There are no written instructions but just general verbal directions from the administrators on how to deal with the students. Some teachers

complained too that the administrators did not share enough information with them regarding the behavior of their students with SEBD:

T1: Not always the case, especially when it has to do with behavior. After 1 or 2 months, we are surprised by the administration telling us stories of those particular children. I really want to see a CV for every student.

(Appendix 14: 120-122)

All teachers expressed the need to have a report with details about the students' social and academic background prior to the beginning of the school year.

Teachers' relationships with parents:

Teachers recognized the importance of maintaining communication with parents to gain enough information and help the students (Appendix 14: 129-135). Teachers commented on the reactions of parents regarding the situation of their children with SEBD. Some parents did not acknowledge the problems of behavior when their children, especially boys, were doing academically well. Some parents did not show up or threw the whole responsibility on the teachers and the school. A third category of parents were aware of the problems but did not know what to do about them. Teachers emphasized the need to have consistency about behavior management at home and in school (Appendix 14: 161-179).

Behavior management in the school:

Teachers stated there was a floating system of behavior management in the school, but no specific guidelines were documented. Teachers acknowledged the importance of policy documents to specify and remind all the parties about their roles and responsibilities:

T4: Orally it is there, but not written down in an official document. In my old school, we had our behavior guidelines that have every thing from dress code to tardiness to rules and consequences.

(Appendix 14: 191-193)

When problems occurred, teachers were confused whether to keep the students inside the classroom to follow the lesson or send them out because of the disruption. Teachers commented equally on the usefulness of having individual support offered outside the classroom to the students with SEBD.

Reasons for SEBD:

When asked about the reasons leading to SEBD within these students, some teachers referred to the unsuitability of the school schedule and the intensity of the curriculum.

Others think the reasons lie within the children themselves:

T2: The day or the lesson is too long.

T3: These are naturally naughty.

T2: It is not their fault that the curriculum is long or hard for them.

T4: They don't like us; they do not like the school. Whatever we do, they are always dissatisfied.

T3: I think it is just they lack good upbringing and good models in their lives.

T4: It is in their will to sit down and do it, but they do not do it.

T1: They want to be and feel exceptional from others through their behavior.

T4: They seek attention but in the wrong way all the time.

T1: They just think of themselves.

(Appendix 14: 217-226)

Further, the teachers questioned the inability of these children to like and enjoy school as their peers, and the failure of the school to find effective solutions:

T4: The administration cannot find a solution.

(Appendix 14: 230)

Teachers' feelings:

The teachers' words spoke for themselves (Appendix 14):

T4: Oh God! I feel like dead. They exhausted me this year. (251)

T1: The teaching process is hard. Explaining the lesson is now easier than managing the classroom. 90% of the work is now in controlling the class. (253-254)

T3: We have problems too when it comes to the relationship between boys and girls. Love letters and stories. They are too young for that. (260-261)

The school's role in ensuring and maintaining the student's well being:

The teachers shared the view that the school has a role to play in developing all the aspects of the students' lives. T1 and T4 commented that there is a lot of pressure on the teachers to provide academic help as well as teach them good morals and behavior. Some teachers suggested the assessment procedures followed by the school to be modified to include psychological, physical and social assessment, beside the academic one:

T4: When you go to the classroom, you are responsible for a group that has to coexist together, you are a model to them and they can learn from you, so you cannot separate the social side to learning and teaching.

(Appendix 14: 300-302)

Detention room:

Teachers indicated that they were not consulted regarding the idea of a detention room, and that they had to bear the extra duties to run it. As a result, the purpose behind the detention room was not clear for the teachers. The administrators targeted students who showed aggressive behaviors in the break time. Some teachers wanted the detention room to be a disciplinary measure for those students misbehaving during the lesson time, while other teachers rejected the concept of a detention room because students had the right to enjoy a break. In addition, keeping them inside all the time was not a healthful decision. According to teachers, discipline is a needed step towards changing the students'

unwanted behaviors, but agreeing on a terminology “punishment vs. discipline” or an effective course is not easy given time, human, and cultural constraints (Appendix 14: 321-339).

4.6 Document analysis

The documents collected for analysis can be organized into three groups:

- Documents related to Ameen
- Documents related to the school
- Documents related to the UAE education system

Documents related to Ameen:

Samples of Ameen’s class work and exams were collected and reviewed. His spelling tests (Appendix 15: A) shows very low marks and his mental math tests (Appendix 15: B) indicates inconsistent but better results. Ameen’s English exam (Appendix 15: C) indicates his inability to write sentences and reflects poor vocabulary-definition matching. In Ameen’s Islamic Studies’ exam (Appendix 15: D), some questions were left blank and others were wrong.

Finally Ameen’s timetable was reviewed to analyze the amount of time spent in the same place and with the same teachers. A color code was used to recreate Ameen’s timetable in terms of place and teacher:

Time	7:50-8:35	8:35-9:20	9:20-10:05	10:05-10:25	10:30-11:15	11:15-12:00	12:00-12:35	12:40-1:25	1:25-2:10
Period	First	Second	Third	1 st break	Fourth	Fifth	2 nd break	Sixth	Seventh
Sun.	English	English	Math		PE	PE		Islamic	Arabic
Mon.	Math	Islamic	Science		Arabic	English		English	Art
Tues.	Civics	Arabic	Math		Science	Islamic		English	IT
Wed.	English	Arabic	Islamic		Art	Math		Arabic	Science
Thurs.	Islamic	English	English		Math	Arabic		Math	Science

Table 12: Ameen’s timetable in function of subjects

Time	7:50-8:35	8:35-9:20	9:20-10:05	10:05-10:25	10:30-11:15	11:15-12:00	12:00-12:35	12:40-1:25	1:25-2:10	
Period	First	Second	Third	1 st break	Fourth	Fifth	2 nd break	Sixth	Seventh	
Sun.	■	■	■		▲	▲		■	■	■
Mon.	■	■	■		■	■		■	■	●
Tues.	■	■	■		■	■		■	■	◇
Wed.	■	■	■		●	■		■	■	■
Thurs.	■	■	■		■	■		■	■	■

■ Classroom ■ Gym ■ Art room ■ IT lab
■ Class teacher ▲ PE teacher ● Art teacher ◇ IT teacher ■ Arabic teacher

Table 13: Ameen’s timetable in function of location and teachers

The abundance of the red color indicates that Ameen spends a long time in his classroom everyday. The fact that the school’s Science labs are not operational means that some if not all Science experiments are forfeited for safety reasons¹². The fact that Ameen is detained every day, and the detention room is also Ameen’s classroom signifies more time is spent in the same location.

The timetable shows that in certain days, Ameen spends a long time with the same teacher (examples include Sunday and Thursday). In the case of students with SEBD, spending a long time with the same teacher and in the same location can have an adverse effect on the learning and teaching processes.

Documents related to the school:

The school’s brochures (Appendix 16) that are distributed to parents indicate the school’s vision and goals, as well as services offered. However, from the experience of the researcher, some of the facilities indicated in the brochure like the Science labs and the

¹² This is known through the teacher’s experience in the school and through talks with other teachers.

library are not fully utilized. The school's vision and goals are not posted anywhere else in the school.

Particular documents related to the primary section, include the supervisor's communiqués to teachers regarding behavior-related issues of the students (Appendix 17). The communiqués act as reminders to indicate to teachers what to do in case of offenses, or as an introduction of a new disciplinary procedure like the detention room. Although the teachers are required to sign when receiving the communiqués, the teachers do not necessarily read them or keep them. In the case of teachers joining late, they do not get the previous communiqués. Prior to receiving the communiqués, teachers do not have the chance to discuss behavior-related decisions with the supervisor.

Among the documents, the researcher was able to obtain a sample of the supervisor's daily handwritten recordings about student-behavior incidents (Appendix 18). The supervisor noted down the date, the names of students, their offenses, and the way the misconduct was managed. While these records are useful to share with the upper administrators and the parents, their present format makes it hard to study each student's own record of misconduct. In addition, the supervisor's notes do not capture or keep record of the positive behaviors of students.

Documents related to the education system in the UAE:

While the UAE was present in Sacramento 1994, and pledged to adopt the inclusion vision, it took 12 years before coming up with the federal law N 29/2006 that defends the rights of UAE citizens with special needs. The law equally assures the right of access to learning in any educational establishment whether in the public or the private sector (UAE federal law 29/2006, article 12). The legislation became effective in September 2007, and the ministry sources announced the integration of 57 cases across the Emirates (Rashid: 2007).

In the case of obvious disabilities, the law is clear on the right of admission and service provision. In the case of hidden or “misunderstood” needs such as SEBD, the schools are not held accountable for failing to provide services or programs. The problem will persist as long as there is no clear code of practice that defines the various special educational needs and specifies ways of intervention by schools.

An important law published in Arabic in 1998 by the Ministry of Education concerns students’ behaviors in the school community (Appendix 19). The document explains different terms related to behavior and distinguishes accepted conduct from non-accepted one. The document stresses the necessity to ensure an orderly environment for learning, and to consider the students’ differences in abilities, development and needs. However the document fails to acknowledge the particular case of students with SEBD. In addition, the school does not make the document available to the teachers as a reference¹³.

¹³ The researcher knew about the document only after the principal mentioned it existed.

CHAPTER 5 DISCUSSION OF THE FINDINGS AND RECOMMENDATIONS

This research aims to investigate the present practice of a Dubai-based private mainstream school in dealing with its primary students with SEBD. Throughout the study, the following questions were considered:

1. What is on offer for primary students exhibiting SEBD in a Dubai-based private mainstream school? In terms of:
 - 1.1 Policies and procedures
 - 1.2 Identification and assessment
 - 1.3 Placement and in-class support
 - 1.4 Curriculum differentiation and extracurricular activities
 - 1.5 Professional development for teachers
2. What could be recommended to support children with SEBD reach their full potential in private mainstream primary schools in Dubai?

Various research methods were used in a qualitative-based approach to come up with the findings presented in chapter 4. Chapter 5 presents a discussion of these findings and suggests a set of recommendations with respect to the research questions. A conclusion is added last.

5.1 The present practice of the school regarding its primary students with SEBD

5.1.1 Policies and procedures

In its second year of operation, the school still does not have a written behavior policy. According to the teachers, a system based on verbal instructions of what is permitted and what is not is followed. Throughout the academic year, communiqués were sent by the administrators to the teachers as reminders or when new procedures were to be

implemented. The administrators claim they follow the general guidelines of the Ministry of Education behavior policy document when it comes to behavior consequences, suspension and expulsion.

Parents and students have no reference to the rules, behavior expectations, and the consequences in the school. The teachers experienced a difficult year of trial and error in choosing the best decisions to deal with their students' behaviors. The teachers admitted they were not informed about the backgrounds of their students with SEBD, and were not consulted regarding issues related to the students' behaviors like the detention room. Some teachers felt the school's system acted as a barrier to develop and maintain direct relationships with the families because all contacts with the families were done through the supervisor.

The supervisor admitted her numerous attempts to come up with effective solutions but recognized nothing worked. The supervisor is the only person in the school that provides behavior support and counseling to students. The supervisor's office is frequently occupied by students with SEBD.

As explained by Clarke and Murray (1996, p9), the behavior policy is useful in creating an orderly environment for learning and teaching, classifying roles, rights and responsibilities, and reducing stressful conditions for teachers. The behavior policy is also a tool to ensure safe environments for all. The supervisor indicated that the school is working on its own behavior policy and it is expected to be ready by the next school year. An important factor to the relevance and success of a behavior policy is to "engage the commitment of all members of the school community" (Clarke and Murray: 1996, p11) so that all the parties adhere to it and look at it as a beneficial instrument to serve their needs.

As far as teachers are concerned, they are better placed to know the nature and the frequency of their students' misbehaviors, and this information should be included to develop a practical policy geared towards providing solutions. Furthermore, the extent of

perceiving a behavior as a problem or a difficulty depends on the observer (Cooper: 1999, p3). Therefore deciding on the norm of the behavior to be expected in the school should involve the views of the teachers.

The involvement and the acceptance of the students to the behavior policy is a crucial element of success. Particularly students with SEBD should not feel threatened by the policy and try to reject it because it works against them. Maslow developed his hierarchy of human needs and one of them is “the need to belong”. One way of feeding the need to belong is through giving the chance to understand the rules and understand the consequences. Researchers such as Dreikurs (1982 in Clarke and Murray: 1996, p13) claims that students who fail to experience the feeling of belonging resort to disruptive behavior to achieve those needs. The more students misbehave the more the school resorts to using controlling procedures.

Finally if the school wants parents’ cooperation in implementing the behavior policy then their views should be considered when drafting and preparing the policy. Parents have the responsibility to hold regarding the behavior of their children. Consequences should be understood and fully endorsed. It is important that parents, teachers, and administrators present a unique and consistent front when confronted with the child’s behavior.

Clarke and Murray (1996) further emphasize that the policy should be linked to other policies or programs pertinent to students with special needs in general, and SEBD in particular.

The subject of this research, Dubai private Mainstream School has no special needs policy because the administrators claim that they do not cater to students with special needs. The facts indicate that there are students with special needs, not the physical or intellectual type, but with hidden needs such as learning difficulties (LD) and SEBD. No special provisions are offered to facilitate their learning.

Consequently students with SEBD are admitted in the classroom with no advance warning to the teachers. In Ameen's case, the administrators admitted him to give a "chance" but chances need arrangement and hard work to succeed. Teachers were not given the chance to set up preventive measures and prepare themselves.

5.1.2 Identification and assessment

In Dubai Private Mainstream School, the teachers are the primary source of identification of students with SEBD. Teachers usually communicate their concerns with the primary supervisor who in return contacts the parents. In the majority of the cases, teachers complained they lacked or had minimal information about the backgrounds of their students.

Findings from the questionnaire-based survey showed that the teachers were able to identify SEBD behaviors that were manifested externally, like breaking the rules, getting out of seat, and aggression. The teachers failed though to see the internally-manifested SEBD behaviors, like isolation and anxiety, as problems in need of consideration.

The findings showed too that teachers identified more students exhibiting SEBD than the nine mentioned by the supervisor in her interview. Because the matter of identification is subject to one's own beliefs and culture, it is crucial for the administrators and the teachers to agree on the characteristics and the students to include under SEBD.

Teachers expressed their need to know more in order to help the students. The findings revealed too that there were no direct communication channels between teachers and parents, especially that the latter react differently with regard to the behavior of their children.

Some teachers justified the quality of the relationship by the school guidelines that necessitated communication through the supervisor. Although the school provided a diary as a means of communication between teachers and parents with regard to homework or

any other issues, seldom teachers found the time to write on a daily basis about the students' behaviors.

The school organizes two parent-teacher meetings but teachers indicated the parents of students with SEBD do not show up. The group of teachers, present at the focus group, suggested a form to be filled by parents regarding different aspects of their children's development.

The school has no educational psychologist. However, as in the case of Ameen, the supervisor suggests to families consultation with external professionals when the need arises. Whether the families follow up or ignore the supervisor's suggestions, the school does not enforce the issue, and therefore no formal assessment to the child's behavioral or emotional needs are conducted within the school setting.

While weekly schedules are conducted between the supervisor and same grade class teachers, no meetings are planned between the different subject teachers to discuss particular common students. These sorts of meetings can be very beneficial to compare notes and look for variations in the student's academic performance, behavior, and likes and dislikes.

5.1.3 Placement and in-class support

The research findings indicate that the students with SEBD are always placed with their peers and follow the same curriculum. In addition the school does not provide teaching assistants (TAs) inside the classrooms. As research shows (Balshaw et al: 1999 in Fox: 2001, pvii), TAs can be a valuable resource in:

- Facilitating the involvement of students in socializing and learning.
- Helping students becoming independent
- Improving levels of performance for all students

Fox (2001, pviii) also asserts that the support offered by TAs can be important for both teachers and students in the case of students with SEBD. TAs help in promoting acceptable behavior and minimizing unacceptable behavior. With the absence of TAs in the classrooms, teachers in Dubai Private Mainstream School feel the challenge and the difficulty of meeting the requirements of the curriculum as well as the needs of their students.

Teachers who shared their feelings in the focus group expressed a sense of overwhelming and exhaustion. If proper in-class support is not provided, teachers can find themselves under considerable stress. Some teachers mentioned as well large class sizes with more needs to meet. If there is no in-class support, the teaching process can be affected negatively.

In addition teachers shared their confusion when it comes to students with SEBD disrupting the course of the lesson. The supervisor verbally and through her memos emphasized leaving the students inside the classroom. Teachers, on the other hand, could not deliver because of the presence of these students. Teachers collectively called for an external form of support or tutoring to the disruptive students. In addition to the effort exerted in the classrooms and duty times, the researcher is aware through work in the school that the latter does not employ substitutes but assigns teachers extra coverage in their free time.

5.1.4 Curriculum and extra-curricular activities

The teachers indicated that there is only one curriculum used with all the students regardless of the different abilities in the same classroom. Teachers admitted too the unsuitability of the current curriculum to serve the needs of some students with SEBD. Research showed that SEBD can be coupled with learning difficulties. Having a hard and intensive curriculum to cover with no proper support, leads in the long run to more manifestations of SEBD. In the case of students that do exhibit SEBD but do not have

learning difficulties, the curriculum is probably set too low for their abilities and therefore does not represent enough challenge for them.

The school administrators organized extracurricular programs as an educational strategy to involve students in learning through fun activities. While the activities can be beneficial to students, the way they are designed in Dubai Private Mainstream School limits the students' choice and involvement because the selection of the activity goes back to the teachers' preferences, not the students.

School facilities like the Science labs and the library are not fully used, which insinuates more time is spent inside the classroom. The use of the sports facilities, the Art room and the computer labs is solely during sessions. No access is allowed in other times.

In the classrooms and the Art room, no assertive technology was used to enhance the delivery of the lessons. Teachers clearly indicated their need to have computers, projectors, and more educational aids and programs to help their students achieve academically better and faster.

5.1.5 Professional development for teachers

In Dubai Private Mainstream School, the teachers lack professional development. Teachers are hired according to their qualifications and years of experience. In the school year 2007/2008, the teachers were offered to attend two workshops organized by textbook publishers to advertise their products. Additionally, a session on using the internet-based communication system was organized¹⁴. The researcher had informal discussions with teachers who indicated their decision to quit, and they mentioned the lack of professional development and training as one factor influencing their choices. The findings showed too that teachers would like to have more training in the field of SEBD, to gain knowledge and better serve the students.

¹⁴ Source: Informal talk with the teachers

5.2 Recommendations for effective school practice regarding students with SEBD

5.2.1 What the UAE Ministry of Education can do

- The Ministry of Education should raise awareness about SEBD through awareness programs in public and private schools. SEBD are hidden special needs that can coexist with other conditions and in some cases necessitates medical or psychological intervention. Teachers who are not familiar with SEBD as special educational needs requiring certain care and management, can unintentionally take the wrong decisions. Administrators can also use strict disciplinary measures like exclusion to solve problems related to SEBD. Moreover, the country's cultural mix of administrators, teachers, and students makes it challenging and simultaneously necessary to agree on what constitutes the boundaries of "normal" or accepted behavior.
- Awareness should target equally the possible causes of SEBD, because it affects largely the intervention measures taken by schools. As this research showed, some teachers believe that SEBD stems from within the child alone and consequently end up blaming the latter for his/her actions. Brochures prepared from the Ministry of Education and distributed to all schools would help spread better knowledge about SEBD, its characteristics and its possible causes.
- The Ministry of Education should activate and reinforce its role in supervising the admittance of students with special needs in general and SEBD in particular to the private schools. As already stated, the majority of private schools in Dubai are profit-oriented, and admitting more students signifies more income. Administrators at Dubai Private Mainstream School claim they do not serve students with SEN but the opposite is happening. While it is true that these students are "included" in the mainstream, "effective inclusion" where their needs are met and adequate support is provided is not happening.

- The Ministry of Education should prioritize the development of a code of practice regarding special needs to be used in public and private schools. Definitions as well as guidelines for school interventions should be included. The law N29/2006 is a first step for inclusion, but the rights of education for all children won't be exerted without a code of practice.
- The Ministry of Education should initiate, encourage and fund SEBD research via universities and schools to evaluate the present practice and come up with action plans relevant to the unique characteristics of the UAE system.

5.2.2 What the school can do

- School administrators, teachers and other staff should base their beliefs and consequently their actions on the fact that children have the right to learn and to belong. The school ethos should acknowledge the differences in abilities and potentials and provide equal opportunities for success.
- The school vision should be clearly stated and encompasses the school ethos and beliefs. The vision should be posted in different parts of the school building for all to see and to keep in mind.
- The people in the school should develop and maintain an open system of interaction between the different parties. The interactions should cover planning, decision making, to implementation, and evaluation. Important policies like the school wide behavior policy should be consulted and agreed by all. The “talking school” approach (Cole et al: 1999, p13) helps create “consistency and coherence” when dealing with students with SEBD.
- The parents/caregivers should be consulted and involved all the time to ensure their cooperation and contribution. Consistency at school and at home is a crucial element for the success of any intervention. The child’s internal and external assessment should be discussed and agreed upon by the school and the parents/caregivers.

- The teacher/supervisor relationship is very crucial for an effective SEBD practice. In agreement with Garubo and Rothstein (1998), “supervisors have to learn to trust the eyes and ears of teachers, while teachers have to trust that supervisors will use the information gathered to help teachers help themselves”(p1).
- Ad hoc disciplinary measures that are decided by one person (like the detention room), should be avoided, and a comprehensive behavior policy should be followed by all. In agreement with Clarke and Murray (1996), the following elements should be contained in such a policy:

Section	Features
School Philosophy	➤ To ensure that the behavior of all the parties agrees with the school ethos.
Rights and Responsibilities	<ul style="list-style-type: none"> ➤ The involvement of all the parties will define rights and responsibilities. ➤ The right of one member can be the responsibility of another.
Expected Behavior Rules	<ul style="list-style-type: none"> ➤ Should be clear, fair and agreed upon. ➤ Should place high behavior expectations on students.
Good Behavior Enforcement	<ul style="list-style-type: none"> ➤ The enforcement helps students learn self discipline. ➤ Good behavior is appreciated by the school.
Unacceptable Behavior	<ul style="list-style-type: none"> ➤ Should be clearly stated and arranged in terms of seriousness. ➤ A lot of input is needed from the teachers to list and classify the misbehavior incidents.
Consequences of Unacceptable Behavior	<ul style="list-style-type: none"> ➤ Should be meaningful to students and reflect the seriousness of the misbehavior. ➤ Should indicate the persons to be involved or referred to.

Table 14: Content of a student behavior policy

- Schools cannot develop an effective behavior policy that is relevant to students with SEBD if SEBD are not properly understood. Hiring an educational psychologist is useful, otherwise consultations with external professionals such as doctors and educational psychologists help gain more knowledge about SEBD and practical interventions.

- Teacher workshops in the beginning of the school year by internal and external agencies such as social worker, educational psychologist, or psychiatrist help in expanding the knowledge of new and experienced teachers about the characteristics of SEBD and possible interventions. The need for teachers to adapt through differentiation, better understanding of the students' emotional states is the alternative to the misconception that students should adapt to what is offered.
- All the school's personnel should benefit from specific training in behavior management and child development (OfSTED: 2005)
- School administrators should acknowledge teachers who have a good record of managing and educating students with SEBD and consequently develop research concepts such as peer observation or “ critical friends” (Randall with Thornton: 2001, p20). Teachers with proper understanding of SEBD can spread the good practice to others.
- The school administrators should communicate their knowledge to teachers about the different cases of students with SEBD they admit to school. Early acquired knowledge helps teachers plan in a proactive manner instead of waiting for problems to happen and then react. Direct channels of communications between teachers, parents and administrators should be frequently arranged to discuss different issues, establish priorities, and plan intervention courses.
- Research about SEBD shows the strong link between SEBD and learning difficulties. The school should provide academic support through a learning support unit to students in need. In addition, behavioral support through a designated teacher, preferably with knowledge about counseling should be provided to alleviate stress on both teachers and students.
- The school administrators should hire substitute teachers to take the charge of those who are absent or on leave. Assigning more work to the teachers in their free periods add to their stress, and take away time needed for lesson planning or corrections.

- The school should take the opinions of students when planning extracurricular activities. Students should be allowed to rotate between different activities to maximize the benefit.

5.2.3 What teachers can do

- Teachers should acknowledge the diversity of their students and work to include them as part of the class to satisfy their need to belong.
- Teachers should be consistent in applying their classroom rules and sticking to the consequences. Doing otherwise or giving up occasionally send confusing signals to students with SEBD. Teachers should display the classroom rules and ensure all the students understand them (words, pictures and modeling).
- Teachers should know well their students' weaknesses and strengths, needs and abilities, and their learning styles and preferences. Teachers should strive to build good relationships with their students.
- Good teaching practice based on proper planning, appropriate teaching strategies, and motivational techniques are needed to reduce boredom and increase students' involvement. Research about different techniques used to motivate boys (Ofsted: 2005) shows better boys' engagement when lessons are clearly structured, and have a practical, fun, and competitive element to them.
- Teachers should work well on managing their classrooms to prevent misbehavior and the disruption of the learning and the teaching processes (Visser: 2000, p5).
- In the case of challenging students, teachers should focus on the behavior and not the students. Teachers should develop a "Student Behavior Profile" (O'Regan: 2006, p143) that enables them to keep track of the student's behaviors, and identify triggers to these behaviors. The use of "evidence-based practice" (Visser: 2000, p25) is an effective strategy in defining the behaviors, identifying causes, establishing patterns, and finding solutions. The implementation of the strategy will determine the effectiveness of the solutions.

- Teachers should study the physical aspects of the classroom and its effect on their students with SEBD. The students' work should be displayed as a sign of value and appreciation. The seating arrangement should be carefully considered not to allow the students with SEBD to feel neglected or cause problems to their peers. Grouping should be encouraged to build the students' social skills, and monitored to provide direction.
- The use of Assertive Technology (AT) should be implemented in the classroom. Research has shown that AT can provide variations in lesson presentations and engage the students in on-task activities. Better results are achieved academically, and students learn new concepts faster (Gaad: 2008).
- Teachers should offer an appropriate curriculum to students with SEBD. The curriculum should be challenging enough to keep the students busy, but takes in account the student's skills and capabilities. The "one size fits all" curriculum offered in many schools exacerbates the students' situation and leads to more exhibition of SEBD.
- Child-centered assessment procedures like extra time, or use of a computer should be followed in exams.
- Teachers should benefit from extra adult support in the classroom in the form of TAs. The TAs can help reinforce the rules in the classroom and model acceptable behaviors and social interactions (Visser: 2000, p46).
- Teachers should exploit every opportunity to promote positive behavior and encourage the social and emotional development of the students (Sugai et al: 2000 in Fox et al: 2003). Fox et al (2003) through the "Teaching Pyramid" model for supporting social competence and preventing challenging behavior in children, assert that students need clear and accurate instructions to enable them to learn emotional and social skills. It is important for children to distinguish between the different feelings in themselves and others and respond properly with respect to these feelings.

5.3 Conclusion

This research investigated the practice of a Dubai-based private mainstream school in educating and providing for its primary students (grades 1 to 4) with SEBD. The researcher is aware the school represents a unique case and does not therefore epitomize the other private schools in Dubai. A thorough examination of the school's policies, identification and assessment procedures, and the students' placement options was carried out. In addition, in-class support, the curriculum, and the professional development measures for teachers were studied. The findings of the research showed an absence of a whole school behavior policy that determines students' acceptable and non-acceptable behaviors, rights and responsibilities, and consequences. The teachers were able to determine certain external behaviors of SEBD, but failed to link other internal behaviors like withdrawal and distress. The teachers were confused as well to regard SEBD as a special educational need that requires specific provisions and support.

In the case of the investigated school, there is a need for more awareness about SEBD, their possible causes, and means of interventions. SEBD are hidden educational needs that do not go away unless they are faced and dealt with effectively. As far as Ameen is concerned, there is a misunderstanding and confusion from the part of the teachers and the administrators on how to diagnose and deal with his behavior. It is obviously more than a condition of a "spoiled male" attitude. Nonetheless, due to cultural bounds, people are cautious to see it as a special educational need, namely SEBD. There is a need to improve the interaction between teachers and families of students with SEBD to share information, specify priorities of action, and identify consistent interventions in both settings.

Effective practice involves a proactive approach based on school wide positive behavior, strong relationships between the different parties of the school community, and effective classroom strategies (Daniels et al: 1999). The classroom management is crucial to develop a secure and structured environment. The curriculum should be child-centered to

meet individual needs and challenge the students. Teachers play a key role in the effective inclusion of students with SEBD and therefore deserve to be professionally developed through training, peer observation and practice sharing. Access to internal and external professionals is useful to gain a much needed support in planning and implementing interventions.

The inclusion of students with SEBD is a complicated matter, because SEBD can be “ the only category of SEN that exposes a child to increased risk of exclusion as a function of the very SEN identified as requiring special provision in the first instance” (Jull: 2008, p13). A much needed work in Dubai is required from the Ministry of Education, school administrators and teachers, professionals and families to better understand and serve the needs of students with SEBD. The earlier and the more efficient they are served, the higher the chances of success are provided for them to learn, belong and be productive in their societies.

Update about Ameen

In September 2008, Ameen was expelled from school because of his “bad” behavior...

And life goes on!

Key Makers

**Some people see a closed door, and turn away.
Others see a closed door, try the knob
if it doesn't open... they turn away.
Still others see a closed door, try the knob,
if it doesn't open, they find a key,
if the key doesn't fit... they turn away
A rare few see a closed door, try the knob
if it doesn't open, they find a key,
if the key don't fit...They make one.**

Author Unknown¹⁵

¹⁵ Available at : http://the-callahans.com/susete/more_poems.htm Accessed: August 9, 2008

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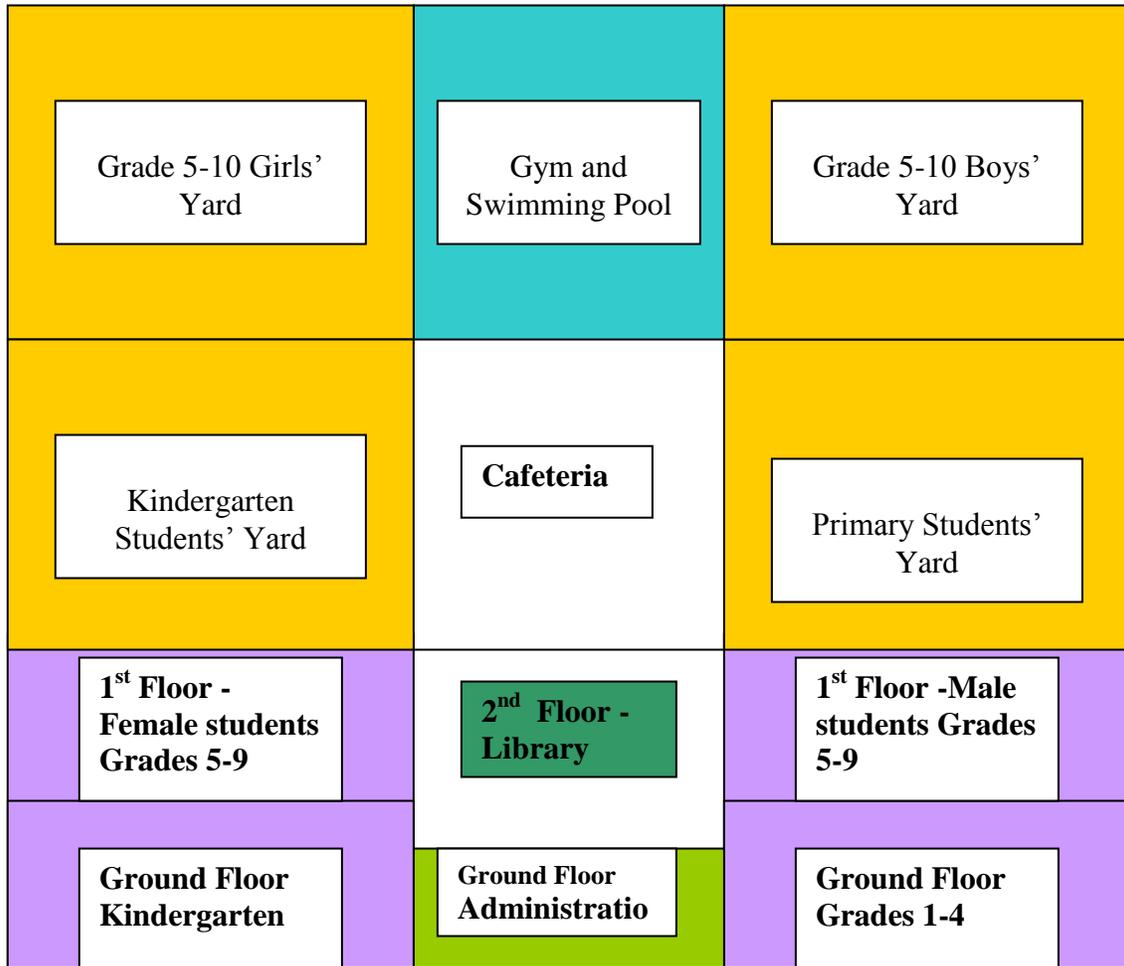
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التقرير الوطني لدولة الإمارات العربية المتحدة (سبتمبر 2004). تعلم جيد لجميع الشباب-تحديات، أولويات، اتجاهات. مقدم إلى المؤتمر الدولي للتربية- مدت- جنيف. الدورة السابعة و الأربعون

APPENDICES

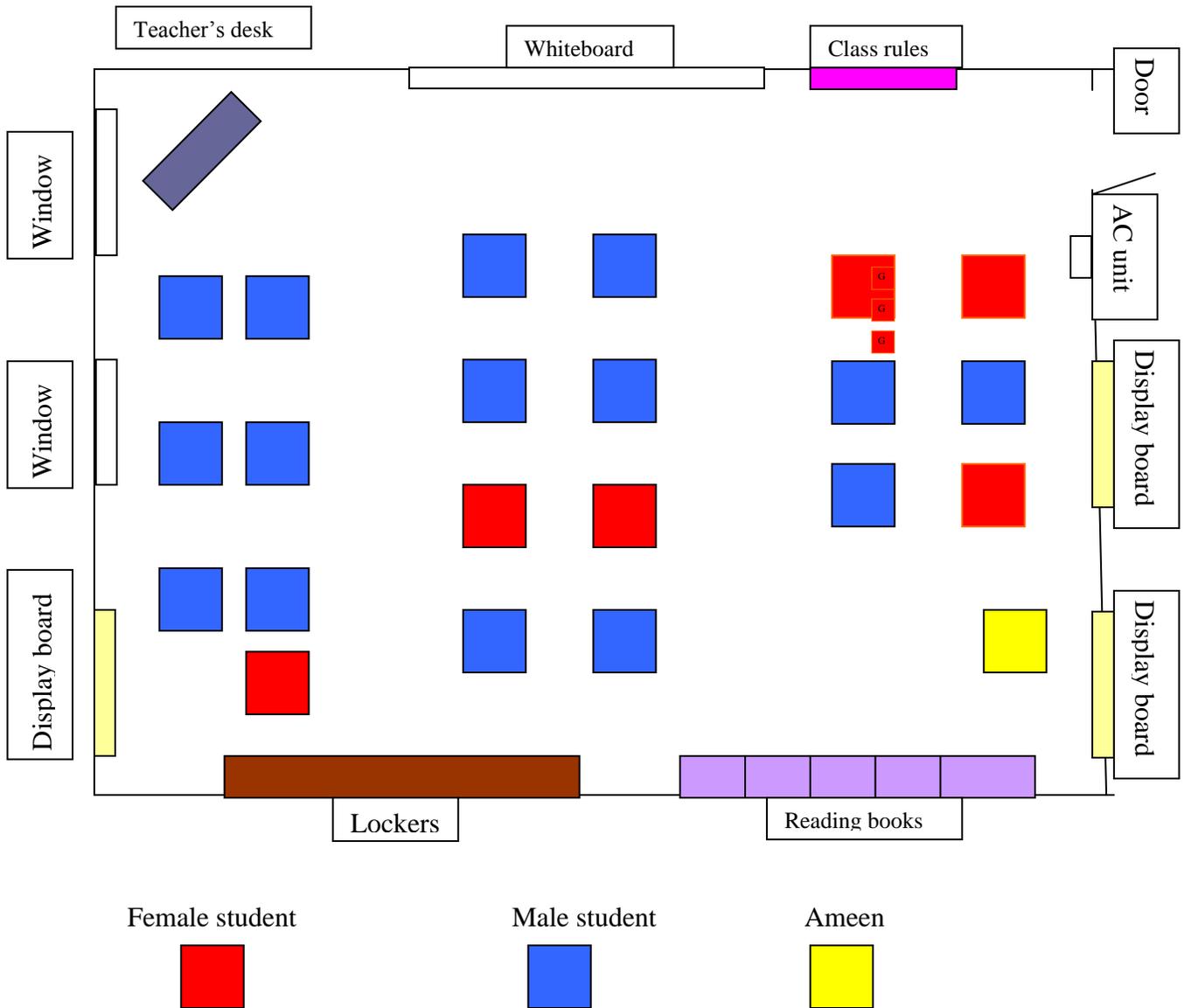
- Appendix 1: A. The school map
 - B. Ameen's classroom layout
 - C. Ameen's classroom rules
- Appendix 2: Observation account of the Civics lesson
- Appendix 3: Observation account of the English lesson
- Appendix 4: Observation account of the Math lesson
- Appendix 5: Observation account of the detention time
- Appendix 6: Interview with Ameen's aunt
- Appendix 7: Interview with Ameen
- Appendix 8: Interview with Ameen's teachers
- Appendix 9: Interview with the bus helper
- Appendix 10: Interview with the primary supervisor
- Appendix 11: Interview with the vice principal/ academic advisor
- Appendix 12: Questionnaire-based survey for teachers (English)
- Appendix 13: Questionnaire-based survey for teachers (Arabic)
- Appendix 14: Transcription of the focus group discussion
- Appendix 15: Samples from Ameen's academic work
 - A: Spelling test
 - B: Mental Math test
 - C: English exam
 - D: Islamic Studies exam
- Appendix 16: The school brochure
- Appendix 17: Sample of the supervisor's communiqués to the teachers
- Appendix 18: Sample of the supervisor's log on student behavior incidents
- Appendix 19: Ministry of Education Law on student behavior

Appendix 1: A The school map

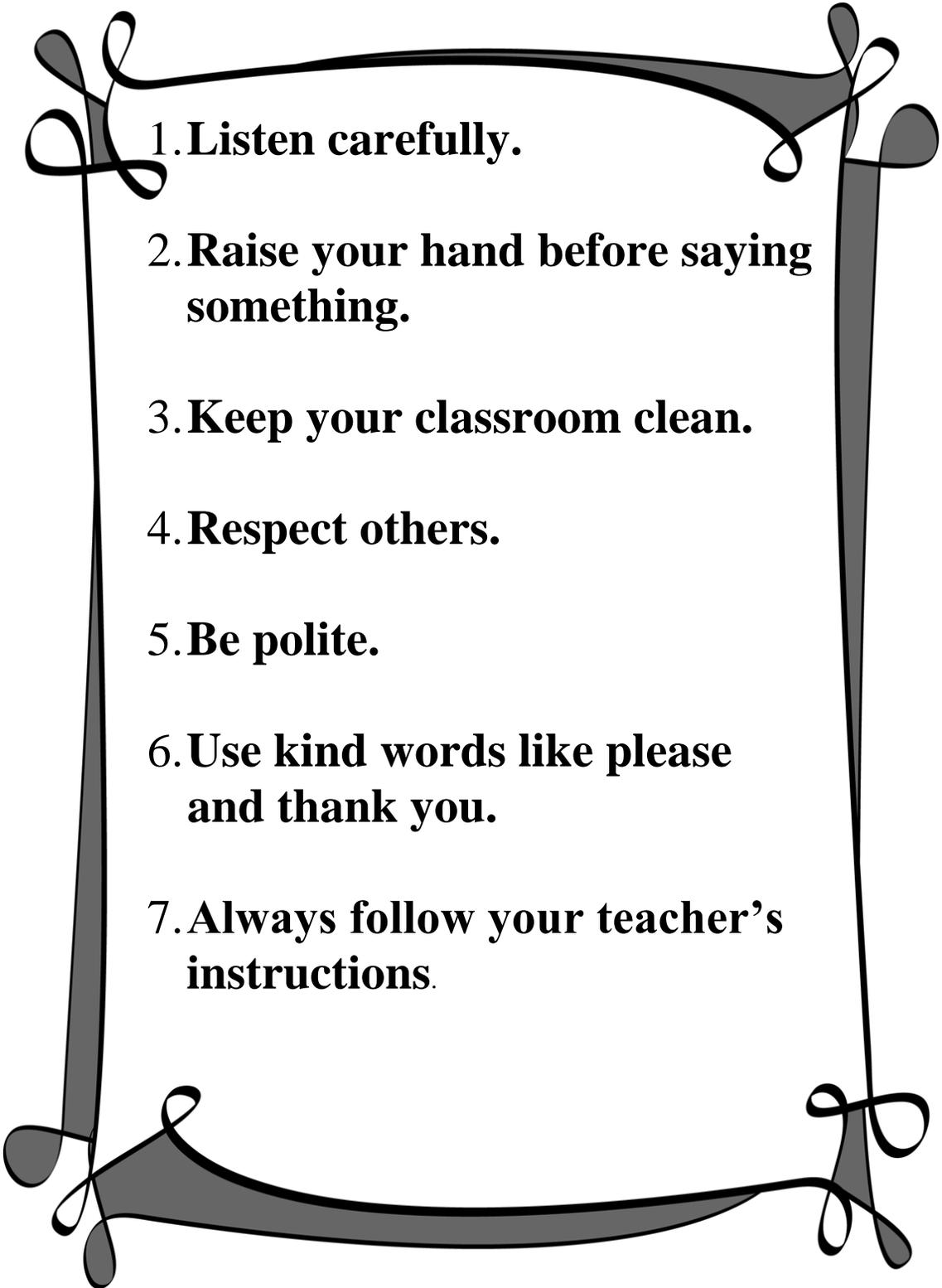


Dubai Private Mainstream School

Appendix 1: B Ameen's classroom layout



Appendix 1: C
Ameen's classroom rules



1. Listen carefully.

2. Raise your hand before saying something.

3. Keep your classroom clean.

4. Respect others.

5. Be polite.

6. Use kind words like please and thank you.

7. Always follow your teacher's instructions.

Appendix 2: Observation account of the Social Studies lesson

Date: April 15, 2008

Location: Dubai Private Mainstream School, Grade 3 classroom

Observer: S.D

Observed: Ameen, a Grade 3 student exhibiting social, emotional, and behavioral difficulties (SEBD)

Period: 2

Subject: Social Studies (in Arabic), following an Arabic lesson

T: teacher

Ameen: Name of observed student

Some students leave the classroom with the class teacher to take Social Studies in English somewhere else. Ameen takes it in Arabic so he stays in Grade 3 classroom.

The permission to attend the lesson was obtained from the Arabic Language teacher before the first period. S.D enters the room, greets the teacher and the students and takes a seat at the back of the classroom, approximately one meter away from where Ameen sits. S.D attends as a non participant observer.

1. 8:41 am: The teacher (T) erases the board, and asks the students to put the Arabic Language books away. T distributes a worksheet, and verbally indicates the purpose of the lesson: Revision of the last Social Studies lessons in preparation of the exam. Ameen says something in a low voice but can be heard from all. T looks at him, while everyone else is quiet.

2. Ameen asks the teacher:” Do we solve the second page?” T responds quickly with a loud voice:” Solve first the first page. Come on write your name” Ameen moves his head to look at his female peer’s paper who is sitting in front of him, and tries to read it. Ameen laughs loudly, and T looks at him while tapping her foot, and comments: “Laughing without a reason is not polite”. T writes down on the board the answer for the first question. Ameen laughs again and continues copying from his peer’s paper. One student takes out chips but T takes it away quickly and throws in the trash bin. T engages one student to read and answer the first question. Ameen says something that is not clear enough to decipher but loud enough to get everyone’s attention. T remarks to him:” Are we starting?”

3. T helps students find the answer to the question through other questions. T says:” Are we sitting in a tent?” Ameen answers with a loud voice, and without raising his hand:” In the classroom”. T does not reply or comment on Ameen’s answer. Ameen goes back to copying from his peer’s paper. He needs an eraser so he asks for one from the same peer.

4. T walks around the classroom to inspect the students' writing. She stops at the two girls in front of Ameen and asks: "That's all you two wrote?" Ameen looks at T and hurries to copy from the board. Ameen looks at the teacher and says: "Finished". T moves to the second question: "What are public properties?" Ameen is silent while other students volunteer answers such as oil. T yells at her students: "Is that what we studied?" T says and writes the correct answer on the board. Ameen erases quickly the answer he wrote from looking at his peer's paper and writes the teacher's answer instead. T inspects Ameen's work. T is surprised he is starting in the middle, so she asks him: "Why did you start here instead of the top?" Ameen replies: "I know. I just want to start from the bottom and go up" T asks him to erase and write again. He looks around for someone to lend him an eraser. He starts fidgeting in his chair. He puts one foot up the chair and sits on it. He continues with the writing and ignores the teacher's instruction.

5. 8:56 am: T asks an other student to read and answer question 2. The student has difficulty reading. Ameen gets bored from listening and starts tapping his pencil on the desk. When it is time to copy, he does it quickly. T asks another student to read and answer question 3. T asks again the question to all the class: "How many continents are there?" one student gives a wrong answer and T says "No". Ameen starts to laugh and looks at the boy.

6. T moves to Ameen and asks him to read the next question. He has difficulty reading the words. T prompts him with letters and sometimes words. Two students sitting not far from Ameen start talking so T leaves Ameen, and moves away to write their names on the board. She tells them that they will be detained during the recess time and they will have extra work to do.

7. T goes back to Ameen and asks him the answer for the question he was reading. Ameen tries and gives a wrong answer. T explains to Ameen so he tries again and changes the answer. T moves and Ameen leaves his place and goes to talk with another student. The student is busy copying from the board so he does not talk back to Ameen. Ameen talks loudly and sometimes laughs. When the teacher writes the answer on the board, he goes back to his place and copies it down.

8. 9:04 am: Ameen looks around the classroom and then looks at me. He throws his pencil down and then slides from his chair. He looks around the floor and finds a slip of paper. He reads it and smiles. He shares it with other boys sitting nearby. Ameen makes sure T is busy with a student to show the paper to other boys.

9. Ameen looks at T and shares with her: "Miss, someone wrote on a paper" and starts laughing. T does not look at him. Ameen notices that the girl sitting in front of him is looking so he smiles at her. When T goes back to writing, Ameen copies on his paper and sings too. One female student is asked to answer a question and Ameen imitates her. The student stares at him and he laughs.

10. 9:07 am: T moves around the desks inspecting the students' writing. T stops at Ameen's table and says: "Write nicely". Ameen responds: "There is no enough space". T replies back using her finger to show the space: "Look, there is enough here if you start properly". Ameen says: "This space is not enough for me". One student from the other side of the classroom asks T: "What is the answer for the last question?" Ameen imitates him, but goes back to copying from the board.

11. One student speaks loudly: "I have finished" and Ameen screams at him: "Quiet". A verbal quarrel starts between the two and then Ameen stands up to go to the boy. T taps on the table to make everybody quiet. T looks at Ameen and tells him: "What is your problem if he has finished?" Ameen goes all the way to the boy and hits him on the head. T yells at him: "Sit down, sit down you're just killing me!"

12. 9:10 am. The period is over. The other students that went out for their Civics English class are back. T prepares to leave and most of the students are standing up. Two students do not finish copying so they start pushing the other ones to see the board.

End of observation

Appendix 3: Observation account of the English Language lesson

Date: April 20, 2008

Location: Dubai Private Mainstream School, Grade 3 classroom

Observer: S.D

Observed: Ameen, a Grade 3 student exhibiting social, emotional, and behavioral difficulties (SEBD)

Periods: 2 and 3

Subject: English Language (Phonics and Reading Comprehension)

T: Classroom teacher

Ameen: Name of observed student

The permission to attend the lesson was obtained from the class teacher before the first period. S.D enters the room, greets the teacher and the students and takes a seat at the back of the classroom, approximately one meter away from where Ameen sits. S.D attends as a non-participant observer. The students have their Phonics book open on the lesson's page.

1. 8:41 am: The teacher (T) writes on the board the title of the Phonics lesson on the board. Ameen from his seat at the back tells T: "Miss, I am not going to swim today because my ears are aching". T looks at Ameen and acknowledges what he said with a nod from her head. T starts the lesson by asking a question: "What part of the world put dots on their forehead?" Ameen wants to say something so he calls T: "Miss Miss?" T answers back: "Yes" Ameen comments: "If they have the dots, they are not Muslims". T reminds everyone to write the date on the page and to get ready. Ameen writes quickly the date. T moves from one student to another and she arrives beside Ameen, she comments: "You are working with us today Ameen. That is amazing!"

2. Ameen looks at me writing and he comes to me trying to read my notes. He looks at me and asks: "Miss, what are you writing?" I do not answer and look down at my sheets. T asks everyone to read silently the first question. Ameen goes back to his book and tries to read the words aloud. T looks at him and says: "Can I say it first then you follow?". T continues with the reading and explains the meaning. Ameen does not look or listen to the teacher but continues his own reading and reads the next words before the teacher.

3. T asks all the students: "what common sound do all the words that we read have?". The students answer collectively "ar" and T praises them: "Very good". T asks another question: "Why did they give us more words than blanks to fill?" Few students try to

answer but no one gets it correctly. T tells the answer:” To confuse us so be careful when choosing your words” Ameen comments loudly:” I was going to say that”.

4. T reads the first definition. Ameen says the answer without raising his hand:” Car” T praises him:” Very good Ameen”. T writes the question number and the answer on the board. Ameen tries to read the words written on the board slowly but finds difficulty in reading all of them. Ameen gives back on reading and starts playing with his pencil. T asks all the students:” Do you know the harp?” and uses her finger to point to the picture in the book. T instructs all students to put their fingers on the picture. Ameen does not comply. One female student sitting in front of Ameen turns the page. Ameen looks at her and says:” No”. Ameen leaves his seat to go to the girl and grabs her book. The girl complains so T comes and gets the book from Ameen. T asks him:” Go sit down. What are you doing?”

5. 8:51 am: T asks students to raise their hands to read the definitions and select the answers. Ameen does not raise his hand. He comments after a girl provided the answer:” That is easy I have finished first”. T assigns students to read every time one definition. T notices Ameen raising his hand and putting it quickly down. T asks Ameen to read the last definition

6. T reminds students that they have homework to complete in their Phonics book. T asks students to put the books away and get their spelling copybooks for the spelling test. Some students have their bags close to them so they put their books quietly. Ameen stands up to go and put his book because his bag is in the opposite corner from where he is sitting. Other students have their bags in the corner too. Ameen hits one boy on his head and laughs. The boy ignores him. Some students do not return quickly to their seats so T goes to them to make them hurry. Ameen leaves T but does not return to his seat. Instead he goes to the girl sitting in front of him and makes a face at her. The student ignores him. T orders some students who are still taking their spelling copybooks out:” You have 5 seconds to get your copybooks and go sit down”. T turns to Ameen who is still standing:” You sit down right now” Ameen tries to say something but T stops him” Not now Ameen. We can talk about it later”.

7. Other students start talking so T asks them to be quiet. T reminds everyone about the spelling test on Sunday. T turns to the board and writes the title: Spelling Test. Ameen stands up and talks loudly:” The students who are naughty are” and lists many of his classmates. T ignores Ameen’ talk and tells every one:” We still have 4 spelling tests to do before the end of the year”. One student tells T that he does not have his spelling copybook. Ameen rips one paper from his own copybook and gives it to the student. T tells Ameen:” That is nice Ameen but next time, ask me before you do that”. T instructs students to write the date and numbers 1 to 10 because they are going to have 10 words.

8. T indicates three groups of students as teams A, B, and C. With every team, T asks the students to raise their hands when they are ready. T says the first word: “excitement”. T

repeats the word several times and moves between the rows. Ameen says loudly every time that he is done. One student puts his leg up so T instructs him to put it down. After dictating the ten words, T instructs her students to review their words because she will say them one more time. T asks the students to pass forward their copybooks when they are done. T says Ameen's name and ask him to pass his copybook. When Ameen complies, T moves to another group having problems with the passing act.

9. Ameen takes out his text book and opens it to page 316. He tells T but T who is busy taking out the register says: "Shush". T opens up the student register and asks the students: "Who is absent today?" Some students provide names and Ameen shouts: "Page 316". T turns to him and says: "Shush. We can not work in a noisy class". Ameen asks T to leave for the washroom, and goes out running and laughing. T instructs him: "Keep quiet and come back quickly".

10. Some students go to the back of the classroom to fetch their textbooks. They take some time and start talking. T goes to them and asks: "What is the matter with you? Take your bags beside your seats" T instructs the students to open their books and look at the pictures that accompany the story. T comments about the colors and the beauty of the pictures. T tells the students that she will be talking and they have to listen to her. T asks the students: "If the story has no pictures, do you think you will like it? Have a look".

11. Ameen comes back from the washroom smiling. One student puts his leg out to try and trip Ameen. He does not see it and goes back to his seat. He looks at his classmates and then starts throwing his rubber in the air and starts singing. T asks the students: "Look at the title. It has the name of an important character. Who is it?" Ameen answers loudly: "Ramona" T looks at him and says: "Raise your hand" Ameen complies and answers again. T looks at Ameen's book and indicates that he is not in the correct page. She says: "You should be in page 369. I can see your book from here". T moves between the desks to make sure all the students are in the correct page. T tells the students to use their ears because they will listen to the tape. T instructs students to follow the writing with their fingers. Ameen picks up his pencil and puts his chin on the book and starts following with the pencil. T walks around the desks making sure everyone is following the right line. T guides Ameen's hand to the correct line.

12. 9:16 am: Ameen moves quicker than the tape. When he reaches the end of the page he checks with his friends. When the others turn their pages, he does the same. The students seem tired from listening so T stops the tape and asks a question: "What is going on with the family?" Ameen moves his book and starts tapping it on the desk. T asks the students: "What name do they have for the new baby?" Ameen gets excited and shouts: "I know, I know" but he can not recall the name. One student says the name and he says it after him. Ameen stands up and shares a story with his class: "When my mother went away, I cry and cry. I hit my sister and my grandmother. I said I want to go, I want to go." T says that it is ok to cry sometimes. T shares with the class her story when she cried because she had to leave her mom and come to the UAE.

13. T explains more some ideas about the story and puts the tape back on. Ameen does not follow with the tape but continues to turn the page and look at the pictures. When T stops the tape, he stands up from his seat and shows her the picture of the baby. T tells him: "We are not there yet, let's wait for that". T asks the students: "When the phone rings at home, what do you think is happening?" T assigns one student to answer but Ameen shouts the answer. T puts back the tape, but Ameen does not follow. His finger is still and his eyes are looking around the classroom. Ameen leaves his place and starts making patterns on the tiles moving one foot to the right and one foot to the left. He reaches one classmate and stops. When Ameen tries to engage him in talking, T asks him to go back to his seat and listen.

14. 9:28 am: Ameen uses the pencil but goes too quickly. He turns his page and checks his classmates in front of him. T stops the tape and asks a question. Ameen makes sounds with his mouth and plays with his long hair. T accepts answers from other students. Ameen stands up and starts dancing. T puts the tape again and Ameen goes back to following too quickly. He reaches the end of the page and waits for the others. He moves to the pictures and waits for the one of the baby. T asks the students: "Why can't Ramona go and see the baby?" Ameen answers: "I go" T looks at Ameen and explains: "Maybe the rules are different here". T asks more questions and assigns different students to answer them. Ameen speaks loudly: "I want to say the answers, just me today" T tells students to check that they are in page 371 and continue listening. Ameen looks around and then looks at me. He tries to engage me in talking but I turn my head and pretend writing.

15. T suggests to students: "Let's do something fun and pretend that we are Ramona and that we have an itch". Ameen stands up and shows me how a deep cut in his hand, then goes to T to show her too: "See, see!" All the class follows him and stands up to see. T uses her hands to ask everyone including Ameen to sit down. T tells Ameen: "See what you did! Go to you seat and sit down now. You are a big boy" Ameen tells the teacher: "I know the story because my teacher at home read it for me".

16. T puts the tape again, but Ameen does not follow. He finds a sticker and puts it on his cut. He tries to show it to T but she does not look. One student from the front row asks: "When is the break?" Ameen stands up and shows the sticker to a girl. T signals him to go back to his seat. Ameen talks to himself and laughs. T asks him: "What is so funny?" Ameen says: "The name Ramona is very funny". T asks some more questions and Ameen speaks loudly to himself: "I read the story at home. I know the answers" but he does not provide them.

17. Ameen goes to the picture of a baby and starts imitating him. T asks: "What does Ramona want?" Ameen who was not listening wants to hear the question again so he says: "What? What?" One student gives the answer and Ameen tells T loudly: "I know the answer". When T continues with the tape, Ameen starts singing: "Ramona, Ramona,

Ramona". He makes the shape of a rifle with his hands and pretends to shoot making noises with his mouth.

18. 9:48 am: Ameen takes out his lunch box and grabs juice. T finds out and asks him to put it away because they still have 10 more minutes before the break. T looks around and says: "Nobody is listening, so I will stop the tape. I want you to go back the beginning of the story and read it. ". T starts to assign one student to read the first page. Ameen asks the teacher to go and wash his hands. T asks him to go quickly and come back. T is busy listening to the student and the others started talking. Ameen opens loudly the door and marches down the classroom. He stops to talk to one girl. T tells the students: "Since nobody is listening, put your books away". Students start moving in the classroom putting their books away and talking. Ameen starts singing in Arabic. T asks the students to be quiet because the level of the noise is too high. Ameen shouts to grab the attention of another boy. T instructs students to put their heads down and relax because they worked hard for three periods. T writes down the letters A, B, and C on the board to indicate three different groups. T mentions to the students that she will put points for groups that are keeping quiet. Ameen checks the other students and tries to engage the teacher in talking. T asks him to be quiet and close his eyes. Ameen makes a noise similar to snoring. T puts one point to each of the groups A and B and nothing to C: Ameen's group. T is busy arranging books and copybooks on her desk. Ameen starts singing in Arabic and checking the contents of his lunch box. He takes out a chocolate milk box and starts shaking it.

19. 9:58 am: T gives one point to group C. T reminds them to walk quietly and in line when they hear the bell. Ameen tells her: "I am not leaving." T looks at him but says nothing. Ameen engages other boys by telling them a story: "My cousin was lighting fire and wanted to throw wood. It came on my head. The wood was really big". Ameen hears the sound of some one passing gas and turned his head to the girl, the source of the sound. He starts making fun of her and imitating the sound with his mouth. T interferes by saying: "Do not be mean, stop it".

20. 10:00 am.: The bell rings and everybody except Ameen leaves for the recess. I thank the teacher and leave. Ameen stays in the detention room which happens to be his classroom.

End of observation

Appendix 4: Observation account of the Math lesson

Date: April 14, 2008

Location: Dubai Private Mainstream School, Grade 3 classroom

Observer: S.D

Observed: Ameen, a Grade 3 student exhibiting social, emotional, and behavioral difficulties (SEBD)

Period: 1

Subject: Math

Lesson: Geometry- Measurements

T: Classroom teacher

Ameen: Name of observed student

The permission to attend the lesson was obtained from the classroom teacher before the first period. S.D enters the room a few minutes after the beginning of the period, greets the teacher and the students and takes a seat at the back of the classroom, approximately one meter away from where Ameen sits. S.D attends as a non-participant observer.

1. 8:03 am: The teacher (T) writes in her register and takes the attendance. The board has the date on the top, the daily schedule on the left side and the homework on the right corner. In the center of the board, there is the lesson title and the book page. Some students are still copying the homework. Ameen sits behind in the last seat. He looks at me and coughs a few times. Ameen has his math book and copybook open.

2. 8:05 am: T, holding a big ruler in her hand, asks the students:” Why did we say we use rulers yesterday?” Students start giving answers but T holds her ruler up as a sign for them to raise their hands. Students comply. T explains the difference between km, m, and cm by giving examples.

3. 8:07 am: T asks all students to open their Math books. Ameen is ready and his book is open at the right page. T moves between the students to check if they have rulers. She gives one to Ameen. T speaks softly to Ameen:” You do not feel well today. You should have stayed home to rest”. Ameen looks tired and sleepy, and puts his head on the desk. T asks the students to get ready to measure pencils. T reminds students to raise their hands if they want to give the answers. To demonstrates the difference between cm and m by using the finger (for cm) and opening the arms (for m). T asks all students to stand up to try. Ameen looks at T but does not stand up.

4. 8:11 am: T demonstrates on the board how to draw an 8 cm long line and reading a 5 cm long line. T checks the students’ understanding by asking them to put their fingers on 6 and 3 cm. One student asks on which side of the ruler to start and T answers:” Look for

the abbreviation cm and start from there” T asks her students to write the date on the book and start solving some question.

5. 8:18 am: T writes more questions on the board for students to do in their copybook. Ameen starts copying the questions, stopping from time to time to tap his foot, or look around the classroom. T walks around the students to check on their work. T stops beside Ameen and asks him if he is doing ok. Ameen copies slowly the questions, while some of the other students get busy measuring and comparing results.

6. 8:23 am: T checks again on Ameen and takes his ruler to place it on his copybook. T instructs him to put his pencil on 0 and start drawing a straight line that is 2 cm long. T says :” That is easy to do. Now continue with the other measurements: 5 cm, 8 cm, and 7 cm.”. T moves to another student and Ameen continues his work. I check on him but all the lines are 2 cm long. Ameen coughs again and puts his head down to rest.

7. 8:30 am: Ameen erases all the lines he drew, and uses again the ruler to do the correct measurements. He copies another question from the board. T comes to check on him and asks him to get another pencil from his pencil case. T helps him use the ruler to measure the pencil. T asks other students if they have finished. T instructs them to complete the multiplication table for 9 and 10.

8. 8:34 am: Ameen has a runny nose and no tissue. He looks around looking for one. He looks at me then uses his sleeves to wipe his nose. He puts his head down. He moves to the multiplication exercise and looks at the wall beside him. T has in display multiplication tables from 1 to 10. Ameen starts copying from them. T comes to check and tells him:” You are very good today Ameen!”

9. 8:35 am: The bell rings and T asks the students to put their copybooks at the back of the classroom to correct them later. I thank the teacher and leave because I have a class.

End of observation

Appendix 5: Observation account of the detention time

Date: April 24, 2008

Location: Dubai Private Mainstream School, Grade 3 classroom (serves as Detention room during breaks)

Observer: S.D

Observed: Ameen, a Grade 3 student exhibiting social, emotional, and behavioral difficulties (SEBD)

Period: 1st recess (10:00 to 10:30 am)

T: teacher supervising the detention room

Ameen: Name of observed student

S.D asked the permission of the teacher on duty to sit in the room and take some notes. S.D sits in the front, one meter away and to the side of Ameen. There are two other students present in the classroom.

1. T sits on the teacher's desk eating a sandwich. She asks the three students to sit far from each other and eat their food. She explains to them that they are not permitted to talk or move because these are the rules of the detention room.
2. One student asks T if he can leave to buy a sandwich. The supervisor comes to check on the students. She reminds the teacher not to let anyone out because they always find excuses to leave. If they want to be outside then they have to behave and listen to their teachers. The supervisor allows the student to go and get food quickly.
3. Ameen eats hot potato chips and laughs. He turns to the other student and makes a funny face to indicate how hot his chips are. He checks on the teacher and moves one seat at a time. The other student does the same. Ameen finishes his chips and stands up to throw the empty bag in the trash bin.
4. 10:10 am: A teacher on duty in the play area brings two boys to the detention room. She asks them to sit and not move. T asks her: "What happened?". She explains that the two boys had a fight outside. Miss [supervisor] talked to them and wants them here for the rest of the recess.
5. Ameen speaks loudly in Arabic with the two boys. He wants to know about the fight. The two boys start exchanging words. Ameen goes beside one of them and starts using swear words in Arabic. T comes quickly and asks them to go back to their places.

6. 10:15 am: Another teacher comes to the detention room and exchanges some words with the teacher on duty. The students change places and start talking with each other. Ameen asks one of them for more chips. The other student puts his chips on the desk and shares it with Ameen. Ameen starts singing in Arabic and the others look at him and smile.

7. 10:20 am: Ameen looks at me and tells me: "I know how to speak Farsi" I say nothing and looks down at my papers. The others do not believe him and he uses his hands to push. He tells them in Arabic: "Are you saying I am a liar?" One of the boys asks him to speak sentences in Farsi if he is telling the truth. Ameen says something and one boy starts laughing. The teacher on duty leaves her colleague for a moment to come and check on the students. T comments to Ameen: "Aren't you going to cut that hair of yours? You know this is school and you should not have long hair?" Ameen looks at her and smiles. He answers: "I like long hair. I do not want to cut it" He starts playing with his hair and moving his head. T looks at him, shakes her head and moves back to her desk. The students share a look then start laughing together.

8. 10: 22 am: Another teacher brings a male student to the detention room. The new boy is in Ameen's class. Ameen goes to him and says while clapping his hands: "Welcome, welcome" The boy is angry and tells Ameen: "Go away. I do not want to talk to you!" Ameen talks to him in Arabic: "It is not your business if I go or stay you donkey!" The boy notices my presence and talks to me in English: "He [referring to Ameen] is so dumb. He always fights with people. Miss [supervisor] wants to him but when he goes out he fights with people: I look at him and he glances at Ameen who is looking at us. He continues: "He is a bad boy" Ameen yells at him: "I do not start. They do. It is their problem if I fight with them". Ameen goes quickly, too close to his peer. I feel the need to interfere and physically stand up between the two boys. The teacher on duty comes close too and asks: "What happens here?"

8: 10:30 am: The bell rings and that signals the end of the break. I leave to go and fetch my class while the teacher on duty stands at the detention room door to wait for the Ameen's teacher.

End of observation

Appendix 6: Interview with Ameen's aunt

Date: May 15th, 2008

Location: The primary supervisor's office in Dubai Private Mainstream School

Interviewer: S.D

Interviewee: Ameen's aunt

Time: 7:30 am

An appointment was scheduled by phone a few days before the meeting via the primary supervisor. The researcher was not allowed to audiotape the interview so hand notes were taken instead and transcription were prepared on the same day. The interviewee was assured anonymity and adherence to all ethical research procedures. The primary supervisor was present during the interview.

S.D: Researcher

A.A: Ameen' aunt

1. **S.D: Thank for coming here and allowing me to talk about Ameen. How is his behavior at home?**

A.A: [Looks down and remains silent for a few moments before answering] He just does what he wants. Never listens. Argues a lot... And acts rude towards everyone. He just does what he wants and never thinks of the consequences.

2. **S.D: When did this sort of behavior start?**

A.A: A long time ago. From the first I told my parents that he is not normal. Normal children are not as defiant as him. If you tell him not to do something, he will just do it to spite you. My parents never thought of it as a problem but now it is uncontrollable.

3. **S.D: Can you tell me about the family's situation now? With whom does Ameen live?**

A.A: At home with his grandparents. They really love him. I do not live with them but I try to visit as often as possible...

4. **S.D: How often approximately?**

A.A: Once a month maybe. Busy you know with my children and my family. I teach too...

5. **S.D: What about Ameen's parents?**

A.A: They are divorced. A really bad story with lots of fighting, cursing and police involved several times...

6. **S.D: How old was Ameen when the parents divorced?**
A.A: He was 4 years. But he witnessed all the scenes. Poor him. My mom said this only happens in movies, but it was real and very sad.
7. **S.D: Did the mother take Ameen with her?**
A.A: This is happening on and off. She sends him to us and says she can't take care of him. Then she comes with the police to take him... The father is remarried and has other kids. His wife is so bad to Ameen and his sister. She hits them so badly when they visit their father. Just last summer, my parents had to go away for sometime and left Ameen and his sister with their dad. The maid called me to tell me how bad my brother's wife hit them. I had to go and save them...I can't explain how tough this is for Ameen!
8. **S.D: What about Ameen's sister?**
A.A: She is really ok with this because the divorce happened when she was still a baby. The mother delivered her and left her at the hospital. For her, her grandmother is her true mother. Even if I tell her to call her mother, she does not feel the need to.
9. **S.D: Can you tell me about Ameen's schooling?**
A.A: Well he was with his mother when he started kindergarten. When he came to live with us, I assessed him and he was doing really poorly: No reading, no writing, he does not know his letters... I really tried to work with him but it was difficult. It isn't that he doesn't get it. It is he doesn't focus and gives up quickly. We offered the mother a house, a monthly allowance. We offered to pay for the children's fees... My dad did not want to, so I had to try really hard to persuade him. After we did everything, she just leaves the country and stays away for a few months. Socially we do not approve of the mother, the way she dresses and the way she behaves... But I wanted the children to have a parent. No mother would harm her own children. That's what I thought but Dad was right. She is not responsible. Ameen is also the first male grandson and she is using that to make pressure on us. She stays away most of the time but still comes back to create problems. This is not easy for Ameen because he has to get used to the fact that his life is with his grandparents. He is no longer with his dad or his mom.
10. **S.D: What about Ameen's relationship with his dad?**
A.A: It is good!
11. **S.D: Do they do things together like going out or socializing...**
A.A: Sometimes

[I give her sometime to continue but she remains silent]

12. **S.D: Does Ameen have friends?**
A.A: Not really, even the ones that he plays with in the neighborhood end up fighting with him.
13. **S.D: What activities does he do when he goes home?**
A.A: He has a bike and usually spends a lot of time outside the house.
14. **S.D: What about computers or electronic games?**
A.A: When he comes to visit me, he plays with my children, but not for long. Maybe 5 minutes and then he stops. Computers I don't think he is that much interested.
15. **S.D: Does he do any sports in clubs for example?**
A.A: He is very irresponsible and unpredictable. What if he goes to a swimming pool and pushes someone. An adult may be it is not a problem, but a child... My parents are really hesitant about that.
16. **S.D: Have you ever tried taking Ameen to a medical specialist like a psychiatrist or a psychologist?**
A.A: I did take him actually to Doctor [name]. She is a psychologist. She saw him and she said he is fine. She gave him medication to calm him and improve his attention. He used the medication for 10 days then started having problems at night. His body ached and he was shivering. So my parents stopped the medication.
17. **S.D: How do you see Ameen's future?**
A.A: very difficult, very difficult...
18. **S.D: Thank you for your time and take care.**
A.A: [Nods her head]

End of interview

Appendix 7: Interview with Ameen

Date: May 15th, 2008

Location: Grade 2 classroom in Dubai Private Mainstream School

Interviewer: S.D

Interviewee: Ameen, a Grade 3 student exhibiting social, emotional, and behavioral difficulties

Time: 12:15 pm (Lunch break)

The permission to interview Ameen was sought from his aunt and the primary supervisor. The primary supervisor approached Ameen to explain the purpose of the interview and he agreed to audiotape it.

S.D: Researcher

A: Ameen

1. **S.D: First of all how are you?**

A: Fine

2. **S.D: How old are you?**

A: [No response]

3. **S.D: Do you prefer to use Arabic or English?**

A: Nine.

4. **S.D: What is it? Oh Nine years old. You are in grade 3 right?**

A: Yes

5. **S.D: Can we talk about your friends? What things do you do with them?**

A: [No answer]

6. **S.D: Do you have friends in school?**

A: Yea

S.D: Great! How many?

A: I have 17 friends

S.D: What do you do with your friends?

A: I play with them and I pray with them.

7. **S.D: Good. Ok**

A: With my friends I have no problems, but with others yes

S.D: What kind of problems?

A: Fighting.

S.D: Do you fight with them?

- A: They fight with me and I fight with them.
S.D: Mmm...
A: They cry and go to Miss [name of supervisor]. She punishes me.
S.D: Do you know why she punishes you?
A: *[Hesitant then talks quietly]*
S.D: What is it?
A: Because I beat them
S.D: Do you try sometimes to talk to them instead of beating them?
A: *[No answer]*
- 8. S.D: Mmm...Why do you beat others?**
A: I don't like it but they fight with me and I fight with them. They get me angry very quickly.
S.D: What makes you angry?
A: When they fight with me
- 9. S.D: Why do they fight with you?**
A: First of all, the boys in grade 4 do not like me. From the first day they do not like me and make fun of me.
S.D: You have problems with grade 4 boys. What about the other students?
A: My class are ok but the others in grade 3 class are not.
- 10. S.D: So you have friends from your class?**
A: Yea
S.D: Do you fight with them sometimes?
A: Sometimes. I fight a lot with this boy. He is strong. I beat him like this *[shows me by falling on the floor]*
S.D: Why do you fight with him?
A: I bother him and then we start fighting.
S.D: What do you do that gets him bothered?
A: If I say to him "shut up" he comes to me so we start fighting *[uses his hand to show me]*. Today he is absent, alhamdu llillah *[Thank God in Arabic]*
- 11. S.D: And the rest of your class?**
A: Yes
- 12. S.D: What is your favorite subject Ameen?**
A: I like Math, English, Arabic, P.E, Islamic....I know I do not like the library.
- 13. S.D: What about your teachers?**
A: I like them. Sometimes they shout at me but I still like them.
S.D: Why do they shout at you?
A: I am being naughty so they shout at me.
S.D: Teachers do not usually shout at students.

A: I did nothing. I love them even if they shout at me.

14. S.D: What about your family?

A: I love them all. I love my grandmother. I love my grandfather. I live with them you know.

15. S.D: What about your mom?

A: My mom she fought with my dad, and my dad fought with my mom, so she left.

S.D: Do you go see her?

A: Sometimes yes. Sometimes.

16. S.D: I heard you have a sister too.

A: Yea

S.D: Do you like her?

A: Yes

S.D: How old is she?

A: Eight

S.D: do you beat her or fight with her?

A: No, she is in grade 2

17. S.D: Is she in this school?

A: No.

S.D: A different school?

A: Yes [*Ameen names the school*]

S.D: Why is she in a different school?

A: [*Ameen is quit and looks down to the floor*] I was with her, but I was fighting in that school. I am starting to fighting. I don't know anything. I am small.

18. S.D: Why did you start fighting with people?

A: I don't know. I was small like this [*uses his hand to show me a certain height*]. I do not know what I do. I fight and fight, then I go to another school.

[We were interrupted by another student calling Ameen to come and pray. Ameen tells the other one to be patient]

19. S.D: We will be over soon. Or do you want to go?

A: I prefer to go. Can we continue another time?

S.D: Sure. Thank you for your time.

A: Bye Miss.

End of interview

Appendix 8: Semi-structured questionnaire-based interviews with Ameen's teachers

The aim of this questionnaire is to investigate the nature and severity of the difficulties faced by the student in different subjects.

The questionnaire covers also the teachers' opinions regarding the student's weaknesses and strengths, suitability of the current curriculum, and suggestions for any support to meet the student's needs. Please answer the following questions. Any information you provide is relevant to the study.

1. Subject:

- a. Class teacher (teaches Math, English, and Science)
- b. Arabic teacher (teaches Arabic, Islamic Studies, and Social Studies)
- c. Information Technology (IT) teacher
- d. Art teacher
- e. Physical Education (PE) teacher

2. What problems does the student exhibit in your class?

a. He disturbs the class. He is really inattentive. It is almost like his goal is to come to school and disturb everybody. He is not willing to listen or let anybody else learn. He has so many problems outside the classroom as well. He is aggressive to his friends now, something that was not there in the beginning of the year.

b. He is very defiant and challenges you with his look and his tongue. He is never shy, and never listens until he finishes what he sets to do. He never says sorry or shows remorse. To tell you the truth it is sometimes hard to tell who started the problem but for sure he gets into fighting and becomes a big part of the problem. He is stubborn. He always smiles but emotionally he gets angry so quickly.

c. He doesn't sit for even 5 minutes. He wants to disturb others when they are working. His attention is very weak, and his eyes keep moving and looking at other things not the computer. He gives up easily and does not ask for help.

d. Most of the times, he does not like art and does not bother to try. He refuses to work instead. He loves to talk about things that are much older than his age. He works sometimes but rips his work before giving me a chance to save it.

e. He moves a lot, and wants to do whatever is in his head.

3. How would you rate the student's difficulties? Severe, moderate, mild

a. His behavior got so worse now. In the first term, it was not that bad. There was a time when he would listen to me, I could calm him down. I could control him. Of course he used to move and talk out of order and disturb the rest of the class, but many small things... It was at a level that it was not affecting me as much as it is affecting me now. It is much more severe now.

b. I think his problems aggravated to the point of ... Too much... Compared to the beginning of the year.

c. It is really hard for me to say since I only see him twice a week in the computer lab. I would say moderate.

d. Moderate.

e. I would say moderate in my class but I know this is not how other people see it. I guess I am fortunate I teach him PE.

4. When did you notice that the student has these difficulties?

a. Straight from the start. His hyperactivity and restlessness were there. His attention span was so weak to finish the work and his negative reaction to his friends... All indicated a problem

b. After two weeks of the beginning of school, I noticed that he moves a lot in the classroom to the point that I cannot stand it. He talks a lot with others and triggers them to misbehave too. I had to take him outside and report him to the supervisor.

c. After 2 weeks, I was sure there was something.

d. I noticed him relatively early but I was focusing more on his academic work. You know my time with them is limited.

c. I heard about his background and behavior from the supervisor.

5. Can you give an approximate mental age to the student?

a. It is difficult to give a mental age. Academically between 8 and 9. His real age is almost 10.

b. Intellectually he is fine. His behavior and emotional state are not well developed.

c. He is ok I think.

d. He seems over mature for his age because of the subjects he discusses.

e. I am not sure. He appears perfectly normal to me.

6. Describe the student's relationship with you?

a. Very strained right now. We started on a good note but because of his problems and my inability to reward him with things he likes, like going out for the break. I used to sympathize with him in the beginning. I just don't have the time to try more with him because I don't know how to deal with him anymore. Frankly speaking I don't have the time to sit with him one on one and do things.

b. It is good I would say. It is true that he gets on my nerves most of the time, but I never hurt or harm him. I try to encourage him by praising him all the time. In the Islamic period, he likes to confide in me and shares stories. Of course I give him the chance.

c. Ok I would say. Actually he is a little bit afraid of me.

d. Very minimal to tell the truth because he is not interested in my subject.

e. Good. He enjoys PE and that helps. Not always of course.

7. Describe the student's relationship with his peers?

a. He has 1 or 2 friends that he feels strongly about. I think the families know each other. He sticks to his friends and can beat others for their sake. I think he does that to show that he has friends and to belong I guess. With girls, I think he is in that stage now where he wants to get closer. He frequently tries to engage two girls in the class in talking. Maybe he is copying a cousin or an older relative. Maybe the effect of the media. Most of the kids do not like him because he is very aggressive and hits them. They feel like punching bags for him to use in the classroom. He usually starts the trouble but keeps blaming others. But he is just a 10 year old child that he acts strong to cover his need

b. I would say some are ok with him. Others do not like him. He is close to one of them because they live close to each other.

c. Aggressive to them.

d. The relationship is bad because of his behavior. He only interacts with one in my class.

e. In PE, we do a lot of group games but he cannot play fairly. Difficult to get him in one group.

8. Is there any form of cooperation between you and the family?

a. I have no direct contact with the family as the school's policy requires contact through the administration. But yes I was made aware of his problems and social situation right from the beginning. I know too that he had been expelled from 2 schools because of his behavior.

b. Not really. Once we saw his aunt. We talked about Ameen and that's it.

c. No.

d. No.

e. No.

9. How does the presence of the student affect the learning and teaching experiences in your class?

a. It does affect the learning and teaching in my class. We get interrupted all the time because of his movement or misbehavior. He shouts answers and never follows the instructions. Ameen is hardly ever absent because nobody wants him there. The last time you came to observe, he was coughing and really sick. The next day he came to school as usual. Of course it helps when he is absent, distraction is removed. I am not saying that I do not have naughty kids in my class, but he usually starts and they pick up.

b. It affects everybody I guess. Occasionally, I try to ignore him until he stops. When it reaches a certain extreme... I cannot stand it. His friends too are really attracted to what he does and this interrupts their concentration. I make him sit in the back because he is tall. Sometimes I ask him to move in the middle, but when he starts moving or talking I send him back.

c. He interrupts the lesson. Wastes time too.

d. He does not like to work and keeps talking to entertain the others. Hard to explain to them the lesson requirements.

e. It does not really affect my class because he enjoys it. If he runs into any problems I make him sit and not participate.

10. In your opinion, what are the causes for the student's difficulties?

Example: intellectual, social background, academic history, English as medium of study, medical or psychological reasons.....

a. There are many that can explain his problems. His social and family background and his academic history. The fact that he was expelled from two schools. I do not think there are any medical or intellectual reasons.

b. It is clear the effect of his social background has a big part in this. He has no IQ problem. He is fine in that regard.

c. I think every student is different and I think it is Ameen's nature to behave or act that way. Also I know that he has family problems.

d. Of course the family history and the neglect of the parents.

e. I really do not know. I heard about the family problems but is that all?

11. Describe the student's strengths as seen in your class?

a. His biggest strength is his enthusiasm but soon switches to hesitation because of his low self esteem. Maybe he wants badly to succeed, but he is scared of failing. I remember the day of the assembly when he was dressed up and ready to go then in the last minute, he stopped. He is easy to engage verbally and give verbal answers. He gets interested and excited about games. He likes the team spirit and the feeling of belonging. Although he is not artistic, his handwriting is very neat and has no problem copying from the board. He likes Math .

b. His handwriting is neat and well spaced. He is fast too when copying. He likes to be part of a group. He shows enthusiasm when something is new and wants to try it.

c. He likes computers and the different sensory effects it provides.

d. I can't think of any.

e. He is physically fit and likes different sorts of sports. He loves in particular swimming.

12. Describe the student's weaknesses as seen in your class?

a. So many, so many, poor him. His reading and comprehension are lower than the average third grader. He has difficulty in writing simple sentences in English. He does poorly in Science too. He does not pay attention and talks too much. It is such a waste to be there for 6 hours everyday and gain nothing. His homework is a problem because he neglects it almost all the

b. His reading, spelling and comprehension. He has problems recalling information because of his lack of attention. He likes to talk but not in things related to the lesson. His homework is rarely done unless a tutor is working with him.

c. His hyperactivity, his short attention span, and he talks too much.

d. He hard to be motivated and try new things.

e. His behavior and difficulty controlling his anger.

13. List the student's educational needs pertinent to your subject?

a. I think that a traditional tutor is not the answer for Ameen. He needs someone that is professional enough to come everyday for an hour and a half, spend time talking and relating to Ameen. Ameen needs to build trust in people. After that he should start from the basics. Especially in English. He should do more in reading. I don't know what he is going to do next year.

b. Affection. Academically, follow up to help with the homework. The basics should be mastered before moving to grade 4.

c. He needs follow up from the family to help him overcome any gaps. Also a suitable curriculum.

d. He needs one on one help to discover his artistic side and believe in himself.

e. He needs to control himself more and think before reacting.

14. Do you think the current curriculum is suitable for the student's educational abilities?

a. A simpler curriculum in English and Science should work better. Like ESL Harcourt instead of the Harcourt Trophies we are using now.

b. It is difficult because simply he does not focus and misbehaves. He gets bored too so novelty in presenting the lessons should be considered too. A simpler curriculum is definitely needed.

c. The curriculum is suitable.

d. No problem with the curriculum.

e. Fine.

15. Describe the support you provide for the student in your class?

a. I have really tried to be there for him, but at the moment, I am very honest to say I stopped trying. I used to sit down with him, and set specific goals to work on them on a daily basis, but...

b. I try to give him more attention and make sure he understands the instructions.

c. I sit with him and explain again. I tried to pair him with a peer but it did not work.

d. I cannot force him to do the task, but I try to redirect him to do something else like helping in the art room.

e. I have a good relationship with him so I try to direct him or advice him whenever possible.

16. In your opinion, what should the school provide to better serve the student's needs?

a. A psychologist would be really useful to have to understand him better and tell us how to manage him. A teaching assistant can be helpful on the condition that he likes her. Otherwise he will think he is watched and react to that.

b. I think an additional person in the class to help him is not a good idea. I think he is in this age where he is supposed to learn how to be responsible. I would like the school to provide us more educational aids like a projector and a computer in the classroom. He feels bored and this should help keep him busy.

c. I think an assistant in the IT lab so that I can focus more on cases like Ameen.

d. A computer in the art room can help in cases like Ameen.

e. No extra support is needed.

End of interviews

Appendix 9: Interview with the bus helper

Date: June 8th, 2008

Location: A kindergarten classroom in Dubai Private Mainstream School

Interviewer: S.D

Interviewee: The helper in Ameen's bus

Time: 8:30 am

A few days prior to the interview, an appointment was scheduled through the kindergarten supervisor to whom the bus helper reports. The researcher was permitted to audiotape the interview. The interviewee was assured anonymity and adherence to all ethical research procedures.

S.D: Researcher

H: Bus helper

1. **S.D: What can you tell me about Ameen's behavior in the bus?**
H: About Ameen, he is going from back to front of the bus.... You know without sitting.
2. **S.D: So he moves in the bus?**
H: jumping from one seat to another ... like monkeys
S.D: Mmm...
H: Never wants to sit properly in one seat.
3. **S.D: do students have designated seats to use everyday?**
H: Yes, always standing in the bus
S.D: Mmm.. [*I feel the question is not understood so I move to another*]
H: And sometimes opening the window and putting his leg out of the window.
S.D: Do you mean leg or head [I point to make sure she uses the right word]
H: Head... Head. Sorry. Sometimes he removes his shoes and throws them in the face of others.
S.D: Mmm...
H: Frightening the girls and telling stories
S.D: Mmm
H: Because I do not understand Arabic, they tell me that he talks about what parents do at night...
S.D: Mmm...
H: About me also
S.D: What about you?
H: He uses bad words

4. **S.D: Does he use English or Arabic?**
H: He says the “F” word beside dog or donkey in Arabic, plus other words that I do not understand but I know they are bad. The other students tell me it is “haram” [sinful in English]. He does the same thing with the driver too.
5. **S.D: Does he have any aggressive behavior in the bus?**
H: Yes, yes. He hits the others too.
6. **S.D: What happens when you tell him to stop or not hit the others?**
H: If I try to stop him, he shouts “do not touch me, do not touch me”. I try to talk to him” stop it Ameen, do not fight with the girls and boys. You are not allowed to fight in the bus.
7. **S.D: How does he react to that?**
H: He says “No I want to fight with them”
8. **S.D: Do you know why does he behave in this way?**
H: I do not know. They say that he has problems with his parents
9. **S.D: Mmm...When did the bus problems start?**
H: From the beginning [*Stresses with her voice the word beginning*]. I got sick because of him. I have high blood pressure now, because I feel it, I feel it.
S.D: Yea...
H: I told Miss [Name of kindergarten’s supervisor] that if he stays with me then I will die in the bus, have a heart attack or something...
10. **S.D: Yea. How long does it take to drop Ameen home?**
H: About 30 minutes.
11. **S.D: Did you complain to the school?**
H: So many times
S.D: What was their answer?
H: They are trying to talk to him, especially Miss [name of primary supervisor] and Miss [name of social worker], but still...
12. **S.D: Can’t his family drive him to school?**
H: I don’t know because ...They tell me they have 8 cars in his house.
S.D: Why can’t his grandfather or someone else drive him?
H: That I don’t know.
S.D: Ok.
13. **S.D: What about next year?**
H: Oh! they said to me they will not keep him but who knows. I am so worried.
S.D: Thank you for your time. Have a nice day!

End of interview

Appendix 10: Interview with the primary supervisor

Date: April 28, 2008

Location: primary supervisor's office

Interviewer: S.D

Purpose: Information about Ameen, the school admission policy and provisions for students with SEBD

An appointment was scheduled a few days before the meeting. Permission to audiotape the interview was sought at the start and a summary of the interview outcome was also suggested at the end for interviewee's inspection.

S.D: Researcher

P.S: Primary supervisor

1. S.D: How old is the student?

P.S: He is 9 and a half years old.

2. S.D: What difficulties does the student have?

P.S: He has social problems from his family's background. Do you want to have an idea about them?

S.D: Yes please!

P.S: His father and mother are divorced. Both of them are remarried now. Neither of them wants Ameen. He lived with his aunt for sometime but gave him to his grandparents along with his sister. And you know grandparents cannot say no. His uncle is trying to help him. He has difficulty taking him outside because of his behavior. In his uncle's office, Ameen breaks everything from computers to desks and annoys the staff there. Emotionally, he is very unstable and can be very angry. Academically, of course, he is doing poorly because of his lack of attention and interest.

3. S.D: What type of schooling did the student have in the past?

P.S: He has been turned out already from two schools. He was in one school for two years, then another school for one year. He was asked to leave and then he came to us.

S.D: Did you know that Ameen was expelled from other schools?

P.S: In Ameen's case, yes. We wanted to give him a chance. It happened that I was there when he came to register. I thought he came with his mom but the aunt explained to me everything.

4. S.D: When the student was accepted in the school, were there any placement tests performed?

P.S: Yes, we gave him a bunch of tests, but he did poorly.

5. S.D: Did the student bring reports from his old school?

P.S: I do not know if he had any previous reports. I did not see any.

6. S.D: How did the school know about the social, emotional and behavioral difficulties of Ameen?

P.S: I suspected Ameen has SEBD because his teacher, a very good teacher, came to me and said that he must have something because he is exceedingly misbehaving. He has problems with everyone he deals with. At the bus too... But at the same time, when you talk to him, he does not understand the problems he has caused. He smiles at you. Of course we can't help but love him. [The supervisor smiles] The last trip his class took... His teacher came to me and asked to take him... But it was a catastrophe.

7. S.D: Was the family cooperative? What approach did the school use with the student's family to deal with the issue of the student's SEB difficulties?

P.S: I did not see the father and the mother although I asked repeatedly to see them. Only the aunt comes to check on him. We approached the aunt and the uncle to take him and see a psychiatrist or a psychologist. The aunt came later and said that the psychologist saw him in one session and told them nothing is wrong with him. Which...

S.D: Yes?

P.S: I do not know.... Hard to believe.

8. S.D: Do you have a behavior policy in place?

P.S: We do not have an official one but it will be ready in the beginning of next year. Of course all teachers are requested to have classroom rules in place.

S.D: Do you think it is important to have a behavior policy in place when it comes to students with SEBD?

P.S: It is very important. I think it explains rights and responsibilities, rules and consequences.

9. S.D: How many students are suspected of having SEBD in the primary section?

P.S: Let me see how many [quiet for some time] about 9.

10. S.D: How do you manage the SEB difficulties of this particular student?

P.S: We are trying to... You know... We are trying to help in anyway... By trying to use all the procedures: rewards or punishment. But Ameen is not getting any better when it comes to behavior.

S.D: Ok.

P.S: I told you.... Yesterday he made it as if his shoe flew into somebody else's face and he laughs. He does not show any remorse.

Q: Mmm

P.S: Only when you get him here, he says "sorry" and "shall I go and say sorry?" I guess it is too late. The only time I saw him cry was when the P.E teacher was angry at him. The P.E teacher is the only male teacher we have in our section. The male figure is very important to Ameen. He had this fight with one female classmate and exchanged the "F" word. Ameen did not want the P.E teacher to believe he said it and was really offended.

S.D: Mmm

P.S: Every time I talk to him, he smiles his cheeky smile. A few times, he answered me rudely" it is not your business, why should you care?" I always try to tell him that if he wants us to believe his side of the story then he has to come and talk to me before he reacts. The problem he cannot. If you just tap his shoulder, he explodes.

11. S.D: What support does the school provide for students with SEBD?

P.S: It is hard to understand the word support. Usually the students are under the teachers' charge. We are here to offer support to them. We try to involve the family and explain the situation to them. There are extracurricular activities offered, beside the gym and the swimming pool. We organize trips from time to time.

12. S.D: How many students with special educational needs do you have in Grade 3?

P.S: Beside Ameen there are three other students with special needs. One student has an acute case of diabetes. The two other ones have learning difficulties.

13. S.D: What support do you offer for the teachers?

P.S: I spoke with Ameen's teachers and we have agreed that more attention should be given to him as long as he is not affecting the others. When he does anything to the others then he will be dealt with accordingly... I do not like this, but... He is not allowed to go for breaks. Every time, every time...He does something. You were not here in the beginning but we gave him chances all the time. The minute he went out, a complaint was registered by the teacher on duty or the students. He would hit or push or curse some one. We gave him chance after chance after chance. Till at the end.... We could not take it any more. In the bus....Oh my God! In the bus he had lots of issues with the nanny and the driver. One time the whole bus was going to have an accident because Ameen tried to steer the bus in the wrong direction by pushing the driver.

S.D: So in terms of support?

P.S: I try as much as I could. Either talk to her or take over sometimes. We try seriously not to send students outside their classrooms. Maybe make him stand up in the corner, and I will stay there beside him until she finishes explaining for the others. We try to serve everyone and we do not want others to be affected.

- 14. S.D: To clarify things further, Ameen or students with SEBD are with their teachers. If the teachers cannot handle them, they are sent to you or the social worker, and then...?**

P.S: I will think of a new way to deal with them. In Ameen's case I did not let him go to the trip because everything else failed.

- 15. S.D: How stressful is it for you? As a supervisor?**

P.S: Well, it takes a lot of my time and effort [laughs]. It is hard, because I do not want to see him or the others in this condition. Poor thing [talking about Ameen]. I do not want him to spend all his breaks indoors. Yet I have spoken with him God knows how many times. Yet the minute he goes back to his class, he goes back to his old ways. He promised me time and again. We wrote it down as a pledge. We said all the nice words and expressed our love to him.

- 16. S.D: Will the student be part of your school next year?**

P.S: Although we like him very much, there is a great possibility we will let him go because he is affecting the others. He is not the only case to deal with you know. His classroom teacher is very supportive, loving, caring... Yet lately she's been asking me to remove him from her class. She cannot handle him anymore.

- 17. S.D: Any more comments to add?**

P.S: I am really sorry, really, really sorry. I wish if the reasons that drove him so far were taken off or avoided.. Which is very hard. I guess things need to be fixed from the family's part. The father has his own life... The aunt and the uncle offered the mother everything from house to money to car, just to take care of the children. Yet she refused.

S.D: Mm...

P.S: If this was mentioned in front of him... Can you imagine!

- 18. S.D: What is his reaction when you ask him about his mom?**

P.S: He refuses to talk about her. He is angry at her and the rest of the world.

Q: Mm...

P.S: He is angry at his friends because they have the care of their fathers and mothers. I noticed that those students who have their parents come to pick them up or give them hugs and kisses, they would be beaten by him the next day...

S.D: Oh! God help him and thank you for your time.

P.S: You are welcome.

End of interview

Appendix 11: Questionnaire-based interview with the vice-principal/ academic advisor of the school

SEBD stands for social, emotional, or behavioral difficulties

1. How many students do you have in your primary section?

Boys Girls Total

2. Do you have students with social, emotional, or behavioral difficulties SEBD in your primary section?

Yes, about 7

3. When admitting students with SEBD in your school, do you have an idea about their difficulties?

Not all of them, just 3.

4. Do you accept students that were expelled from other schools because of their behavioral, emotional, or social problems?

It really depends on their age and the problems they are facing.

Why?

As educators, it is part of our responsibilities to help students with SEBD to overcome their problems if it is within our capabilities.

5. As a school, what procedures do you follow to identify students with SEBD?

As a new school, there is no certain procedure that is set. However we depend on our teachers, section counselor and section supervisor.

6. Do you think students with SEBD have learning difficulties in the sense that they need modification or adaptation of the learning conditions as opposed to other children?

Not all of them. However I believe that we should keep a close eye on them.

7. Do you have policies in place to deal with students with SEBD in your school?

Yes, depending on how severe is the case and whether it is affecting other students or not.

8. What support do you offer for students with SEBD in your school?

Understanding, caring, guidance and a healthy environment.

9. What support do you offer for teachers educating students with SEBD in your school?

As administrators we are always for them by all means.

10. What challenges do you face as school administrators in dealing with students with SEBD?

Having such students will push any administrative staff to look for and apply the best methods and solutions to achieve.

11. Do you expel primary students with SEBD? No

When?
.....

12. What problems do you see in the school's practice regarding students with SEBD?

There is no actual expert team for such cases.

13. What recommendations do you suggest to enhance the school's practice in dealing with students with SEBD?

- A. *Special teachers designated to treat and help these students.*
- B. *Parents' cooperation.*

End of interview

Appendix 12: Questionnaire for the Primary Section Teachers (English)

The purpose of this questionnaire is to investigate the teachers' perceptions about educating students with social, emotional, and behavioral difficulties (S.E.B.D).

The questionnaire attempts to examine the teachers' views about the existing procedures used in the school to manage these students, and looks into the teachers' suggestions to improve the practice for the future.

Please note that all ethical procedures of the British University in Dubai will be adhered. No names or identity of participants will be revealed and at any time you can withdraw your participation if you wish to do so.

Please complete the following questionnaire. Your contribution is valuable.

Researcher: Samia Dhaoui

Date: .../.../2008

1. Gender:

Female

Male

2. Are you:

a classroom teacher

a subject teacher

3. How many years of experience do you have in teaching?

4. How many students do you teach?

5. Do you have students exhibiting **social, emotional or behavioral difficulties** in your class?

Yes

No

Not sure

How many boys?

How many girls?

6. In your opinion, what are the characteristics of students with **social, emotional, or behavioral difficulties**?

.....

.....

.....

.....

.....

7. Please tick the following student behaviors if they are exhibited in your classroom. Use A, B, C... to refer to student names. Note that the same student can show more than one behavior.

Behavior	List of students exhibiting this behavior on a daily basis
1. Talking when not asked to do so, or while others are talking.	
2. Making unnecessary noise	
3. Playing with things while you are explaining the lesson or students are working	
4. Interrupting or bothering other students	
5. Getting out of seat	
6. Persistently breaking class rules	
7. Avoiding work or doing other things not related to work.	
8. Cheeky or out-of- context remarks	
9. Physical destructiveness	
10. Racist or sexist remarks to other students	
11. Racist or sexist remarks to you	
12. Physical aggression to other students	
13. Physical aggression to you	
14. Very quiet and withdrawn from others	
15. Acting anxious or distressed	

8. Using A, B, C... to refer to students with **social, emotional, or behavioral difficulties** listed in question 7, please indicate the level of academic difficulties these students exhibit in your classroom?

Student	No difficulties	Mild difficulties	Severe difficulties

9. In your opinion, what are the causes for the **social, emotional, or behavioral difficulties** that these children exhibit?

.....
.....
.....
.....
.....

10. In your opinion, is it possible to reduce the problems for students with **social, emotional, or behavioral difficulties**?

Yes

No

11. Do you have enough knowledge about the background of students with **social, emotional or behavioral difficulties** in your class?

Yes

No

To some extent

12. How would you describe your relationship with the families of students with **social, emotional, or behavioral difficulties**?

Good

Minimal

non existent

13. Justify or state the reasons for the above answer:

Families are in denial or not cooperating

Lack of knowledge about Social, emotional, and behavioral difficulties in general

Cultural beliefs

School policy and guidelines

Other, please specify

14. How do you teach students with **social, emotional, or behavioral difficulties**?

Through a differentiated curriculum

Through the same curriculum

15. Where do students with **social, emotional, or behavioral difficulties** learn?

With their peers all the time

Through a pull-out system when the need arises

16. Do you display classroom rules in your classroom?

No

Yes, using words

Yes, using words and pictures

17. Do you think classroom rules are beneficial for students with **social, emotional, or behavioral difficulties**?

Yes

No

Sometimes

18. How would you describe your relationship with students with **social, emotional, or behavioral difficulties**?

.....
.....
.....
.....
.....

19. How would you describe the relationship between the students with **social, emotional, or behavioral difficulties** and their peers?

.....
.....
.....
.....
.....

20. What strategies do you use to deal with students with **social, emotional, or behavioral difficulties**?

Teaching strategies:

.....
.....
.....

Behavioral strategies:

.....
.....
.....

21. What challenges do you face when teaching students with **social, emotional, or behavioral difficulties**?

.....
.....
.....
.....

22. What benefits do you get from teaching students with **social, emotional, or behavioral difficulties**?

.....
.....
.....
.....

23. What support do you get from the school to deal with students with **social, emotional, or behavioral difficulties**?

.....
.....
.....

24. Do you believe students with **social, emotional, or behavioral difficulties** should be included in the school?

.....
.....
.....
.....

25. In your opinion, whose responsibility is it to deal with students with **social, emotional, and behavioral difficulties**? Please tick as many as you want.

- The teachers
- The school management
- The family
- The student with social, emotional, and behavioral difficulties
- All of the above

Anyone else... Please specify

.....

26. What are your suggestions to improve the education of students with **social, emotional, and behavioral difficulties** in your school?

Area	Suggestions
Classroom support	
Educational resources	
Specialists (educational psychologists...)	
Curriculum	
Training	
Other, specify	

Thank you for your cooperation

**Appendix 12: Questionnaire for the Primary Section Teachers
(Arabic)**

تهدف هذه الاستبانة إلى الوصول إلى آراء المعلمين حول تدريس الطلاب ذوي المشاكل السلوكية والاجتماعية والانفعالية.

تغطي هذه الاستبانة آراء المدرسين في الأساليب المتبعة حالياً في المدرسة للتعامل مع هذه الفئة من الطلاب وتقديم المقترحات قصد تحسين الوضع الحالي.

الرجاء الإجابة عن الأسئلة، نقدر مساهمتكم في هذه الاستبانة.

1- الجنس:

ذكر

أنثى

2- الوظيفة:

مدرسة مادة

3- عدد سنوات الخبرة: _____

4- عدد الطلاب في الصف: _____

5- هل ظهرت مشاكل اجتماعية, انفعالية أو سلوكية على طلابك في الصف؟

ربما

لا نعم

- كم عدد الأولاد

- كم عدد البنات

6- برأيك ما هي صفات الطلاب الذين يعانون من الصعوبات الاجتماعية, او الانفعالية أو السلوكية.

7- الرجاء وضع علامة أمام السلوك الذي يظهر يومياً في الصف.

التكلم دون إذن	<input type="checkbox"/>	-1
إصدار ضحيج وفوضى	<input type="checkbox"/>	-2
الهاء الطلبة	<input type="checkbox"/>	-3
التحرك من المقعد	<input type="checkbox"/>	-4
التهرب من الأعمال المطلوبة منهم	<input type="checkbox"/>	-5
عدم إتباع أنظمة وقوانين الصف	<input type="checkbox"/>	-6
الجرأة في إبداء ملاحظات غير لائقة	<input type="checkbox"/>	-7
إبداء ملاحظات عنصرية اتجاه زملاء	<input type="checkbox"/>	-8
إبداء عنف بدني اتجاه الطلبة	<input type="checkbox"/>	-6
إبداء عنف اتجاه المعلم	<input type="checkbox"/>	-7

8- برأيك ما أسباب وجود صعوبات اجتماعية, انفعالية أو سلوكية عند هؤلاء الطلاب:

9- هل تواجه هذه الفئة من الطلاب من صعوبات أخرى في التعلم:

صعوبات حادة صعوبات خفيفة لا يوجد صعوبات

10- برأيك ما أسباب وجود صعوبات اجتماعية, انفعالية أو سلوكية عند هؤلاء الطلاب:

11- برأيك هل يمكن التخلص من هذه الصعوبات السلوكية عند هؤلاء الطلاب:

نعم لا

12- هل لديك فكرة كافية حول خلفية الطلاب الذين يعانون من المشاكل في صفك:

13- كيف تصف علاقة الطلاب الذين يعانون من صعوبات في صفك:

جيدة ضعيفة غير موجودة

14- كيف يدرس الطلاب الذين لديهم صعوبات:

من خلال منهج مغاير من خلال نفس المنهج

15- اين يدرس الطلاب الذين لديهم صعوبات اجتماعية وانفعالية وسلوكية:

مع زملائهم كل الوقت من خلال نظام سحب الطالب من الصف عند الاحتياج

16 - هل تعرض لائحة قوانين في صفك:

لا نعم باستخدام كلمات باستخدام كلمات وصور

16- هل تعتقد أن هذه القوانين مفيدة للطلاب الذين يعانون من صعوبات اجتماعية وانفعالية وسلوكية

عند هؤلاء الطلاب

نعم لا احيانا

17- كيف تصف علاقتك بالطلاب الذين يعانون من صعوبات اجتماعية وانفعالية وسلوكية:

18 - كيف تصف علاقة الطلاب الذين يعانون صعوبات اجتماعية وانفعالية وسلوكية مع زملائهم

بالصف:

19- ماهي الطرق التي تتبعها للتعامل مع الطلاب الذين يعانون صعوبات اجتماعية وانفعالية وسلوكية:

20- ما هي التحديات التي تواجهها في تدريس الطلاب الذين يعانون من صعوبات اجتماعية وانفعالية

وسلوكية:

21- ما هي الفوائد التي تحصل عليها من تدريس الطلاب الذين لديهم صعوبات اجتماعية وانفعالية

وسلوكية:

22- ما هو الدعم الذي تقدمه المدرسة لك لتدرس الطلاب الذين لديهم صعوبات اجتماعية وانفعالية

وسلوكية:

23- هل تعتقد أن الطلاب الذين لديهم صعوبات اجتماعية وانفعالية وسلوكية يجب ان يدمجوا مع بقية الطلبة في المدرسة:

24- برأيك من المسئول عن التعامل مع الطلاب الذين لديهم صعوبات اجتماعية وانفعالية وسلوكية

<input type="checkbox"/>	المعلمون	<input type="checkbox"/>	إدارة المدرسة	<input type="checkbox"/>	العائلة	<input type="checkbox"/>
<input type="checkbox"/>	الطلاب أنفسهم	<input type="checkbox"/>	كل هؤلاء	<input type="checkbox"/>		<input type="checkbox"/>

25- ما هي اقتراحاتك لتحسين وضع الطلاب الذين لديهم صعوبات اجتماعية وانفعالية وسلوكية في مدرستك:

م	الاقتراحات
1	الدعم الصففي
2	مصادر التعلم
3	اختصاصيين
4	المنهج
5	التدريب

Appendix 14: Focus group with the teachers

Date: June 9th, 2008

Location: A classroom in Dubai Private Mainstream School.

Mediator: S.D

Participants: 4 primary teachers in Dubai Private Mainstream School

Time: 11:00 am

Purpose: Teachers' perception of their current year's experience when it comes to children with SEBD.

An appointment was scheduled a few days before the meeting. Permission to audiotape the discussion was sought at the start and a summary of the focus group outcome was also suggested at the end. The focus group discussion was held in Arabic and back-to-back translation was administered to produce the transcription.

Teacher/ Gender	Subject	Class	Overall experience (years)	Experience in this school (years)
T1/Female	Arabic	Grade 4	16	2
T2/Female	Arabic/ Islamic	Grade 3	7	1
T3/Female	Art	Different grades	9	1
T4/Female	Class teacher	Grade 2	3	1

1. S.D: Do you think children with SEBD have special needs?
T1: Definitely. They need special education.
T2: Not all of them... I mean we shouldn't ...eh... just focus on them greatly.... They have normal intellectual abilities, and they can learn when someone gives them more attention. But they need extra follow up. A group of them are just lazy.
6. T1: Neglect from home too.
T2: Students with disruptive behavior have extra energy. They do not know how to exploit it in the classroom plus they do not respect the others. Do you see what I mean? Not interested in attending the lesson.
10. S.D: Can I ask interrupt for a moment here and ask what is your definition of special educational needs and who has SEN?
T3: Of course in my class I have [name of a student]. Definitely he has needs.
S.D: What are his needs?
T1: What do you mean by special needs? What sort of help does he need?
15. T2: I have a student that cannot process the information. Definitely she needs to be educated somewhere else.
S.D: If we talk more specifically about students with SEBD?
T1: They probably need to be directed by special people. Yes.
T3: Of course.
20. S.D: Can you describe this year regarding students with SEBD?
T2: A difficult year. I had this student who was not interested to come to school. All the time wanted to play and talk about things not related to the lesson. When it came to school matter, he did not bother himself with that.

- T3: It is definitely related to the environment where he lives. There is no attention at home. No homework is done. The family is careless with the child. I feel a total neglect. Even writing he cannot do.
27. T2: The school has to do things to make the student interested to come here. Provide things that can make him forget about problems at home. Do you see what I mean?
30. A good environment: time for play and time for studying, more trips so that he can build relationships with others... More extra-curricular activities.
S.D: Do you think there weren't enough trips this year?
T2: Very few. We are not asking for trips everyday of course, but may be once a week? They can vary too and be related to the different subjects: Science, Arabic, English, Art and Sport. Why not offer individual trips to those who behave well or do their homework, slowly increase the quality and frequency of rewards. That builds self-esteem within students. The one I had, I felt he was totally broken. Sometimes I just looked at him with pity.
39. S.D: Do you feel that you did not have a lot to offer from your positions as teachers?
T2: Exactly, exactly...
S.D: What do you think of the fact that students with SEBD are present all the time with you and other students? What effect doe it have on you, other students and the child with SEBD?
45. T1: The other students react when they see students with SEBD misbehaving. He misbehaves in the classroom and they want to do something too. Negative effect on the lesson. We are limited when we try to interfere. Sometimes I took him outside or called the supervisor. Talking too to try and understand why he acted that way. Getting closer to him... Many in fact responded to that so that we could continue with the lesson.
51. T4: I tried everything: talking to them, time out inside the classroom or take them outside, even threaten them with their families. For some of them, it worked, for others they challenge you even more. I had a hard time with a single student in the middle of the year. I started ignoring him. I do not want to waste my time or others' time. Other students started complaining too.
56. S.D: You tried ignoring him but did he do the same?
T1: That trick does not work. They will just act worse.
T4: After disciplining him, he would act ok for some time\, then goes back to his old ways for the rest of the day.
60. T2: Their commitment is short lived. Their behavior changes too from the beginning of the day to the end.
T1: Definitely
T4: Yes I agree.
T2: Their problems increase by the end of the day. The first three periods are generally acceptable.
66. T1: Then starts boredom, hunger, wanting to play...
S.D: How does the current schedule affect the behavior of students with SEBD?

- T4: The period is not long but the load is heavy for primary students.
T3: Maybe until 1 instead of 2:30
70. T4: 5 periods is good. May be leave P.E and Art until the end of the day and start with the heavy subjects is better. The last two periods they start asking all the time:” When do we go home
T1: It happens to me too.
S.D: What about the breaks? Are they enough? Are they long enough?
75. T1: I have no problem with the break.
S.D: What about teaching, do you use the same methods with everyone?
T4: What do you mean?
S.D: In terms of planning, methods used, educational tools, assessment and resources...
80. T1: They need development
T4: They need variation in the teaching
T3: Variation, yes.
T1: The curriculum and the books. The curriculum is very hard and very long for them.
85. T4: The problem is that if you try and introduce many variations, or incorporating fun while teaching, you cannot finish the curriculum. It takes too long.
S.D: To make the point clear, you think you need variation or differentiation when it comes to SEBD, but at the same time you have commitments because of the curriculum requirements.
90. T1: Exactly
T2: That is right.
T3: exactly
T4: yes
T2: Most of them need new methods.
95. T4: Most of them
T2: They become bored. They take their pencils and play with them or fidget. That bothers the teachers and the rest.
S.D: how do you see the communication between you as teachers and the school administration when it comes to children with SEBD?
100. T1: Of course they know about these cases
T3: Right from the beginning she knows [she refers to primary supervisor]
T4: We tell them that we have such cases.
T2: From the beginning of the year.
S.D: Are there guidelines for you on how to deal with SEBD?
105. T1: It is our responsibility.
T2: Nothing is really there
T4: I think there are guidelines
S.D: Anything written?
T4: No we did not see anything written.
110. T1: In the beginning of the year, we got directions from the administration
T3: It is not written, just verbal recommendation

- T1: They told us not to humiliate verbally the students or hit them
T3: Do not treat them harshly or use bad words. Nothing of that nature.
S.D: As teachers of SEBD, what procedures do you follow?
115. T1: In the case of problems directly inform the administration, not wait but keep them updated from the beginning. Health problems are also important, like those who need to use the washroom often.
T2: The administration told us everything we need to know, like particular cases of healthy problems, like the case of one student in my class that has diabetes.
T1: Not always the case, especially when it has to do with behavior. After 1 or 2 months, we are surprised by the administration telling us stories of those particular children. I really want to see a CV for every student.
123. T4: Of course it is needed
T1: For all students with no exception, their background and their families. It is probable that some can come from divorced or broken homes. May be no parents or a step mother is in the picture.
T2: Part of this we discovered in the middle of the year.
T1: We want a whole report about each student.
S.D: What about your relationship with parents?
130. T3: I would like to meet the parents before the start of the school year to help their children
T2: I like that
T4: Yes definitely
T1: They can tell us better about their children, their likes and dislikes.
135. T4: We can ask the parents about particular circumstances in the life of the student.
T1: You can't do that
T3: You should not do that. I think the school provides a form at the time of the student's registration. A form that details important events in the student's life.
140. T1: Especially his social life and habits.
T2: His development in general in all areas.
T3: I once went through a bad incident in another school. One father came and picked up his son from my class, and it turned out the parents are divorced, and the mother did not know about his visit to school. Of course it is the school's responsibility to inform the teachers about these issues. The father took the child and refused to give him back to the mother.
147. T4: It is the mother's responsibility to inform the administration from the beginning of the year.
T1: That is true
150. T4: When parents keep information from the school and particularly from the teachers, it hampers our work.
T3: That is why the form is important to include personal information about the child.
154. T4: I have the example of 1 student in my class who really looks older than his peers. The only time I saw his mom was the beginning of the year, for 5 minutes

- and she told me to pay extra care to him, because he was a premature baby. As far as I know, children born premature develop normally after. I have no idea about his age or why he was slow. After a week it appeared he had problems in reading and writing. He started hitting and fighting with others, and I have no idea about his background, and past schooling.
161. S.D: How do you think the families are reacting to the difficulties of their children?
 T2: Not all of them express reactions
 T1: Some parents come to school and tell us: Ok my child misbehaves, but he is a boy and he is doing academically fine in school”
166. T4: For my class I only saw 10% of the parents and these are the ones of the good students.
 T3: Only high achievers.
 S.D: Why is the lack of cooperation?
170. T4: I think it is a little bit cultural too; we do not see behavior problems in the case of high achievers. We expect bad behavior to come from low achievers.
 T2: No dear, some come to us and tell us about the problems they face at home from their children. They do deny the problems but do not know what to do about it. Especially in the case of boys.
175. T3: It is normal that all children that misbehave from time to time.
 T4: I believe difference in discipline and behavior management between home and school cause a lot of problems to these children
 T3: That is true
 T2: Of course
180. T4: It should start early in life before school starts how to eat, how to walk, how to listen, how to talk to others. Parents should tell their children the importance of listening to teachers and respecting the others.
 T3”: Normal children adjust quickly to school rules and routines usually in 2 to 3 weeks.
185. T4: Excuse me. If you tell a child this is ok and this is not. Then he goes home and nobody monitors him or applies rules.
 T3: Everything is inconsistent
 T4: Who is right what messages we are sending to these children?
 S.D: This leads us to the behavior policy of the school. Is it clear and available to all parties? Is it documented?
191. T4: Orally it is there, but not written down in an official document. In my old school, we had our behavior guidelines that have every thing from dress code to tardiness to rules and consequences.
 T3: From the first day of school
195. T4: We have problems with the uniforms. Many of them do not stick to the rules
 T1: All schools have them
 T4: It is a problem the booklet acts as reminder to all: children, parents and teachers.
 S.D: Procedures followed with children with SEBD?

200. T1: It is not useful to take the child out. It affects him negatively and results of more bad behavior.
 T4: You have to take him out not to disturb others but there should be a person hired by the school to take him in charge and support him.
 I had a severe case of SEBD and I had to take him out all the time, but then I faced a problem with the supervisor. She says to keep him inside but I have to keep him outside for my sanity and the benefit of other students. So the problem is still there.
208. T2: This problem is common to all of us.
 T1: They should be punished when they are taken outside.
 S.D: What do you mean by punished?
 T1: It is the supervisor's responsibility to think of sanctions.
 T2: What they tried is to hold them from P.E and Art.
 T3: We need to take them out. We can control better the class. I feel much better. The children too feel much better and their performance is much better. It is not right to have him there disrupting the rest.
216. S.D: Why do you think they exhibit such behavior?
 T2: The day or the lesson is too long.
 T3: These are naturally naughty.
 T2: It is not their fault that the curriculum is long or hard for them.
220. T4: They don't like us; they do not like the school. What ever we do, they are always dissatisfied.
 T3: I think it is just they lack good upbringing and good models in their lives.
 T4: It is in their will to sit down and do it, but they do not do it.
 T1: They want to be and feel exceptional from others through their behavior.
225. T4: They seek attention but in the wrong way all the time.
 T1: They just think of themselves.
 T4: We do not have one student. We have many others
 S.D: What support did the school offer to them?
 T2: Nothing really.
230. T4: The administration cannot find a solution.
 T2: This is the nature of children. They do not like to sit in school to read and write
 T4: But they are smart
 T2: Smart but moves a lot and do not focus. Their attention span is short.
235. T4: In my class, they act that way from the early periods.
 T2: God help you!
 T4: It is like he needs a teacher just for him.
 T2: But again why all this attention if he is smart and can get the lesson quickly?
 T4: What to do if he does not write and do like the other ones? Why is he coming to school then?
241. T2: Did you try and change him to another class.
 T4: We tried but...
 T2: You should have done it! I am sure it would have made a difference!

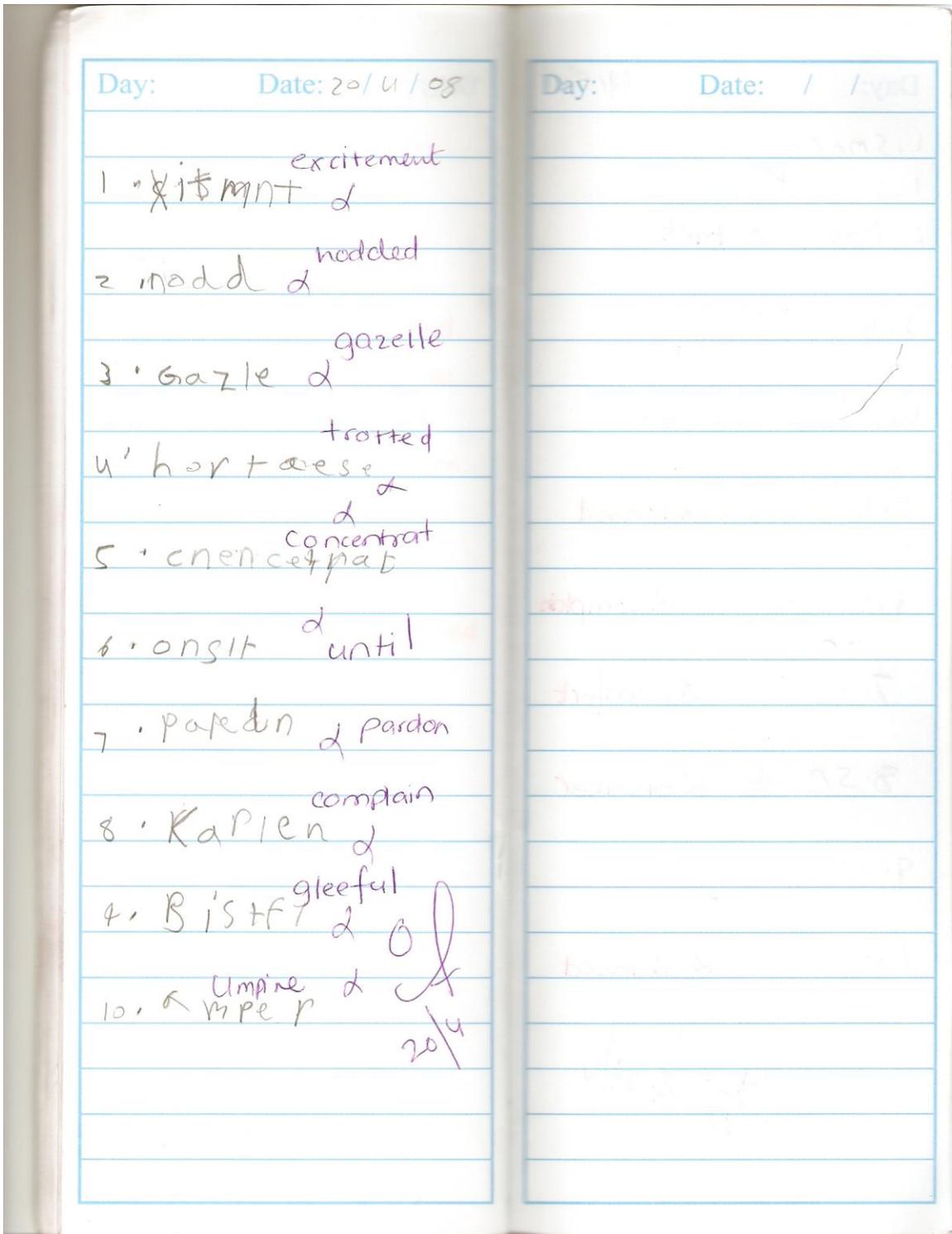
- T4: His family cares about him and does all the work, so when he comes to school, he is not motivated or interested to study. He refuses extra work in class too. He only wants to play or bother the other ones.
247. T3: I know the student. He rarely sits down and even if he sits, his feet are up. He even moves with his chair
[Everybody laughs]
T1: His brother is in my class and uses very racist remarks with others too.
T4: Oh God! I feel like dead. They exhausted me this year.
S.D: Moving to the teachers. How was it like this year?
T1: The teaching process is hard. Explaining the lesson is now easier than managing the classroom. 90% of the work is now in controlling the class.
255. T3: A huge effort is going that way
T1: Even the classroom size is causing a problem to me. One classroom is so small and the students are sitting too close to each other. Too close to the board and to me. The other classroom is so big that they decide to sit at the back, so far from me, and start causing problems. [The other teachers laugh]
260. T3: We have problems too when it comes to the relationship between boys and girls. Love letters and stories. They are too young for that.
T1: I try my best to explain the lesson and engage them, all of them, and then one student starts tapping his feet or throwing the pencil. The drives you nervous and you cannot ignore them, because if you do then it is ok for the others to do it too. The more you try to do something about it. The more he keeps doing it.
266. T3: That is true.
T1: This is the worst year that happened to me and I have a long experience teaching. I taught boys before but this year's situation is worse.
S.D: How so?
270. T1: Nothing works with them. How am I going to keep him busy or give him tasks? You cannot take him out of the classroom or send him to something he likes. I can ask them to help with distributing the books and so on, but...
S.D: What about the social development side within students: What is the school doing about it?
275. T4: It is very important
T1: As a school services should be offered to all aspects of the child.
T3: It is necessary to incorporate it beside academic performance.
T1: Children with SEBD should also be separated and well distributed in the classes so that they learn from well adjusted ones. Families think that teachers should do everything: Educate and raise them and teach them good morals and behavior. Everything.
282. T4: I think we should incorporate an assessment based on the social, developmental and interpersonal skills of the student beside the academic achievement.
285. T1: But we have marks that cover behavior in the classroom?
T2: What does a number mean to parents?
T1: Comments would help too.

- T4: Education is not just about numbers. It is about holistic development of the child academically, psychologically, physically and socially.
291. T3: We do not have to care about all of that
[The recording is not clear because all the teachers are talking simultaneously and discussing this point]
T2: You need to know how to assess the student from all these aspects because he is with you from 7 o'clock until 2 o'clock. You will know a lot about him. We need to compare our assessment with that of the family to see if the child is developing ok.
298. T2: The families know enough about their children. I do not think they need us for hat.
300. T4: When you go to the classroom, you are responsible for a group that has to coexist together, you are a model to them and they can learn from you, so you cannot separate the social side to learning and teaching.
T3: It is true that we are role models to them and if we see something not right we have to interfere. I feel like a second mom to them.
305. T2: This proves that teachers should assess the students and communicate that to the families.
T4: As a classroom teacher, the language is a problem to me. Sometimes they do not want to behave because they do not understand what I want from them. I can see they act different with you [T3] when you talk to them and relate it to religious matter. I only feel that 10% understand me but the rest do not get it.
311. S.D: Again that takes us back to the curriculum. Are the students ready for it? Is it suitable to them?
T4: That is the administration's problem to find someone else to support us. We give the curriculum and they give the support.
315. T1: It is not feasible by just us, teachers.
T4: When the student follows you, they can progress, but some did not gain anything because of their behavior problems and lack of attention.
T3: The same problem will be faced in the next years too.
T4: There should be someone there to support them on individual basis. There should be fun ways to make them like the English language.
321. S.D: The detention room that was initiated towards the end of the year, what do you think about it?
T1: It was not really clear the purpose behind it.
T2: We were not consulted about it too, although it means more duties to us.
325. T4: What I really do not like about it is that it is only for those that misbehave in the break. But those that misbehave inside the classroom do not go there. Those are the ones misbehaving repeatedly throughout the day. They have to be threatened.
T1: They have to be punished.
330. T4: When I first got the paper about the detention room, I threatened them for a week. I was told later by the social worker that it is not for that purpose. It should be though to better control them.

- T2: If they problems sitting in the classroom, how come you punish them by taking their break. Is that fair?
335. T4: Of course not. But get me another way to punish them. The purpose of the punishment is to take away something the child likes: a toy, TV...
- T2: But the break is the student's right
- T4: Of course it is but he has to behave to keep that right.
- T2: I noticed that students who were detained acted worse after the break.
340. T4: The contrary happened in my class
- T3: A little bit calmer
- T4: The only thing that towards the end of the school year, when it too hot outside, everybody prefers to stay in the detention room because it is more comfortable.
345. S.D: What about the risk of putting all the students with behavior problems together?
- T2: First of all there is the teacher on duty to watch, and second of all, I give them work to do. They work when they are detained too.
- T3: Do you give work? They are supposed to eat and rest.
350. T2: No dear, they eat and drink, then finish the work
- T3: No, no, that is too much.
- T4: He has to feel the punishment, otherwise it is not effective.
- T3: I think keeping him inside is enough. We cannot hold him from eating and resting.
355. T4: They have to learn to finish their work in the classroom. If they don't then they have to do it in the detention room.
- S.D: So do you think it should be applied next year?
- T4: Yes, from the beginning but in a better way. How? I do not know.
- T2: The detention room has to be empty of everything, no source of entertainment to keep its purpose.
361. T1: Even the others will want to go if you put a computer there for the benefit of those who misbehave.
- T2: I think it is better to ask the students who have SEBD to clean the playground at the end of the break. They don't like to clean or do chores.
365. T3: But you will just make them hate cleaning more.
366. T2: They do not understand the responsibility of keeping the playground clean, so it is like a punishment to them.
- T1: It is hard to decide on punishment that has effect.
- T2: It is a cultural thing too; students are used to maids doing everything for them. I have students that refuse to collect papers from under their desks and tell me it is the maid's work.
372. S.D: Good luck next year, I hope things will be smoother for everyone involved. Thank you for your time.

End of focus group transcription

**Appendix 15: A
Ameen's Spelling Test**



Day: Date: 20/4/08

1. ~~Excitement~~ excitement

2. nodded

3. Gazette

4. trotted

5. Concentrat

6. until

7. Pardon

8. Kapien

9. Bistfi

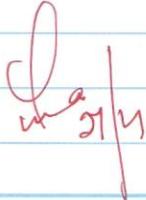
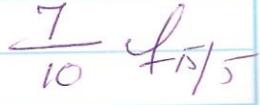
10. Umpire

20/4

Day: Date: / /

Appendix 15: B

Ameen's Mental Math Test

Day:	Date: 24/4/08	Day:	Date: 15/5/08
m. math (Term 4)			
1. 300 ✓		1. $5 \times 9 = 45$ ✓	
2. 1,600 ✓		2. $10 \times 10 = 100$ ✓	
3. 300 ✓		3. $9 \times 3 = 27$ ✓	
4. 800 & 1900		4. $8 \times 8 = 64$ ✓	
5. 900 ✓		5. $7 \times 8 = 56$ ✓	
6. 1,000 & 11,000		6. $10 \times 3 = 30$ ✓	
7. 1100 ✓		7. $6 \times 7 = 42$ ✓	
8. 60 & 1500		8. $8 \times 6 = 48$ ✓	
9. 1900 &		9. $0 \times 1 = 0$ ✓	
10. 1300 & $\frac{5}{10}$		10. $5 \times 5 = 25$ ✓	
 21/4		 15/5	

**Appendix 15: C
Ameen's English Exam**



**Dubai Arab American Pvt. School
2007 - 2008**

**English End of Unit Test
Grade 3 A / B**

Name:  _____

Date: 14-5-08

8.5 Please work very
20 hard!
Lys

English Exam (continued)



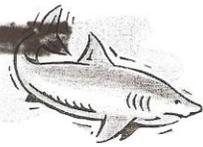
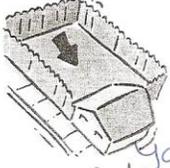
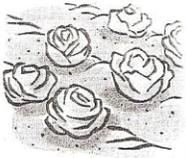
star

Q. 1

Find the name of each picture. Write the word on the line.

(6)

shark jar harp cart artist car cart
barn yarn yard arm garden

1  car	2  harp	3  shark
4  jar	5  barn	6  cart
7  dart	8  garden	9  arm
10  artist	11  garden	12  yarn

20

(1)

English Exam (continued)

English Test Term 4

Q.3 Match the words to their correct meanings

(3)

- a) Contagious
 - b) Prescription
 - c) Comfort
 - d) Longed
 - e) Glanced
 - f) Unexpected
- wanted very much
 - something that makes you feel better
 - able to be spread by contact
 - written instructions by a doctor for taking medicine
 - not expected
 - took a quick look

(2)

Q.4 How does Ramona feel when her mom goes to the hospital?

(1)

sad when

(1)

(3)

Q.5 Describe Roberta as a new born baby. (1)

sad

(-1)

Q. 6 What is the name of the fifth Quimby? (1)

Roberta

Q.7 Make interesting sentences with these words. (3)

a. Sibling I have one sibling.

b. Sad Rammona is sad bkos Maj

c. Happy Roberta is happy ?

(+0.5) for trying!

(4)

Appendix 15: D
Ameen's Islamic Studies Exam

اسم الطالب

الصف الثالث

التاريخ 2008/4/21

اختبار في مادة التربية الإسلامية

٤٢

20

السؤال الأول :

أجب عن الأسئلة التالية :

- 1- بماذا لقب عبد الله بن أبي قحافة ؟ (7 درجات)
- 2- بماذا كان يعمل عبد الله بن أبي قحافة ؟
- 3- من أي قبيلة هو ؟
- 4- صحب أبو بكر الصديق (رضي الله عنه) سيدنا محمد صلى الله عليه وسلم في -----
من مكة إلى -----
- 5- من هي أم المؤمنين -----
- 6- زوجة من ؟
- 7- أين نزل الوحي على سيدنا محمد صلى الله عليه وسلم في غار -----

السؤال الثاني : ضع علامة (√) أو علامة (×) للعبارة التالية : (3 درجات)

- 1 - تزوج الرسول صلى الله عليه وسلم من عائشة رضي الله عنها وعمره خمسة وعشرين سنة (×)
- 2- كذبت قريش دعوة محمد صلى الله عليه وسلم للإسلام (√)
- 3- أنفق أبو بكر الصديق رضي الله عنه معظم ماله في تحرير العبيد (×)

Islamic Studies Exam (continued)

(3 درجات)

السؤال الثالث : اختر الإجابة الصحيحة :

اللئيل - نظلم - السائل - الضحى - أنعم - تكثفه - تركده

- 1- أقسم الله تعالى بـ النعام - بكتفه
- 2- لا اللئيل - اليتيم ولا أنعم
- 3- لا تزجر نظلم ولا السائل
- 4- وحّدث بما الضحى الله عليك من نعم .

(3 درجات)

السؤال الرابع : أكمل كتابة الآيات الكريمة التالية :

قال تعالى (ووجدك ----- فهدى ، ووجدك عائلا فأ----- فأما ----- فلا -----
وأما السائل فلا ----- وأما ب----- ربك فحدث .

صدق الله العظيم

تمنّيات لكم بالنجاح
حياتكم لكم بالنجاح

A passport to the world

[redacted] aims at providing an educational environment that encourages creativity and excellence. By fulfilling the various needs of students, the school aims to raise a generation of well equipped students who are capable of facing future challenges.

The school also stresses the importance of developing the student's character and his ability to express himself in Arabic and English alike.

The school also seeks to raise a generation of students who are capable of utilizing the advanced means of technology in a practical and useful manner.

The school aims at raising a generation of students who believe in their Creator, loyal to their country and culture, and able to innovate and be creative.

offers:

- experienced well-qualified teachers
- suitable classrooms equipped with the latest facilities and teaching aids
- separate, modern science labs for every stage
- Advanced separate computer labs for every stage
- Modern multi -purpose gymnasium equipped with latest sport equipment
- Swimming pools for various age groups
- Language lab
- Professional and experienced teachers in Teaching English as a Second Language
- Easy to use program which enables parents to follow on their child's progress through the internet as well as to check homework and material covered
- Programs to allow students to learn The Holy Quran, Hadith Sharif and Arabic poetry

Staff and Faculty

[redacted] employs distinguished, well-experienced teachers and administrators. The staff and faculty are committed to achieving excellence in teaching and educating their students by guiding them towards acquiring needed knowledge and skills using modern teaching methods and approaches.

[redacted] stresses that all staff members be good role models to the students through their distinction and commitment.

Communicating through the internet

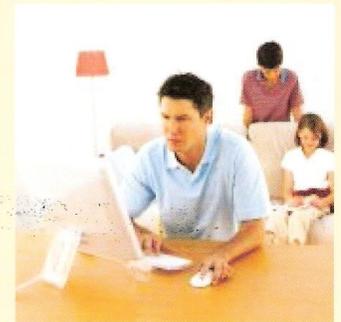
[redacted] provides parents with the opportunity to follow on their children's progress using the internet. Parents can also look up the homework given to students as well as the material covered.

Library : Opening doors to learning

A well-stocked library at the [redacted] Pvt. School provides the opportunity to nurture reading habits in students. It opens the door to a world of amazing knowledge about the world. In awareness of the role of the library, we have created the library with library resources, books, periodicals and videos.

Science Labs

[redacted] strongly believes in the necessity to practically apply what is learned theoretically. Thus, the school has six modern, specialized and well equipped science labs. Each academic stage will have it designated labs.



Sports and Games

[redacted] strongly believes in the importance of training students at various sports and games. The school seeks to instill the spirit of fair competition and team work in its students. Therefore, the school comprises:

- In-door swimming pools for various age groups
- A modern multi-purpose gymnasium equipped with the finest sporting equipment.
- Green playing areas for various games.

Arts and Music

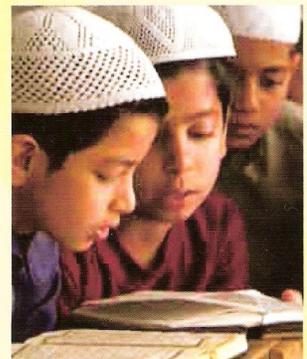
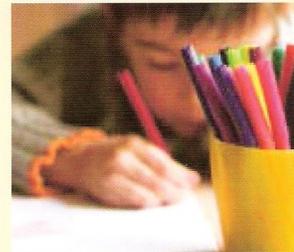
Arts and music are a prominent part of [redacted] School extra curricular activities. Teachers seek to nurture and develop artistic and musical talents of students through introducing and training at various genres of Art.

Cutting Edge I.T education

[redacted] provides its students with advanced I.T training. Starting from the early stages, students are acquainted with the computer. The constant changes in the field of I.T and technology will be assimilated into the curriculum to make students updated in what is happening in the I.T world. The school also seeks to incorporate I.T in all academic subjects.

Enhancing values, tradition and culture

[redacted] gives great importance to deepening the students' pride in their values and culture. The school has developed programs to help students learn the Holy Quran, Hadith Sharif, and Poetry



Appendix 17: Samples of the supervisor's communiqués to the teachers



March 26, 2008

To Primary staff

In order to stop the hitting and pushing that has been occurring too often in our section these measures will be taken: In the classroom the teacher will not allow the students to leave their desks without permission (even to sharpen a pencil). In case of an offence the teacher will get both students to stand by the wall as long as the lesson is going, towards the end both students will be brought to my office with the teacher along.

During the breaks the teachers on duty will take the offensive students (every one involved in the incident even the "assaulted" one) to room 3A where a teacher has been assigned daily to be there All the time (even if there was no students). It is getting hot outside so no student is to be kept standing by the wall outside in the heat. Teachers are requested to help stop these offences by talking to the students and forbidding them from hitting or pushing. Be very clear in passing the message to all the students and explain that hitting is NOT going to be tolerated any more. These students will have their names written and handed in to myself or Ms. [REDACTED]. These students will be punished accordingly: no P.E or Art...

*Children have the right to learn...when you are removing a student from your class you are depriving him this right even if he is misbehaving. Teachers should spend more time designing their course content to a child of a given age group. The students with behavior problems are mainly bored and not interested enough, plus some of them if not most find it fun to go out of class. Teachers should be aware of this fact and just keep the misbehaved students inside the classroom but in the corner where he /she will be forced to listen to the lesson. It is forbidden to take students out of class anymore.

*If teachers need to tell me about a student, or any other issue, it is to be done during her free period or break. No nanny will stay with the class unless it is extremely urgent.

*Make sure the end of term evaluations(especially grade 4)are not all crammed at the last week, they should be spaced at one or mostly two evaluations a week so make sure your plans include this factor. I would like a time table of each grade of all the remaining evaluations till the end of year by Thursday 30th April.

*Teachers are requested to take their classes to Art lessons (not the nanny) and bring them back. If the Art lesson falls after a break or before one, teachers are also expected to get the class.

*In case of any teacher" forgetting" any of her duties a memo will be issued to her (it is after all the end of the year and I guess every one knows what her duties are).

Appendix 18: Sample of the supervisor's log on student misbehavior incidents

Jan. 22nd 2008

M [redacted] Q [redacted] 4B
 Took H [redacted] AI [redacted] food! said sorry.

A [redacted] [redacted]
 E [redacted] K [redacted]
 S [redacted] I [redacted] (Bad words)
 Y [redacted] M [redacted]
 B [redacted] L [redacted]
 S [redacted] H [redacted] - were given verbal warning for misbehaving in class + hitting each other!

H [redacted] B [redacted] (IA) bit m [redacted]
 F [redacted] 4B homework yesterday mon. 21st!

A [redacted] A [redacted] 3A Hit c [redacted] in break.

A [redacted] 2A } verbal warning -
 A [redacted] 2A }

Jan. 23rd 2008

K [redacted] A [redacted] 3A
 Ms. [redacted] O [redacted] showed me his Arabic dictation he has changed his mark from 2/5 to 5/5. We talked to him, he apologized + promised to be the LAST time!

m [redacted] s [redacted] AI [redacted]
 His mother wanted me to speak to him about his lessons
 S [redacted] I [redacted] - call parent - No break (mom was called in)
 A [redacted] J [redacted] verbal warning.
 a parents came - promised to behave but got a verbal warning.

Appendix 19: UAE Ministry of Education Law on student behavior

(2)

وزارة الامارات العربية المتحدة
وزارة التربية والتعليم والشباب
تظام الانشطة التردية والترفيهية

قرار وزارى رقم (٢/٤٥٤ .. لسنة ١٩٩٨ م

بشأن

لائحة
توجيه سلوك الطلاب
فى المجتمع المدرسى

United Arab Emirates

Ministry of Education & Youth

Minister's Office



الإمارات العربية المتحدة
وزارة التعليم والشباب
مكتب الوزير

الرقم :

بسم الله

الحياة المدرسية حياة اجتماعية، تتطلب النظام والتنظيم. والمدرسة ليست مؤسسة تنظيمية فحسب؛ لكنها مؤسسة اجتماعية كذلك، تحتاج إلى تنظيم العلاقات اللازمة لتهيئة الأجواء التربوية المناسبة، لتحقيق رسالة المدرسة وأهدافها التربوية. التعليم الفاعل لا يمكن أن يحدث في أوضاع مدرسية غير منظمة، أو تسودها الفوضى والاضطراب، ولكنه يحتاج إلى أجواء قائمة على علاقات تعاونية ودية بين أعضاء المجتمع المدرسي من طلاب ومعلمين وإدارات مدرسية.

وهذا يتطلب وجود لوائح تنظم العلاقة بين هذه العناصر.. وموضوع هذه السلوك من موضوعات الحيوية للنظام المدرسي، لنجاح عمل كل عضو في مجتمع المدرسة، وسد حيوي كذلك لحدوث التعلم وضبطه وحفزه، وتعديل السلوك غير المرغوب فيه، الذي قد يضر ببعض الطلاب حرم المدرسة، لمواجهة أي انحراف أو مشكلات قد تحدث في المجتمع المدرسي، ما يترتب عليها من آثار ونتائج ضارة على الفرد والمجتمع.

ومن هنا وضعت لائحة لتوجيه السلوك، لتكون أداة تربوية تستعين بها المدرسة، لتوجيه الأنماط السلوكية المختلفة.

ونتطلع أن تكون هذه اللائحة وثيقة مرجعية، يسترشد بها في تقييم الأنماط سوكية، وضبط الأنماط، وتحقيق الأهداف التربوية. مقدمين الأساليب الوقائية التربوية على الأساليب العلاجية. والله نسأل أن ينفذ العمل مدارسنا وأبنائنا الطلبة. وأن يسهم في سد أجواء النظام الانضباط في المؤسسات التعليمية، لتتمكن من تأدية رسالتها على الوجه الأمثل.

والله من وراء القصد،،،

دبي من ب. ٢٠٦٢ - تلف ٦٦٥٧٦٩ فاكس ٦٦٦٦٦٠
Abu Dhabi P.O. Box : 3962 Tel : 6789 Fax : 696960

أبوظبي من ب. ٢٩٥ - هاتف ٣٤١٨٥١ فاكس ٣٤١٤٩٩
Abu Dhabi P.O. Box 295 Tel : 34184

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

United Arab Emirates

Ministry of Education & Youth

Minister's Office



إمارة أبوظبي
التيبة والتعليم والشباب
مجلس الوزراء

٢٠١٩٩٨/٣/١٠

قرار وزاري رقم (٢/٤٥٤) لسنة ١٩٩٨م

بشأن

لائحة توجيه سلوك الطلاب في المجتمع المدرسي

وزير التربية والتعليم والشباب.

بعد الاطلاع على القانون الاتحادي رقم (١) لسنة ١٩٧٢م في شأن اختصاصات الوزارات
وصلاحيات الوزراء وتعديلاته.

وعلى القانون الاتحادي رقم (٨) لسنة ١٩٧٣م في شأن الخدمة المدنية في الحكومة الاتحادية
وتعديلاته.

وعلى قرار مجلس الوزراء رقم (١) لسنة ١٩٨٧م في شأن الهيكل التنظيمي لوزارة التربية والتعليم.

- وعلى القرار الوزاري رقم (٢/١٤٧٩) لسنة ١٩٩٢م بشأن لائحة تنظيم العمل بالمدارس.

وعلى القرار الوزاري رقم (٢/٣٩١٩) لسنة ١٩٩٧م بشأن لائحة مجلس إدارة المدرسة.

- وعلى ما عرضه علينا سعادة وكيل الوزارة.

قرر

المادة الأولى

التعريف

في هذا القرار وما لم يقصد السياق معنى آخر يكون للكلمات والعبارات التالية المعاني الموضحة
كل منها:

سلوك:

الاستجابات التي تصدر عن الطالب في مختلف المواقف الحياتية اليومية من ألوان الحركة والنشاط.

- ٢ -

دبي ص. ب. ٣٩٦٢ هاتف ٦٩٥٧٦٩ فاكس ٦٩٦٤٦٠
Dubai P.O. Box : 3962 Tel : 695769 Fax : 696960

هاتف ٣٤١٨٥١ فاكس ٣٤٩٤٩٩
Abu Dhabi P.O. Box 295 Tel : 34

United Arab Emirates

Ministry of Education & Youth

Minister's Office



الإمارات العربية المتحدة
التربية والتعليم والشباب
مكتب الوزير

الرقم :

توجيه السلوك:

أن يمثل الطلاب مفاهيم الانضباط الذاتي، وذلك باستخدام أساليب وإجراءات وقائية وعلاجية تكفل تحقيق ذلك.

تعزيز السلوك:

الأساليب والتدابير التربوية.. التي تتخذها المدرسة بهدف تنمية السلوك الإيجابي وتقوية ودعم الدافعية لدى الطلاب، وتكريم الأعمال والمبادرات الإيجابية الصادرة عنهم.

السلوك الإيجابي:

أي السلوك المرغوب فيه الذي يتفق مع نظم ولوائح وزارة التربية والتعليم والشباب.

السلوك السلبي:

أي السلوك غير المرغوب فيه الذي يخالف نظم ولوائح الوزارة.

تعديل السلوك:

أي الإجراءات التي تستهدف ضبط وتقويم السلوك، والتي ينهج الطلاب الذين يعانون من صعوبة التكيف مع البيئة المدرسية السلوك الإيجابي البناء.

المدرسة:

أية مدرسة حكومية تابعة لوزارة التربية والتعليم والشباب.

اللجنة التربوية:

هي إحدى لجان مجلس إدارة المدرسة والمناطق بها مناقشة مشكلات الطلاب من الناحية التعليمية والسلوكية، والنظر في الإجراءات التي تتخذ بحق الطلاب المتعلمين وفقاً لأحكام هذه اللائحة. للمعلم: كل من يعمل في المدرسة بوظيفة إدارية أو تعليمية أو فنية.

- ٣ -

United Arab Emirates

Ministry of Education & Youth

Minister's Office



الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم :

الطالب:

أي طالب / طالبة في أية مدرسة حكومية تابعة لوزارة التربية والتعليم والشباب.

المادة الثانية

أهداف توجيه السلوك

تهدف هذه اللائحة إلى تحقيق الآتي:

- ١) وضع أسس ومعايير ثابتة عند التعامل مع سلوك الطلاب في المجتمع المدرسي.
- ٢) دعم العلاقة بين المعلم والطالب وتنميتها على أسس تربوية.
- ٣) تحقيق أكبر قدر ممكن من تكيف الطلاب واستقرارهم في المجتمع المدرسي من خلال وضوح الإجراءات في حالتي تعزيز السلوك الإيجابي وتعديل السلوك السلبي.
- ٤) التأكيد على مفهوم العمل الجماعي في إدارة الشؤون التربوية بالمدارس.
- ٥) كسب ثقة أولياء الأمور وتعاونهم من خلال عدالة الإجراءات وتوحيد القواعد والممارسات والأساليب المتبعة.

أولاً - في مجال السلوك الإيجابي (المرغوب فيه):

- أ - تنمية روح الانتماء الوطني لدى الطلاب بما يعزز انتماءهم لمدرستهم.
- ب - تدعيم السلوك الإيجابي للطلاب لتعزيزه وضمان تكراره وتعميمه.
- ج - حفز طموحات الطلاب وذاتهم نحو التحصيل والإنجاز والتفوق الدراسي.
- د - تنمية الاتجاهات السلوكية الإيجابية وترسيخ القيم الإسلامية الفاضلة لدى الطلاب.
- هـ - إذكاء روح التعاون بين الطلاب وتنمية اتجاهاتهم نحو العمل الجماعي.
- و - إذكاء روح المشاركة في تنمية المجتمع المحلي والقومي.
- ز - إبراز الأدوار الاجتماعية والإنسانية كقدوة حسنة لدى الطلاب.

- ٤ -

دبي ص.ب. ٣٩٦٢ هاتف ٦٩٥٧٦٩ فاكس ٦٩٦٦٦٠
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أبوظبي ص.ب. ٢٩٥ هاتف ٣٤١٨٥١ فاكس ٣٤١٤٩٩
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الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم:

ر.ب.:

- ثانياً - في مجال السلوك السليبي (غير المرغوب به):
- إدراك الطلاب ذوي السلوك السليبي مفاداً لانضباط الذاتي ومميزاته.
 - تشجيع أنماط السلوك التكيفي لدى هؤلاء طلاب مع المدرسة لتخفيف دوافع السلوك السليبي عندهم.
 - إظهار المساواة الاجتماعية للسلوك السليبي تحذير باقي الطلاب من تقليده.
 - تعزيز روح النقد الذاتي لدى الطلاب.
 - تنمية المعارف لدى الطلاب فيما يتعلق بمحظر بعض الظواهر كالتدخين والمخدرات ... الخ.

المادة الثالثة:

أشكال تعزيز السلوك الإيجابي ومعالجة السلوك السليبي

مع مراعاة عمر الطالب ومرحلته الدراسية ودوره الاجتماعية والاقتصادية وميوله الشخصية، يمكن تعزيز السلوك الإيجابي ومعالجة السلوك السليبي بالوسائل التالية:

أ - تعزيز السلوك الإيجابي:

(١) التعزيز المعنوي أو الأدبي:

وتمثل في عبارات الثناء والإطراء والتشجيع التي يوجهها المعلم للطالب أو يدونها استحضاراً لأعماله الكتابية وإنجازاته الدراسية، وكذلك شهادات التقدير، وكتب الشكر ولوحات الشرف والنشر بصحف الحائط والدوريات والمجلات التي تصدرها المدرسة أو المنطقة أو الوزارة، بالإضافة إلى الرحلات والحفلات ولقاءات التكريم ... الخ.

(٢) التعزيز المادي:

مثل الجوائز العينية والمكافآت بأشكالها المتنوعة.

- ٥ -

دبي، ص.ب. ٣٩٦٢ هاتف ٦٦٥٧٦٩ فاكس ٦٦٥٧٦٦
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دبي، ص.ب. ٢٩٥ هاتف ٣٤١٨٥١ فاكس ٣٤٩٤٩٩
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دبي، ص.ب. ٣٩٦٢ هاتف ٦٦٥٧٦٦ فاكس ٦٦٥٧٦٦

دبي، ص.ب. ٢٩٥ هاتف ٣٤١٨٥١ فاكس ٣٤٩٤٩٩

United Arab Emirates

Ministry of Education & Youth

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دولة الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم :

خ :

- ب - معالجة السلوك السلبى (غير المرغوب فيه):
- ١) بحال السلوك سى بشكل متدرج - كلما أمكن ذلك - وفق الأساليب الآتية:
 - ٢) حرمان المسمى من المكافآت والجوائز المدرسية لمدة مناسبة.
 - ٣) إلزام المسمى بصلاح الضرر الذي سببه كلما أمكن ذلك.
 - ٤) التنبيه الشفوي: يتم بشكل فردي، ويفضل أن يكون فوراً ومرتباً بالمخالفة التي ارتكبها الطالب.
 - ٥) الإذاعات بديحة.
 - ٦) الإخراج المؤقت من الفصل الدراسي لمدة لا تزيد عن ثلاثة أيام، مع إخطارات ولي الأمر مسبقاً، على أن يكلّف بشطة إيجابية داخل المدرسة.
 - ٧) الحرمان من السرار في المدرسة، ويأخذ ذلك الصور الآتية:
- أ - النقل إلى ساحة أخرى.
- ب - الفصل من المدارس الحكومية التابعة لوزارة التربية والتعليم والشباب.

المادة الرابعة

مواقف تستحق التعزيز

- يعزز سلوك التلميذ (وفقاً لمراحلهم الدراسية) على مستوى الفصل أو المدرسة أو المنطقة أو الوزارة في الحالات التالية:
- ١) التميز الواضح لأمانة والصدق وروح الإقدام والتجربة والمبادرة والحفاظ على الأموال العامة وغير ذلك من سلوكيات الإيجابية.

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الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم :

التاريخ :

- ٢) التفوق الدراسي والتحسين (التقدم) بعد تأخر أو رسوب وما يرتبط به من انتظام في أداء الواجبات المدرسية والنظافة والنظام في التعامل مع الكتب والأدوات المدرسية.
- ٣) التفوق في النشاطات والمسابقات المدرسية.
- ٤) القدرات القيادية وممارستها بصورة وصحية.
- ٥) تنفيذ برامج أو مشروعات تحقق فائدة، وتؤثر إيجاباً على المدرسة والطلاب.
- ٦) نهج الطالب سلوكاً إيجابياً بعد تعديل سلوكه السلبي غير المرغوب فيه.

المادة الخامسة

مواقف تتطلب التدخل وتعديل السلوك

تمثل المواقف التي تتطلب التدخل والتعديل الفوري للسلوك في الحالات التالية:

- ١) الإساءة إلى الدين الإسلامي الحنيف.
- ٢) تجاوز الطالب لأنظمة المدرسة وتعليماتها التربوية والإدارية والإخلال بها.
- ٣) ارتكاب ما يخجل بالشرف والأمانة.
- ٤) السلوك المنافي للأداب العامة والمؤذي للمجتمع.
- ٥) الاشتراك في أعمال الشغب المخلة بأمن المدرسة.
- ٦) التدخين أو تعاطي أو ترويج اللواد الخطيرة والممنوعة داخل حرم المدرسة.
- ٧) الاعتداء اللفظي أو البدني على أي شخص من العاملين في المدرسة، أو عدم إطاعة تعليماتهم المشروعة.
- ٨) الاعتداء اللفظي أو البدني على أحد التلاميذ أو إلحاق الأذى به.
- ٩) التزوير في الشهادات التي تصدرها المدرسة للطلاب.

- ٧ -

لبي من ب. ٣٩٦٢ هاتف ٦٩٥٧٦٩ فاكس ٦٩٥٩٦٠
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لبي من ب. ٢٩٥ هاتف ٣٤١٨٥١ فاكس ٣٤٩٤٩٩
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الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم :

- ١٠ إدخال مطبوعات أو صور أو أشرطة مخلة بالأداب العامة إلى المدرسة.
- ١١ الإلتفاف للتعمد أو السرقة لشيء من ممتلكات المدرسة أو الآخرين.
- ١٢ التفوه بما يخيل بالأداب العامة أمام الطلاب في المدرسة.
- ١٣ التأخر عن طابور الصباح دون عذر مقبول.

المادة السادسة

شروط تعزيز السلوك الإيجابي

- ١ أن يعقب الإستجابة المرغوبة مباشرة، حيث إن الفارق الزمني بين الاستجابة والتعزيز يؤدي إلى ضعف تأثير التعزيز.
- ٢ أن تكون فرض التعزيز متاحة أمام الجميع بصورة عادلة، ويتطلب ذلك ترسيخ تقاليده في المدرسة، بحيث لا يعزز سلوك طالب على استجابة لم يعزز عليها آخرون، مع افتراض ثبات الظروف والمتغيرات.
- ٣ أن يتناسب التعزيز في النوع والدرجة مع السلوك المراد تعزيده، لذا يتم اختيار شكله وفقاً لما ورد من ضوابط في المادة الثالثة من هذا القرار.
- ٤ أن يوجه التعزيز إلى الاستجابة الصادرة عن الطالب وليس إلى شخص الطالب، وذلك تحاشياً لما قد يحدث من أثر عكسي على الطالب نفسه أو على أقرانه.
- ٥ أن تتنوع أساليب التعزيز بين الأساليب المعنوية والمادية (اللفظية وغير اللفظية) حيث أن النمطية في أساليب التعزيز تقلل من قيمتها وتأثيرها.

United Arab Emirates

Ministry of Education & Youth

Minister's Office



الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم :

- ٦) عدم الإسراف في استخدام أساليب التعزيز، لأن الإسراف يؤدي إلى التقليل من فاعليتها، وكذا عدم التساهل في منحها، وإنما تكون مقابل جهد حقيقي واستجابات مقبولة.
- ٧) ألا تحول أساليب التعزيز إلى إحباط الذين لم ينالوا شيئاً منها، كأن يعبروا بتفوق أو فضيلة زملائهم، وإنما تقدم بشكل يحفز الآخرين إلى محاكاتهم ومحاولة اللحاق بهم.
- ٨) أن يوجه بعض منها إلى فئة الطلبة الذين وفقوا في تحسين مستواهم الدراسي لحفزهم على مواصلة السعي في هذا الطريق.

المادة السابعة

شروط تطبيق إجراءات تعديل السلوك السلي

- (١) أن تتيقن إدارة المدرسة والهيئة التدريسية مع إزالة الظروف التي تؤدي إلى السلوك السلي، وأن تعتمد إلى اتباع الأساليب الوقائية التالية:
- أ - التعريف باللوائح والنظم المدرسية.
- ب - رسم وتنفيذ البرامج والأنشطة الكفيلة بإشاعة الاحترام المتبادل والمودة والعلاقات الإنسانية بين الطلاب وأسرّة العاملين بالمدرسة.
- ج - مراعاة العدل والمساواة في المعاملة بين جميع فئات الطلاب بالمدرسة.
- د - مراعاة خصائص عمر الطلاب ومشكلاتهم واحتياجاتهم في جميع مراحل نمؤهم وعلى الأخص مرحلة المراهقة.
- هـ - التنسيق بين معلمي الفصل الواحد فيما يتعلق بالواجبات المدرسية والاختبارات، بحيث يتحقق التوازن في العبء الدراسي خلال أيام الأسبوع. وحتى لا يضطر الطالب إلى التقصير في جانب لحساب جوانب أخرى.

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الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم :

- و - عناية ظروف واحتياجات الطلاب من المتفوقين أو ممن لديهم إعاقات سمعية أو بصرية أو عيوب عقلية، وما إلى ذلك.. وتفهم دوافعهم وسلوكهم.
- ز - تسم برامج للتوجيه والإرشاد الجمعي والفردية.. حول أنماط السلوك الإيجابي والأساليب الصحية للاستذكار والوفاء بالواجبات المدرسية المختلفة.
- ح - عمل الدور التربوي للمعلم ومربي الفصل حتى يتمكن من التعامل بنجاح مع المشكلات الطلابية.
- ط - تأكيد المستمر على شعار القدوة الحسنة كأحد المبادئ التربوية الأساسية في العلاقة القائمة بين المعلم والطلاب.
- ي - عمل على تقوية العلاقة بين البيت والمدرسة من أجل إنجاح عملية المشاركة في الرعاية التربوية السليمة.

٢) أن يسبب تطبيق أساليب تعديل السلوك إدراك الحقائق التالية:

- أ - أساليب تطبيق لذاتها لا تنفيساً عن غضب أو انتقام، وإنما تسم في إطار أهداف توجيه السلوك.
- ب - لأصل في التعامل مع المتعلم هو احترام شخصيته ومشاعره.. وتقديم أساليب التعزيز على سبيل التعديل.
- ج - صبر والحلم والأناة وكظم الغيظ هي سمات مطلوبة في شخصية المتعاملين مع الطلاب.
- د - معالجة الظروف والملايسات التي وقع فيها الخطأ، ومدى تكراره.. وكذا الفروقات الفردية بين الطلاب.

- ١٠ -

دبي، ص.ب. ٣٩٦٢ هاتف ٦٩٥٧٦٩ فاكس ٦٩٦٩٦٠
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ص.ب. ٢٩٥ هاتف ٣٤٤١٠١ فاكس ٣٤٤٤٩٩
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Ministry of Education & Youth

Minister's Office



الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم :

بي :

هـ - أن أساليب تعديل السلوك تحقق فعاليتها عندما ترتبط بالتعزيز الإيجابي، وهذا يقتضي التوازن في إجراءات المربي بين التعزيز وتعديل السلوك.. فكما يعدل السلوك السلبي للطالب، يجب أن يعزز سلوكه الإيجابي.

و - إن استخدام أسلوب واحد لتعديل السلوك يضعف أثره عندما يشيع أو يتكرر استخدامه بصورة دائمة.

ز - أن التدرج في أساليب تعديل السلوك هو من الأسس التربوية السليمة من ناحية، ومظهر للعدالة من ناحية أخرى.

٣) أن تخلو أساليب تعديل السلوك من القسوة والإيذاء النفسي، وألا تتضمن بأي شكل من الأشكال التحريج والإهانة والتهمك والشتائم والإذلال الشخصي.

٤) أن تركز أساليب تعديل السلوك على سلوك الطلاب لا على الطالب نفسه.

٥) ألا تنطبق على جميع الطلاب في الصف أو جماعة منهم، لخطأ ارتكبه واحد منهم بما لم يتواطأوا معه.

٦) ألا يحرم الطالب المسيء من فرصة التعلم بإخراجه من غرفة الصف إلا عند الضرورة القصوى مع تحويله للإدارة.

٧) ألا يكلف المسيء بعمل لا صلة له بالإساءة.

٨) ألا تستخدم زيادة الواجبات المدرسية كأسلوب لتعديل سلوك الطالب، لأن ذلك يجعله على كراهية المدرسة.

٩) أن تطبق على الطالب المخطئ بشكل فردي، لا بين جماعة من الطلاب.

١٠) التحقق من وقوع الخطأ، لأن تهيئة المخطئ خيرا من معاقبة البريء.

١١) أن تكون الأساليب آتية ومنتاسبة في شدتها للسلوك السلبي الذي ارتكبه الطالب.

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دولة الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم :

التاريخ :

١٢) أن يلفت انتباه الطالب المسيء إلى سلوك طلاب آخرين كوقفوا على سلوكهم الإيجابي.
١٣) أن يسبق ويرافق تطبيق أساليب تعديل السلوك إشعار الطالب وولي أمره بأسبابها.

المادة الثامنة

إذا لم تُحدّ الأساليب والوسائل (المذكورة سابقاً) في الحد من المخالفات التي تصدر عن بعض الطلاب، تلجأ المدرسة إلى تطبيق أساليب تعديل السلوك الآتية:

أولاً - أساليب خفيفة وهي:

أ - التنبيه الشفوي:

ويوقع من المعلم أو مربي الفصل أو مدير المدرسة بحق أي طالب صدر عنه سلوك سلبى أو مخالفة بسيطة للنظام المدرسي مثل:

- التأخر عن طابور الصباح.
- التأخر عن الوقت المحدد لبدء الحصص الدراسية.
- عدم الالتزام بالزي المدرسي أو الرياضي.
- عدم إحضار الكتب الدراسية أو عدم المحافظة عليها.
- الإهمال بالواجبات المدرسية.
- عدم الانضباط داخل الفصل أو التشاغل عن فعاليات الدرس.
- الإخلال بنظافة المدرسة.
- الإهمال بالنظافة الشخصية.
- إحداث إزعاج في ممرات المدرسة أو مرافقها.
- كل ما هو بدرجة هذه المخالفات.

United Arab Emirates

Ministry of Education & Youth

Minister's Office



الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم :

تاريخ :

ب - التنبيه الخطي:

يصدر بتوقيع مدير المدرسة، ويبلغ به الطالب وترسل نسخة منه إلى ولي الأمر.

ومن موجباته:

- تكرار الطالب للمخالفات السابقة رغم التنبيه الشفوي.
- إحداث فوضى تخل بنظام المدرسة أو تعيق عملية التعليم والتعلم.
- التلغظ بعبارات نابية بحق زملائه.
- الخروج عن السلوك المرغوب فيه خلال الرحلات والنشاطات والاحتفالات المدرسية.
- التدخين لأورا، مرة أو نشر مواد ذات روائح كريهة.
- كل ما هو بدرجة هذه المخالفات.

ثانياً - أساليب شديدة وهي:

أ - الإنذار الأول:

يتخذ بقرار من اللجنة التربوية بالمدرسة ويبلغ به الطالب وترسل نسخة منه إلى ولي أمره.

ومن موجباته:

- التعمد في تخريب ممتلكات المدرسة أو إتلافها أو إتلاف ممتلكات الآخرين.
- تكرار التلغظ بكلمات منافية للأداب العامة.
- تكرار التدخين أو التشجيع عليه داخل حرم المدرسة.
- إدخال المواد المنوعة أو المطبوعات أو الأشرطة المخلة بالأداب العامة.
- إلحاق الضرر أو الأذى بزملائه.
- كتابة عبارات نابية بحق زملائه أو أحد العاملين في المدرسة على جدران المدرسة أو في أي مكان من مراقفها.

- ١٣ -

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

United Arab Emirates

Ministry of Education & Youth

Minister's Office



الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم :

التاريخ :

- الإساءة المتعمدة للطلبة الإسلامي الخفيف.
- تعاطي أو ترويج للمواد الخطرة المخدرة.
- تمدد جرح أحد التلاميذ بألة حادة.

هـ - الفصل النهائي من المدرسة:

يُضاهى الطالب نهائياً من المدرسة بقرار اللجنة التربوية، مقترناً بموافقة مدير المدرسة وإعتماد مدير المنطقة.

ومن موجباته:

- عدم تعاطي الطالب رغم تطبيق أساليب تعديل السلوك السابقة بحد.
- الاعتداء على أحد المعلمين أو الإداريين أو الفنيين بضربه أو إيذائه بأي فعل مؤثر من وسائل العنف والاعتداء.
- إذا صدر بحقه حكم نهائي بالإدانة في حد شرعي أو جنائي أو جنحة مخلة بالشرف أو الأمانة من قبل إحدى المحاكم في الدولة.

أحكام عامة

المادة التاسعة

يحظر وبأي حال ومن الأحوال اللجوء إلى أي من الأساليب الآتية:

- (1) العقاب البدني بمختلف صوره.
- (2) تخفيض الدرجات في المواد الدراسية أو التهديد بذلك.
- (3) طرد الطالب من المدرسة أثناء اليوم الدراسي بقرار فردي.
- (4) العقاب الجماعي بسبب مخالفات فردية.

- ١٥ -

دبي من ب. ٣٩٦٢ هاتف ٦٩٥٧٦٩ فاكس ٦٩٦٦٦٠
Dubai P.O. Box : 8962 Tel : 695769 Fax : 696960

أبوظبي من ب. ٢٤٥ هاتف ٣٤١٨٥١ فاكس ٣٤٩٤٩٩
Abu Dhabi P.O. Box 285 Tel : 341851 Fax : 342499

دبي من ب. ٣٩٦٢ هاتف ٦٩٥٧٦٩ فاكس ٦٩٦٦٦٠
Dubai P.O. Box : 8962 Tel : 695769 Fax : 696960

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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دولة الإمارات العربية المتحدة
وزارة التربية والتعليم والشباب
مكتب الوزير

الرقم :

التاريخ :

المادة الرابعة عشرة

تسجل أساليب تعديل السلوك بحق الطالب في سجل متابعة الطلاب لدى الإحصائي/ الإحصائية الاجتماعية.

المادة الخامسة عشرة

تقوم إدارة الخدمة الاجتماعية وتوجيه الإدارة المدرسية بوضع النماذج التوثيقية التي تضمن حسن توظيف الإجراءات والتوثيق لها.

المادة السادسة عشرة

يلغ الطلاب وأولياء أمورهم وجميع أعضاء الجهاز الفني والإداري أحكام هذه اللائحة بالوسائل والأساليب المناسبة.

المادة السابعة عشرة

تلغ كافة اللوائح التي صدرت قبل هذا في ذات الموضوع، ويعمل بهذه اللائحة اعتباراً من تاريخ صدورها.

المادة الثامنة عشرة

ينشر هذا القرار في الجريدة الرسمية، ويبلغ لمن يلزم لتنفيذه.

الدكتور علي عبدالعزيز الشهران
وزير التربية والتعليم والشباب

نسخة لكل جهة من جهات الاختصاص.

- ١٧ -