The British University

in Dubai

Institute of Education

A Case Study of a Student with Visual Impairments in a Primary Government School in the United Arab Emirates

By

Mona Ahmad Kazim

A dissertation submitted

in part fulfillment of the requirements

for the degree of

M.Ed. (Special Needs)

Dissertation Supervisor

Dr. Eman Gaad

December 2007

"Is the objective of education is to measure the memory capabilities of students, instead of providing them with the knowledge necessary to meet life's challenges and the ability to think and choose?"

His Highness Shaikh Mohammad Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai.

Abstract

The dissertation examines a case of a student with visual impairment (VI) included in regular government school in the United Arab Emirates. The purpose of this study was to provide an understanding of the provisions and support needed for such students and to promote the means that will allow students with special needs in general and students with VI in particular to benefit from the regular school setting. The data were compiled based on qualitative data collection techniques and strategies according to the objectives and aims of the study. The student was observed in his school environment, and the findings are presented in relation to information collected from the interviews and researchers' findings from other countries. In addition, recommendations are provided to assist in the development of a better school environment. The conclusions showed that there is a clear and significant need for provisions in different areas, including early intervention, training, and appropriate technology. Professional partnerships are essential to ensuring that policy set by federal law (29/2006) for individuals with special needs, including VI, is applied in practice.

This is me.

Dedications

I would like to acknowledge the generous support of my family and thank my husband for his support and patience.

Acknowledgements

v

Table of Contents

Glossary of Key Terms

ABLE: Ability Based Learning Empowerment

Assistive Technology: A broad range of devices such as video magnifiers (i.e., closed circuit televisions); low-vision devices; computers with Braille input/output; and Braille embossers.

Braille: A code that presents written information. It is equivalent to print. The alphabet, numbers, music notation, and any other symbol that appears in print can be replicated in Braille by arranging combinations of the six dots of the Braille cell. Braille is read by touch, usually using the first finger on one or both hands (Alberta Education, 2006).

CEC: Council for Exceptional Children

CRC: Convention on the Rights of the Child

EFA: Education For All

IEP: individualized educational programmes

Inclusive Education: Involves recognizing and celebrating the diversity arising from gender, race, language of origin, nationality, social background, and disability (Mittler, 2000). It states that all students have the right to attend regular schools and the s are responsible for their education with the appropriate curriculum and assessment.

Integration: Preparation of individuals for placement in the mainstream classroom, where the individuals must be able to adapt to the school

curriculum.

Inclusion, Integration and Special schools:
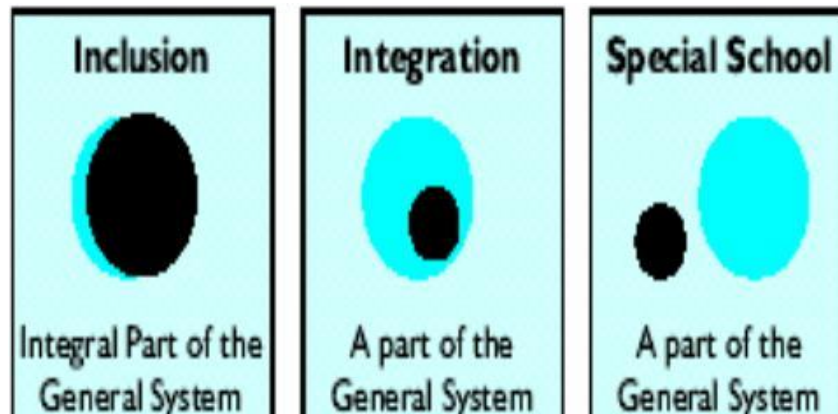
(Mani, 2003)

LD: learning disabilities

MOE: Ministry of education

NICHCY: National Information Center for Children and Youth with Disabilities

RR: Resource Room (Teacher

SEN: Special Educational Needs

UAE: United Arab Emirates

VI: Visual Impairment

WHO: World Health Organization

Chapter 1: Introduction

In order to get broader view of the educational system in the United Arab Emirates (UAE), it is necessary to start with brief historical perceptions of special needs education. The educational system in every society is influenced by its values, cultures, and attitudes. An understanding based on the history of the education system in the UAE will help the reader to distinguish between various approaches and practices toward education. It will also help the reader to understand the principles of the education base so that one can describe the nature as well as interpret and explain the transformation of the education system and its outcomes.

As a result of the government's concern for and value of individuals with special needs, the government of the UAE and the ministry of education (MOE) recently outlined special education policy in federal law (29/2006), which is trying to implement the ideology of inclusion. A special needs department was established in the new organizational structure of the MOE as a result, and the first class for children with special needs was opened in 1980. Consequently, many institutes and special classes in regular government schools for children with special needs were set up. However, the special classes were given less attention than the institutes. This was manifested in the number of private and government institutions and the quality of the service provided in the country (MOE, 2005).

Students with special needs receive part of their education in special classes, a process known as "partial inclusion" (National Information Center for Children and Youth with Disabilities, NICHCY, 1995). It is worth noting that students with special needs are believed to have benefited from this general policy (Ministry Act [2/385] 1988) previous to 1980, when the lack of special classes led to a neglect of these children and they were kept at home without any education or were admitted to special institutes.

These moves were partly in response to initiations and recommendations made at the international level. The Salamanca Statement and Framework for Action at the World Conference on Special Needs Education (1994) stated that "those with special education needs must have access to regular schools which should accommodate them with a child-centred pedagogy capable of meeting those needs." The Dakar Framework for Action adopted a World Declaration on Education for All (EFA, UNISCO, 2000) established the objective to offer every girl and boy a primary school education by 2015. His Highness Sheikh Mohammad, the Ruler of Dubai, also assured that these goals would be established by 2015 in the UAE. UNESCO (1998), the United Nations (1989), and the World Bank acknowledged that inclusion makes good social and educational sense. The term *inclusion* ensures that all students, regardless of ability or disability, can participate successfully in the mainstream of education by adapting the regular school curriculum, teaching methods, organisation, and resources need (Mittler 1995). Moreover, Farrell (2000) emphasised the quality of education for students when related to inclusion.

The main purpose of this study was to examine the provisions and services that are available for students with visual impairment (VI) by researching a case study of a student with VI who was mainstreamed in the classrooms of a government-supported primary school in Dubai. The second aim was to facilitate a deep and thorough understanding of the reality of inclusion as experienced by the participants in the study. An overview of relevant research raised a number of questions that stimulated thoughtful discussion on the study. The research was conducted using qualitative case study methodology because it could draw conclusions about a wider population of cases or a similar event (Gomm et al. 2000). This approach permitted the use of different methods of gathering data and helped to bring out the participants' valuable viewpoint. Case study was applied because it is an ideal methodology when an in-depth investigation is needed (Feagin et al 1991). Thorough interviews with the participants, thorough observations, and an examination of school documents and medical records were involved.

Alongside this research was a literature review of similar studies on inclusion in other countries such as the United Kingdom, the United States, and other European and Asian

countries. The purpose of the literature review was to gather information and data about possible models of provisions and services in inclusive settings and the effects of these practices on students with VI. The findings and discussion of the data analysis are described in detail. In addition, a critical reflection was integrated to identify a wider scope about the gap between theory and reality. Finally, recommendations were suggested about ways in which they can overcome some of the difficulties that are facing the Special Education Needs (SEN) in general and individuals with VI in particular.

Research Questions:

This study focused on the following research questions:
1. What are the provisions for a student with VI who is being transferred from special classes into regular classroom in an Emarati government primary school?
2. What could be recommended to develop or improve such educational system for students with VI?

The inclusion system is responsible for including a large diversity of pupils and providing differentiated and appropriate education for all. In the UAE, society's view of special education and fitting schools to meet the needs of all pupils has begun to change over the last 2 years. However, because the ideology of inclusion in the UAE is a relatively recent policy, this still seems to be a major challenge. This is in lines with Flem and Keller's (2000) assertion that some countries are struggling with the ideology of inclusion.

The fundamental principle of the inclusive school is that all children should learn together, despite any difficulties they may have. These schools should respond to the diverse needs of their students, ensuring quality education for all students through modified curricula, teaching strategies, and provisions, and resource use. s need to adopt various ways of providing support and assistance. This support should match the continuum of special needs in every school. Needless to say, special education skills and professionals are important factors in today's schools. To tackle the great variation and diversity of students in the classroom, education is considered the first step in the

realization of an inclusive school (Meijer et al. 1997). However, whole-class instruction without individualization frequently presents problems for learners with disabilities (Elbaum et al. 1999). This case study was based on a child (Ali) with VI who was included in a mainstream government school in Dubai, UAE. The study aimed to answer the research questions using case study methodology, observations, interviews, and available documentation. Recommendations are included in the study for future practice.

Although Ali was included in the mainstream classroom, he also was somewhat excluded. Ali was trapped in this system because this was the best solution available for him. Currently, special schools, special day classes, and resource rooms provide special education services for students with VI, even though they may not entirely meet their needs or inclusion practice. Major barriers to the provision of quality education for children with disabilities in all educational environments consist of the lack of early intervention services, inflexible curriculum and assessment procedures, negative attitudes, inadequate training, a lack of specialist support staff to assist s of special and regular classes, a lack of appropriate teaching equipment and learning devices, and failure to make modifications to the school environment to make it fully accessible. All these obstacles can be overcome through planning and implementing a practical policy.

The dissertation is organised as follows. In the next chapter, case study methodology is discussed, including an analysis of the research tools and the data collection methods used. In the following chapter, literature stemming for a variety of educational settings with particular relevance to the provision of education for a child with VI in the UAE. In chapter four, the findings of the case study are discussed, and recommendations are made with a view to changing and improving education for children with VI, where possible, in existing organizations. This covers the inclusion of such students in mainstream classrooms. The limitations of this single case study, along with a restatement of the key points, are explained in the conclusion.

Chapter 2: Methodology

Introduction

The aims of the study were to investigate the provisions and services that are provided to SEN students as a learning support in a government-supported primary school in Dubai in the UAE. The particular focus was on students with VI. The second aim was to facilitate a deep and thorough understanding of the reality of inclusion as experienced by the participants. The researcher chose a qualitative case study method because it drew conclusions about a wider population of cases or a similar event (Gomm et al. 2000). The case study approach is valuable in bringing out the participants' detailed viewpoints, and it is a good framework for using different data-collection methods. The case study is the ideal methodology for conducting an in-depth investigation (Feagin et al. 1991). This particular study involved comprehensive interviews with the participants as well as observations and an examination of school documents and medical records. This research is grounded in literature review of other similar studies such as (Lechelt & Hall, n.d. cited in Shon, 1999; Friend & Bursuck, 2002; Hatlen, 2004 and Gaad et al 2006) in addition critical reflection was included to show better picture about such disability in the reality.

The chapter includes an explanation of the research design; background information about the school, students, and s; research methods (interview, focus study group, and observation); the research questions; research site; data-collection methods; documentary data; process; data analysis; analysis of qualitative data; ethical issues, and a brief summary that connects all of the information, including the limitations of the study.

Research Design

The qualitative research design links the collected data to the research questions (Yin 2003). Research methods can be categorized in different ways, although one of the most common distinctions is between qualitative and quantitative methods. The researcher uses multiple approaches in this case-study methodology to avoid any sharing of the same deficiencies in a broad area. Pearson Education, Inc. (1995-2007) states that different methods have different strengths and weaknesses, so using a variety of methods is essential. This approach is triangulation (Gillham 2000). Tellis (1997b) states that the case study is known as a triangulated research strategy, which can occur with methodologies (Snow & Anderson, cited in Feagin et al. 1991). Stake (1995) declares that when protocols are used to ensure accuracy and alternative explanations, triangulation confirms the validity of the methodology. Yin (1984) states that in case studies, triangulation can be done with several sources of data. Denzin (1984) identifies "methodological triangulation," when few approaches are followed, to enhance assurance in the interpretation and analysis. This was one of four other kinds of triangulations that he identified. Kaplan and Duchon (1988), Lee (1991), Gable (1994), and Mingers (2001) suggest that triangulation can be accomplished when one or more research methods in the one study are combined.

Yin (1994) identifies four stages of the case study approach:

1. Design the case study, which was focused on the student with VI.
2. Conduct the case study by following the procedures of the methodology, such as interviews, observations, and the collection of the documents.
3. Analyze the evidence by comparing the data and decoding the transcripts from the interviews.
4. Develop the conclusions, recommendations, and implications

These stages are supported by the literature review in order to give a wider scope about the methodology of this study.

Denzin and Lincoln (1998) state that qualitative research is an activity that situated in order to place the observer in the world. In addition, it engages practices and approaches that are naturalistic and interpretive to the world. This definition is supported by other researchers such as Beryam (1988), who defines qualitative research as designed by the way people interpret and comprehend their social reality. This method involves the use of qualitative data, such as interviews, documents, and observation data to understand people and the social and cultural contexts within which they live.

Qualitative research can be found in many areas and fields through a variety of methods, approaches, and techniques. It focuses mainly on what people divulge or do that will allow you to understand the meaning of what is happening (Gillham 2000). In addition, it provides a broader and comprehensive approach of what, where, and how inclusion is working. This was accomplished by the researcher in order to understand the scope and depth of the issue. To get the opinions of the participants, interviews and other approaches were conducted The qualitative researcher needs to rationalize and show how the strategy is suitable for the social setting; in addition, it is important that the strategy suit the research setting in regard to feasibility and the relationship between the researcher and the participants (Holliday 2002). Seeing and meeting the school principal every time the researcher needed to meet any participants was a part of the social attitude and relationship. Even though the researcher had the full support of the principal, she also was free to meet any of the staff members in the school.

Qualitative research facilitates studies in natural and ordinary settings that identify observable facts from people's point of view. Wilhelm Dilthey (cited in Ritchie and Lewis, 2003) emphasised the significance of understanding of people's experiences that happen in a social context. Max Weber (cited in Ritchie and Lewis, 2003) was influenced

by Dilthy's ideas in regard to the latter; however, he stressed that the researcher must understand the meaning of social action contained by the context of the material circumstances in which people live. Ritchie and Lewis (2003) declared that when they said" the interrelatedness of different aspects of people's lives is a very important focus of qualitative research. Therefore, qualitative method was chosen for this research because of its in-depth perception of the teachers' behaviour in the social world, by integrating practice and theory, philosophy and method, and this is directly related to the subject of the student and his experience in the school. The research was selected on the basis of the potential theoretical interest and availability (Glasert and Strauss 1967).

The qualitative method covers a broad selection of approaches that is linked to different beliefs and values that the researcher will need to deal with in the social world. To accomplish the methodology presented here, useful approaches and techniques from a variety of disciplines were fused.

Validity in Qualitative Research

A number of qualitative researchers have argued that the term validity is not applicable to qualitative research, but at the same time, there is a need to meet the criteria of the research. Therefore, many researchers have generated their own theories of validity and have often taken up or adopted more appropriate terms, such as representative, worthy, relevant, trustworthiness, confirmable, credible, or plausible (Denzin and Lincoln, 1998; Guba & Lincoln, 1998; Hammersley, 1987and Mishler, 1990). Wainer and Braun (1988) explain the validity of quantitative research as construct validity' which and how data are to be gathered is the initial intent of conducting research. In addition, in order to validate the research, Wainer and Braun declared the interplay between data and construct. Discussing validity is important not only for estimating the trustworthiness of the research findings but also for examining the methods used and their aim. So, for practical reasons, the researcher uses the word validity more frequently in the study.

Case Study

Regarding the case study of the student with VI called Ali, a pseudonym, the researcher considers it to be an intrinsic case study because this sample is about a student with VI who is included in the mainstream classroom in a government-funded school in the UAE. Several definitions of the case study are mentioned broadly in the literature review.

Research Site

The research conducted was a case study of a single learner with VI. It was carried out during the 2006-2007 school year at a government-funded primary school in the Emirates of Dubai. The school was chosen because it reflected the ethic diversity of the larger region. The researcher selected the school for several reasons: 1) It was the basis for a project called ABLE which was supposed to be the first research for the researcher but discontinued; 2) the researcher was acquainted with the special s and the principal, which made it easier to access the school and the student; 3) the students within the school represented a wide diversity of cultural, ethic, and economic backgrounds; 4) the school staff had struggled with the some SEN students such as Ali through the years; and 5) the school system includes regular classrooms, special classrooms, and a resource room.

Because this study aims to focus on the Emarati's inclusive practice, a government-funded primary school was chosen. The federal law 29/2006 is the first step in applying inclusive education., even though it is just on paper so far, but some signs of preparation for inclusion have been started, such as bringing some expertise from the United Stated to help the MOE draw up the guidelines for applying inclusion. Usually, government schools are populated by students who comprise most of the UAE's population. Government schools were restricted only to nationals and expatriate staff children (the law changed again in 2006/2007). Also, government schools are required by law to apply

the MOE's rules, one of which is inclusive law (federal law 2006), which has not yet been applied. For that reason, it was decided for this study to choose a government-funded primary school because it represents a sample of UAE students.

The school is located in neighbourhood with commercial and residential buildings. The school has a culturally diverse student population. Many of the middle-class students' mothers are Indians, Bedoans (without any passports), and Philippians. The school was run by male staff from the school year 1981/1982 up to 1991/1992. In 1992/1993, the school was run by female staff, including the teachers and their helpers, except for the watchman.

The school has 14 regular classrooms from Grade 1 to Grade 5, 2 special classes, and 1 resource room. The school has two floors and an average classroom occupation capacity of 27 to 32 students. The school has concrete walls. The classrooms have either no windows or locked, shaded ones, causing poor ventilation. The only source of lighting is florescent light or natural light if the door to the corridor is left open. The school has less than ideal comfort conditions, with room temperatures of 22 degrees Celsius. High noise levels are present, especially during the breaks, because of the spacious corridors and the tiled floors, which affect other classes not on break and interfere with the acoustic comfort of the classrooms.

The children sit in individual desks arranged in rows. The school is of a size typical in Dubai and is served by the principal; the principal's assistant; a secretary; a social worker; a librarian; and 22 teachers, including the special needs teachers.

Participants

Student with VI

Ali is the main participant of the case study. He is an 8-year-old male in Grade 2. He has VI. Ali's personality impressed the researcher when visited the school on 2006 for the ABLE project. Ali was chosen as a student from the special class to be included in the regular classroom. In addition, this student was chosen because he was an ideal example of a student with special needs who was included in general education and managed to pass Grade 1 in the regular classroom.

Other Students

Five students in Ali's classroom were chosen randomly for the focus group. The consent forms were distributed (Appendix 21), but the researcher had some problem receiving them back. However, the researcher got the approval of the principal as the gate keeper of the school.

Regular teachers and Special Needs Teachers

The regular Arabic, math, and English teachers were chosen. The music teacher could not attend the focus group meeting for administrative reasons. Ali's previous special classroom and the resource room teachers were also chosen.

Administrative Staff

Individual interviews were conducted with the principal, who had 31 years of experience, principal; the assistant principal, who had 17 years of experience; and the school nurse, who had 8 years of experience.

Data-Gathering Methods

The researcher observed the student with VI in the regular classroom settings, and playground. Different sources were used to collect the data: 1) observation of the classroom interaction between the teacher and the students, the field notes were written; 2) audio taped interviews of the teachers individually or in focus group (Appendix1, 2&5, 8&10), interview of the students' focus group (Appendix3), Ali's interview(Appendix7), and Ali's mother interview(Appendix6); and 3) copies of Ali's academic and medical records, besides his written work were collected (Appendix15-32).

Then the researcher analysed the relevant documents and data that were collected. All of these methods comprised the triangulation of the data.

Interviews

The quickest way to learn about any one of these perspectives might be to interview people about day -to- day tasks (Travers 2001). The success of the interviews depends to a large extent on the personal and professional qualities of the interviewer (Kvale 1996). Oppentiem (1992) states that it is important to, for the interviewer, clarify why the particular respondent was selected for the sample. Moreover, the interview is the more valid approach because of its direct contact with the person, even though this approach costs a lot of time. Perry (1998) mentions that "our experience and anecdotal evidence suggests that an honour's thesis requires at least four interviews (that is, one interview in each of four case organizations)." Looking closely at the practices of learning in the school community helps researchers to reduce misinterpretations of conversations and interviews because they help them to structure more useful and appropriate questions which will be important to the topics (Coe, 2001).

Individual Adult Interviews

These are likely to be thorough conversations with individuals concerning a case study. An interview is an effective method of obtaining information because it is likely that open-ended questions will generate a lot of conversation. The aim of conducting an open-ended interview is to make it conversational, free flowing, and informal (Jackson 1986; Rubin and Rubin 1995).

Focus Group

The interview of the individual in the focus group is considered an important approach in the qualitative method (Madriz 2000). This helps in comparing and analyzing the data. Morgan (1996) assures us that the data are generated from the interaction between the groups. In another words, the researcher can observe these interactions between the students by sharing their experiences and their opinions. Which Madriz considers it as an advantage over individual interviews. However, Kidd and Parshall (2000), and Owen (2001) state that the data from the interaction in the focus group are influenced positively or negatively because a group member may be self-conscious or others may not reveal their true opinions.

The members of the adults' focus group (3 teachers, 1 special needs teacher, and 1 resource room teacher) in this study were from the same school. The observer noted that the teachers often blamed the parents for the progress of the student with SEN. Duggleby (2005) declares that there are many types of group interactions, and he stressed the importance of the predominant data source as the group as a whole, not one or two individuals. The data analysis of the focus group depends on the methodological approach. Wilson and Hutchinson (1996) assure that the study aim reflects on the approach, which should be consistent with the method chosen by the researcher. Duggleby (2005) suggests two methods of data analysis of group interaction: "(a) Describing interactions to interpret findings (Carey 1995; Stevens 1996) or (b)

incorporating the group interaction data into the transcripts (Morrison-Beedy et al. 2001)."

Stevens (1996) proposes 12 questions that are influenced by Carey's (1995) ideas. He suggests that these questions help researchers to understand the experience and how interactions are developed:

How closely did the group adhere to the issues presented for discussion? Why, how and when were related issues brought up? What statements seemed to evoke conflict? What were the contradictions in the discussion? What common experiences were expressed? Were alliances formed among group members? Was a particular view dominant? How did the group resolve disagreements? What topics produced consensus? Whose interests were being represented in the group?

To analyze the data, they were incorporated into the transcripts, including nonverbal actions, what was said, and any comments, as suggested by Morrison-Beedy et al. (2001). As a result, the researcher transcribed all the data word for word and then translated them because the interactions were in Arabic, the mother language of the participants.

Children's Interviews

Because children are the active participants in the study, their perspective may be a help to make improvements in the field. They are considered the future, so the researcher considered interviewing of these children an essential part of the study. Teachers need to become more used to having children's conferences to assure the promotion of certain goals. A focus study made up of 6 of Ali's peers was interviewed. These students were randomly chosen by the math teacher, who was given the responsibility of choosing the students by the principal.

Obtaining relevant and significant information from children is not an easy attempt. For example, difficulties may arise when children are asked open-ended questions, which require a free narrative about observed incidents, although the accuracy levels can be

high (Baker-Ward et al., 1993). Interestingly, their testimony could be relevant and appropriate if children's ages and particular abilities are adapted (Elischberger and Roebers (2001).

Poole and Lindsay (1995) state that open-ended verbal cues such as what children remember hearing and seeing are effective and that more information was reported than the other group of children when asked for more information. Accordingly, the researcher used verbal prompts to encourage the children to recall information. The following words were used when talking to the students: "You saw that?" "Where did you see him?" What did you hear?" "You heard him saying that?" How he asked you?.

Observations

Observations were made of participants and no participants. The purpose of observation is to provide insight into the classroom, watch the interactions of the teacher and her assistant, if available, with the children; the staff and the environment.

Participant Observer

Participant observation approach is important component of ethnographic research. Generally, observation has been emphasized over participation, there are many ethnographic frameworks in which active participation is essential and useful to the collection of quality data (Johnson et al. 2006). Gillham (2000) declared the value of being a participant observer even for a limited time as a member of the setting.

Non-participant Observer

This could include watching how people react and gathering data related to the subject. Observation often is supported by a series of questions with the individuals or group who have been observed.

Documentation Data

- Classroom observation sheets.
- Field observation sheets.
- Ali's medical records.
- Consents of the principal, Ali's mother, Ali's s, and Ali and his peers.
- Samples of Ali's writing and the curriculum.
- Ali's grade certificate.
- Interview transcripts.

Data Analysis

Data collection and analyses are represented by qualitative methods. Qualitative analysis was continued on the findings, and it focused on the themes related to the study .The framework and research design guided the study. The views of the regular teachers and special needs teachers gave vital information to the study, and the mother's view also increased one's understanding. The analysis of the study was at the macro level when it viewed the coding of the interviews and the data from the themes' perspective. The analysis took the micro level when it viewed the details of the documents and the data (Goatley 2000).

The researcher's interpretations of the data are an important key, where she has to clarify her own reactions from those of the participants, because both of them can actively engage in these processes together. Therefore, it is important to include the researcher's experiences and perceptions as facts that affect the results (Deacon 2000).

In the case study research method, data collection and analysis occur concurrently. The researcher continuously needed to compare the literature and field data. Stakes (1995) stresses the philosophical underpinnings of the case study method and the importance of the contextual description as a more naturalistic approach.

Analysis of Qualitative Data

There are a range of approaches to qualitative data analysis that have different theoretical basics. Froggatt (2001) states three methodologies: ethnography, grounded theory, and phenomenology. In addition, he mentions that many studies adopt a "looser approach" for their design, such as qualitative or exploratory descriptive. The data in this study were analyzed qualitatively. These data included classroom and field observations, adult and child interviews, focus groups, and document and material examinations. Froggatt asserts that data transformation is a specific focus of data analysis and that it requires data handling and data interpretation in order to generate an authoritative written account. He assures us that the theoretical perspective of study design affects the nature of meaning. The researcher looked at people's behaviours based on social processes, where individuals' daily experience is looked at for understanding.

Froggatt articulates four aspects of the qualitative data analysis process:

1. Managing the data: The data are prepared for analysis by being stored in a way that is available, labelled, accessible, and safe, and maintains the confidentiality of the data.
2. Describing the data: Coding is a broad term that involves allocating labels to bits of data in order to retrieve all of the text to bring it together. To do that Froggatt, referred to two analytical procedures: founding relations between different, and looked at broader concepts of the codes.
3. Digging deeper. In this process, the data are out into different themes and group, next step is to examine different kinds of meaning. In addition building theoretical frameworks can be done.
4. Presentation of the data: The use of quotes and diagrams is one way of presenting data. It is used commonly in qualitative studies.

There is an interrelation among the processes of analysis, collection, and writing up of the data, as shown in Figure 1 (cited in Thorne 2000).
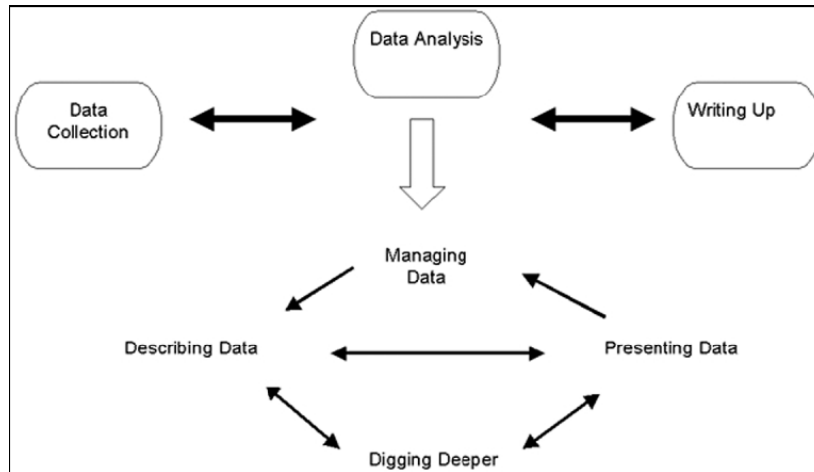
Figure 1. Interactive processes in qualitative data analysis

Units of Analysis

There are many unit of analysis mentioned in the studies, which may explain why there is a lot of confusion, as Murray (1998) affirmed. These units are referred to as units of analysis, assignment units, observational units, and other terms. It is very common to consider the individual as a unit of analysis.

Ethical Issues

A number of ethical issues have been discussed by other researchers regarding the protection of the participants' rights in the field. The issues that were stated by Trochim (2006) include the following:

1. Voluntary participation: The participants are not forced to participate in the research. The researcher must receive informed consent from the participants (Appendix 21), who have to be informed fully about the research procedures.
2. Risk of harm: The participants should not be in any position that may harm them.

3. Confidentiality and anonymity: The participants should be assured that the information will not be accessible to anyone who is not directly involved in the study and that their names will remain anonymous.

The researcher in this study needs to develop a system or a procedure to assure the participants that all ethical issues will be considered. Since Trochim stated, "No set of standards can possibly anticipate every ethical circumstance."

In this study, a few procedures were put in place to assure that these ethical issues were met:

1. All participants gave informed consent. The process of getting permission for the research went through the MOE, the parents, and the school principal as the gate keeper for the child. This long process was done to get to Ali as the last one to give consent. I sat with him and explained what the research is about.
2. At the beginning of the interviews, whether individual or focus group, the researcher assured the participants of the confidentiality of the information,
3. The names of the school and the participants were anonymous.

There are great responsibilities and dilemmas on the researcher regarding the ethical treatment of the children who are regarded as the social actors. In regards to children's participation, Christensen and Prout (2002) explain four approaches of seeing children in research: as subjects, social actors, participants, and co researchers (Alderson 2000; Woodhead and Faulkner 2000). Moreover, Christensen and Prout affirm some factors about children's social experiences, such as gender, disability, ethnicity, economy, and social differences. The UN Convention on the Rights of the Child (1998) supports the perspectives of Thomas and O'Kane (1998a) that children are active participants in the research, which includes involving, hearing, informing, and consulting the children. Therefore, to understand the whole picture, researchers need to explain children's perspectives about their daily lives accurately.

The study was carried out in a primary school setting. Children's view as social actors had an important role in the research. Therefore, the study used several approaches related to children, including formal and informal interviews of Ali, a focus group of 6 of Ali's peer students from the same classroom, observations, and audio recordings of the children in order to make a more accurate record. When the researcher met the children, the principal's assistant introduced the researcher and ask them to not to be shy. The researcher explained to them that she was a student like them, and that she has children of their age (so they feel more relaxed with her). She memorized their names from beginning, thinking that this gesture would ease the tension of being a stranger. The researcher then explained the usage of the audio record and how it is hard for her to write down all of their words. She told them that it is a kind of story, thinking that it is hard to explain what research means. They talked about how they spend their time together on the playground and in the classroom, their favourite teachers, and their favourite subject teacher. As the beginning of the fieldwork was established, the confidentiality of the participants was protected through the consents that were given to the principal and the parents.

The Process

This study took place during two semesters. The researcher started fieldwork research in September (2006). She decided to concentrate on one student in the classroom as a case study and started collecting the data right away through interviews with the teachers. The teachers were asked about their experiences with SEN students, especially those with VI. Although the teaching of such impairment needs some training, but the researcher was curious to know the extent to which the teachers are active in helping the students with SEN. An initial list of names was gathered of Ali's regular class teachers, special needs teachers, and school nurse. From there, the researcher prepared the focus group sample and conducted interviews with 5 teachers. The interviews were conducted in Arabic, which was translated to English later. The researcher will describe what happened during a series of visits and interviews that took place during the data collection procedure as an

example of what commonly happens in government schools. Ali's special needs teacher from the previous year was one of the first key informants.

During the first visit to the principal, whom the researcher knew from an earlier project, the researcher introduced herself and described the project. The principal's approval was needed to conduct the research in the school; the interviews and observations were explained, assuring the confidentiality of the information. She said that she was pleased with the visit and assured her full support. She also talked about her 32 years of experience in the government and the struggle with special needs or with the parents in following up with their children. The arrangements were made for next visit. On the second visit, the plan was described again. The principal said she wants to help students with SEN, despite the difficulty getting the MOE's understanding (Appendix2:38).

At the next meeting about a month later, the researcher set up interviews with the Arabic and math teachers and observed Ali during the math period. The tape recorder was not use at the first interview but planned to do so later. This was the last interview in the first semester. However, the contact was retained with principal to return during the second week of the second semester, and she responded extremely well.

On Sunday, 18 of February, the researcher visited the school to meet the teachers focus group that had been arranged by the principal's assistant. The meeting was successful in assuring the principal of the confidentiality of the procedure, the signing the consent forms. During the same week, the researcher visited the school and had interviews with the principal, with no previous appointment having to be made. The principal was uncomfortable with turning on of the tape recorder. She allowed doing so after a little hesitation, but she did not mind notes taking as she spoke.

Interviewing was only one method of assuring the validity of the findings. The interview patterns and questions were the same for all the teachers and administrative staff, although the information and responses were different. The classroom lessons were observed in Arabic, math, and Islamic subjects, and Ali was observed in the playground.

The focus of the observation was on three areas: (1) differentiation strategies; (2) provisions, if any, available to him; and (3) impact of including a student with VI in the regular classroom. Using these three perspectives, the data was documented. The practices and the feedback of each interviewee were examined, and the information was recorded at the same time to assure the accuracy. The researcher had some success asking questions about the teaching of SEN students with the regular classroom teachers. These were usually not scheduled interviews, but conversations about their teaching in the principal's room or teachers' room during breaks or in the corridors.

The pattern of teaching became increasingly clear and strong, consisting of s having discussions and asked directed questions in which the clear goal was to draw out students' knowledge. In addition, for class work or homework, the teacher would write questions on the board, and the students would write the answers in their notebooks. Students sometimes have to hurry to copy notes from the board because there is limited time: The grades were noted after they are collected and redistributes again with corrections made. For that reason, notes are an important mechanism, but they were not useful for Ali because he could not copy from the board because he did not write well in the first place. The writing process was very slow for him, and he could not keep up with the rest of the students.

The observations took place during one typical school day of 5 hours. On the first day, the researcher observed the students' behaviour on the specially prepared sheet. The teacher introduced the researcher briefly to the class and then continued her normal daily plan with the students. The researcher reduced classroom interference by being a no participant observer.

Chapter 3: Literature Review

Introduction

In the last few decades, the vision of special education has gradually changed in Western societies, and more recently in the Arab world, including the UAE. The philosophy of inclusive education is to meet the needs of all pupils instead of segregating students with special needs in special classes or schools (Flem et al. 2000). Needless to say, the movement is now toward a more comprehensive and appropriate approach, and such a school requires education skills, and the system should be facilitated by professionals who can deal with this kind of need.

This chapter focuses on the case study undertaken with a child with VI. However, it is first necessary to compare and evaluate the existing provisions in various countries for individuals with VI and policy in the UAE for such students, in order to recommend changes to practice. This examination of provisions includes differentiation (teaching, curriculum, and assessments); supportive services (orientation and mobility skills, learning tools and technology and professionals); and the learning environment that is appropriate for such students and the school-home relations. All this practice needs to be driven by policy within a legal framework to be effective. In addition, the teachers' attitudes toward special needs are linked to issues of classroom management practices.

A Student with VI

Vision is an individual's window to the world, and it provides a great perspective for learning and interpreting information. Vision is the primary sensory input system and leads to most learning. Accordingly, the individual as a whole will be affected if this vision is eliminated or reduced (Pogrund et al. 1992) Children with VI are a heterogeneous group in terms of the severity and type of VI.

A definition was drawn up from World Health Organization (WHO) in 1992 (cited in Best 1995):

"A person with low vision is one who has impairment of visual functioning even after treatment and /or standard refractive correction, and has a visual acuity of less than 6/18 to light perception, or a visual field of less than 10 degree from the point of fixation, but who uses, or is potentially able to use, vision for planning and/or execution of a task."

Best (1995) states that children with VI are those whose impairments cause "problems in the education settings," including difficulties in fulfilling their educational needs and accessing the national curriculum, thus hindering their learning.

Despite their VI, these children have the same range of cognitive ability as others (Friend and Bursuck 2002), but they have less opportunity to attain information that is presented visually. Thus, VI often leads to a lack of context and slows down cognitive skills development. Children with VI suffer learning difficulties (Friend and Bursuck). It could be argued that the reasons for the developmental delays of individuals with VI in the areas of cognitive, social, and self-care skills; mobility; and orientation are due to the restricted learning experience they go through in regard to physical environmental interactions such as observation and modelling (Shon, 1999).

According to Weinberger et al (2002) and Mastropieri et al (2004), impairment could be caused by premature infant receiving excessive oxygen. This is called "retinopathy of prematurity," and it was the cause of Ali's VI, according to the medical report from the school (Appendix34). Duquette (2007) stated that an individual with low vision may require accommodations to enlarge the print although most of them will use print some will also use Braille. In addition he declared that individuals with VI, including blindness, comprise about 0.06% of the school-age population. This contradicts with Kurtz (2006), who states that the learning of 25% of school-age children is affected by some degree of vision disorder, which may be more realistic. Especially with the age of the computer, games and television, there is a lot of strain on the eye. In addition, Kurtz argues that

some experts say that 50% of students with learning disabilities (LD) have some degree of functional vision disorder, including milder vision problems. Knowing how a child's visual perceptual skills function is important for several reasons. One is that the picture may not be accurate if the damage is to the eyeball; another is that, the brain may not be able to interpret the picture if it does not obtain information because optic nerve fails to transmit the image correctly. Even if the picture is received correctly, the brain may not be able to make sense of the picture because of cognitive perceptual interferences. All this may affect the child's learning because he or she does not have the ability to attend to the visual details or information needed for learning (Kurtz).

There are various characteristics associated with VI, including underdeveloped social skills and a delay in acquiring language. Kurtz (2006) states that in order for children to learn to negotiate social interactions with others or to initiate a conversation, they need to focus on more distant objects and the eyes need to recognize subtle body language. This ability is limited in individuals with VI and usually affects the social area (Hatlen 2004). This assertion is supported by Huurre and Aro (2000), and McGaha and Farran (2001), who state that although most students with VI are educated in inclusive education in many Western countries, many of them may be more lonely and isolated than their sighted peers. As a result, they may have fewer friends (George and Duquette 2006). However, the latter depend more on parental support (Keff 1997. This means that vision plays a contributory role in all aspects of the child's participation in the world. Yet the children with VI may vary in their social and emotional development, as is true for all children (Friend and Bursuck 2002).

However, some individuals with VI may need support, such as learning some tips that help them interact socially. On the other hand, sighted students also need to learn how to interact with VI students, and teachers need to bear in mind the needs and challenges that these students face. In addition, having children with VI participate in free play with other children is problematic because sighted children spend their time interacting with others. Children with VI tend to do well in structured play, such as playing games (Preisler 1993). Engagement in regular physical activity improves for VI children if equal

opportunity is given to them (Stuart et al. 2006). Most learning occurs in everyday routines through observation, imitation, and incidental experiences, and these experiences are not absorbed incidentally for students with VI. Therefore, information associated with nonverbal communication, such as body language, gestures, facial expressions or cultural practices such as knowing how close to stand to that person, must be provided and available to them through sequential instruction. To increase the awareness of the implications of vision loss on social interactions with their peers, VI students and their classmates require specific instructions so that both become comfortable in their interactions with each other (Alberta Education 2004 & 2007).

Although there is little evidence on the best successful educational system for developing confidence and social skills in children with VI, studies have shown that these students often spend more of their free time with their teachers and less time interacting with their peers than sighted children do (Schneekloth 1989). Keil and Clunies-Ross (2003) report that 57% of children with VI attend the primary level in local mainstream schools, but they receive additional support, such as from a teaching assistant and/or a peripatetic teacher. Clunies-Ross (1997) reports that 59% of children with VI are educated in mainstream schools, 10% in special schools, and 29% in other special schools. He added that there is more than one child with multiple disabled VI among every 3 children (34.5%).

Another common characteristic that may accompany VI is language delay caused by restrictions of visual experience (Mastropieri et al. 2004). Naturally, these students may depend on the auditory and tactile senses more than their sense of vision. Even though these individuals do not experience incident learning from seeing everything in the environment, Berlak and Berlak (1981) and Griffin and Gerber (1982) report that the strategies on how to use the tactile sense of learning can be improved.

It is worth mentioning that parents' expectations are related directly to the performance of children with VI (Stuart et al. 2006). The results of their study highlight the importance of the messages that parents send to their children with VI regarding their

confidence in their physical abilities, verbal and nonverbal. They found that adults may provide fewer opportunities for attempts at mastery for children with disabilities as a result of lower expectations. Therefore, they recommend that parents and teachers, specifically PE teachers, need to be well educated about adapting activities to meet the needs of these students. Students learn to make effective and responsible decisions when they are provided with opportunities to contribute to decision making at the classroom, school, and system levels, and in their personal lives. Parents or guardians are essential partners in the education of their children. For that reason, increased parental participation must support student achievement and provide more positive student attitudes and behaviour. Parents also are an important source of information in the functioning of systems designed to meet their children's needs (Dockrell et al. 2002).

Provisions

VI and Early Intervention

As with other learning difficulties, children with VI need early intervention to minimize the disadvantage and to give them strategies to cope in the educational environment (Lechelt and Hall n.d. and Palazesi 1986). Early interventions are critical for children with VI in order to face developmental. Challenges in their early childhood, as problems in one area can lead to more delays in other areas (Mann 2006). Early identification of progressively deteriorating vision conditions can provide opportunities for therapeutic interventions. Consequently, the delay can be minimized, and it will allow children to avoid additional vision loss (O'Donnel and Livingston 1991, cited in Shon 1999). Kurtz (2006) states that early intervention for children with VI should be started as soon as possible. It is very important in this phase to consider that children with VI need to go through the experiences and guidance that a sighted child gains with a glance (Mann, 2006). Because parents are the most important figures in their children's lives, they should be key partners in the implementation of early interventions. Shon states that

parents can have a positive impact in the early stages of intervention, but it is essential that they get training in how to help their children develop, what to expect from their children, and how to deal with their own feelings as the parents of children with VI.

Early intervention can be considered in two stages. The first stage comprises observations from the parents and teachers that can be done by simple checklist that any parent or teacher could use. Following is a checklist of indicators of possible visual difficulties (Gross 2002):

1. Squeezing and rubbing the eyes.
2. Has a short attention span.
3. Is slower than peers in reading and writing.
4. Skips lines or letters when reading.
5. Has large handwriting or poor formed letters and poor spacing.
6. Has difficulty copying from the board.
7. Holds the book closer to the eyes when reading.

Second, these behaviours or warning signs should be noticed, especially if they are persistent: difficulty reading, copying from the board, or reversal or omission of some letters or numbers. Some signs are related to appearance of the eyes: redness, squinting or frowning when looking at closer objects, or persistent tearing. Some are related to other complaints: frequent headaches that follow reading, difficulty seeing the board or charts, or excessive fatigue by end of the school day (Kurtz 2006). Assessment and diagnosis are then possible by trained professionals such as occupational therapists, psychologists, special needs educators, optometrists who have training in visual skill, and paediatricians.

Differentiated Instruction and Teaching Students with VI

The educational system is responsible for including a large diversity of pupils and providing an appropriate and differentiated education for all. VI, similar to other special needs, affect educational performance, so the needs of this limited population are

significant (Kelley et al. 2000). It is important to design an appropriate program to help them develop their full educational, social, and vocational potentials (Wilkinson and Trantham 2004). In other words, using a broad range of instructional strategies, assessment and evaluation practices, and instructional resources creates optimal conditions for meeting the diverse learning needs of all students. Riley (2000) states that in designing an appropriate educational program for a child with VI, a range of factors need to be considered, which may change over time and may differ according to the amount of vision loss. This means that the teachers of students with VI must have knowledge about the children's eye condition and the possible impact of that condition on the learning, and they must be trained in educating these children (Council for Exceptional Children, CEC, 2003).

Students learn at different paces and in different ways, and they vary in their mastery of the curriculum because they differ in their ability. In order to include all students in the system, there is a need to offer differentiated instruction, or differentiated teaching, as the principal method supporting effective inclusion. The differentiated instruction approach is now seen as a best practice in many countries (Wragg et al. 2000). Differentiated instruction refers to different approaches to the curriculum and pedagogy according to the students' learning needs. The schools require that s develop their expertise in this type of instruction. Riddell et al. (2006) state that adapting the curriculum for such students requires individual learning goals called individualized educational programmes (IEPs). This means that the classroom teacher has the main responsibility of facilitating differentiated education in the class (Flem et al. 2000). Offering students multiple options in taking in information, making sense of ideas, and expressing what they have learned is describe as differentiated instruction (Coyne et al. 2003). According to a Climate Action Team (CAT) member survey (2002, cited in Coyne et al. 2003), the implementation of flexible small-group/direct instruction is most useful differentiated instruction strategy. It should be noted that differentiating is not limited to students whose needs have been officially identified. Because of the flexibility of differentiated instruction that is adjusted according to diverse ability levels, the benefits cover more able as well as less able

students equally. It includes any students who have not mastered the given content or who need further support (Fleming et al. 2002).

As with any approach, there are some concerns about differentiated instruction, particularly regarding the workload, which could be solved by distributing it equitably among all staff in the school. The solution requires a school- wide philosophy that includes a carefully designed master plan. In addition, there are other areas of concern related to grading and homework, behaviour, and time and money management.

Differentiated teaching for students with VI is related to many other important components, namely, curriculum modification and assessment. Although differentiated instruction is essential in the inclusive setting, there are some barriers that students and teachers face because of the diversity of the students in the classroom (Jackson et al. 2002). The difficulties that are encountered in teaching students with low vision include acquiring skills, writing and reading words and shapes, maintaining the same standard among students due to diverse learning abilities, and designing appropriate programmes for individual students. These barriers hinder the progress of such students in the general curriculum. The key to a successful approach is the collaborative planning process taken by teachers about what to teach and how to teach. In addition, it involves placing students with VI appropriately, modifying the curriculum, involving the parents, designing the assessments, and benefiting from the relevant technology.

If teachers believe that all students are valued class members and belong to their classroom, school, and community, they will respect their diversity. This requires that teachers create respectful and caring learning environments so that students can achieve their full potential by developing their skills and knowledge. Walker (n.d., cited in Fleming et al. 2002) mentioned that some s offer only simple task accommodations, even though they think that they are employing differentiation. They also neglect the importance of involving students in learning decisions. It is essential that teachers get to know their students in order to make appropriate decisions to improve student learning. This may be because many general and special education teachers do not know how to

make appropriate modifications, although they are interested in meeting the diverse needs of students (MacMackin et al. 1997).

Bosman et al. (2006) report that in regard to educational implications, teaching individuals with low vision is almost the same as teaching individuals with normal vision, as Committee on the Prevention of Reading Difficulties in Young Children of the U.S. National Research Council(cited in Bosman 2006) reports that reading, similar to any other skill, gets better with practice, particularly for individuals with low vision who experience less incidental reading opportunities than individuals with normal vision. They also state that teachers have to be knowledgeable about the physical factors that need to be addressed, as well as the psychological aspects that may interfere with or hinder the development of reading skills in children with low vision. Consequently, the need is essential to access information through hands-on, direct experiences that others learn through observation and modelling (Koening and Holbrook 2000); sensory channels such as touch and sounds; materials that provide equal access to the curriculum through different sensory modalities (Castellano 2005); and tactile exploration because commonly accessing the program is challenging for students with VI (Alberta Education 2007). In other words, when teachers use a variety of instructional strategies and teaching practices that actively involves students in the learning process, they create the optimal conditions for learning.

Supportive Services

Orientation and Mobility Skills

Children with VI have restricted orientation and mobility which limits their learning experiences and development as well as limitation their interactions with their peers. This is frequently overlooked as in the student in this case study. Many of the limitations faced by children with VI are linked to their orientation and mobility skills (O'Donnel and Livingston cited in Shon 1999). Researchers such as Dykes (1992) and Hill (1996) recommend orientation and mobility intervention as early as possible to eliminate the

restrictions in experience (both cited in Shon). These programs in preschool positively affect the development of children's cognitive, language, motor, and social skills (Hill et al. 1984, cited in Shon).

Friend and Bursuck (2002) stated that orientation and mobility are important areas of need for students with VI, referring to their sense of their position in relation to other people and objects and their ability to move about. The likelihood that students will be actively involved in age-appropriate activities with peers depends on developing body awareness, spatial awareness, directionality, and practical knowledge associated with the characteristics of a given environment. These students need to learn to interpret visual and auditory information, and they may require optical devices to access this information. In view of the fact that good orientation and mobility skills are highly correlated with the degree of independence achieved by individual later in life, students with VI who have additional disabilities need to have orientation and mobility instruction that addresses the specific needs of their daily routines. This kind of instruction is taught by professionals who have completed certified programs in this very specialized area (Alberta Education 2004).

Learning Tools and Technology

Birnbaum (2001) states that technology enhances the effectiveness of curriculum modification if used appropriately. Therefore a wide variety of equipment is needed to facilitate learning for individuals with VI (Friend and Bursuck 2002). These devices vary in their simplicity and may include a bright light; a magnifying lenses to help reading; or a monocular, which also magnifies but may just be for one eye, or another that slides across their work, which may enable the students to read and see distant objects. Some Students with VI use computers with screen reading and a synthesizer so that the student can listen to information presented on the screen.

Nowadays, technological tools offered for students with VIs have several advantages: faster accessibility to classroom materials; improved communication between them and

their teachers; and increased independence by exploring the Internet, using email, sharing information more easily, and selecting their own reading materials (Hartz 2000; Coughlan 2001). This technology enables students to complete a task independently or with minimal assistance or participate in age-appropriate activities, and it may contribute to social interaction with peers and independence. To achieve maximum advantage of assistive technology, children should begin to use it in the preschool years (Alberta Education 2007). Jackson et al. (2002) reported that technology tools and digital media will increase curriculum flexibility enormously. These tools will ensure that digital curriculum will be accessible to the widest possible range of students. However, new technologies will not replace teachers. Rather, they will modify the curriculum so that the challenges of teaching diverse students will become a more joyful and achievable task. Nevertheless these tools and devices have their weaknesses, like all technology. The students may depend on equipment that sometimes breaks down, and some of these tools can be very heavy for young children to handle (Hartz2000; Coughlan, 2001).

Professionals Working in the Field of VI

Professionals with special education skills are important components in today's schools. To satisfy the needs of all the children, teachers must receive support and expert assistance from hearing and sight experts, speech therapists, and physiotherapists (Wedell 1995). Special knowledge is a resource that teachers must have access to (Befring 1997, Meijer et al. 1997).This support needs collaborative planning that engages those who are related to the student's learning program: the student himself, peers, teachers, paraprofessionals, school administrators, and family. Parents of children with VI can perform a role as their children's best and only lifetime supporters. Continuous quality parent education will provide the means for parents to understand their children's individual needs and how those needs can best be met and supported in the home and school. According to Kennedy et al. (2002) such planning needs teamwork to help students progress in learning, success, and well-being. In other words, it is a long-term process based on a common and mutual understanding of the needs of learners and teachers.

Many people with learning disabilities (LD) are dependent on others to interpret information for them, and they are disempowered by their lack of access to information in a form that suits their needs. As a result of this lack of awareness, large numbers of people with LD, including VI, are not aware of their rights. However, there are many ways in which they could be empowered to access information in their own right. Professionals and supporters must increase their awareness of the needs of people with LD, and they must make adjustments and take actions that can enable these individuals to be more in control of their lives (Levy 2005).

Because students with VI have certain needs, require particular support, and have the right to an appropriate education that is guided by knowledgeable specialists who work collaboratively with education stakeholders and parents, it is important that all individuals who interrelate with these students get specialized in-service training on an ongoing basis (American Foundation for the Blind, n.d.).These **s**pecialists and professionals include the following:

1. **Regular teachers and other special educators** need in-service training regarding the impact of VI on learning and development. They must support and apply instructional strategies that address the unique educational needs of these students. This is especially true for teachers who did not have any training or experience in instructing students with VI.
2. **Administrators** have a responsibility to provide the appropriate educational services; facilities; and training related to the specific needs, interventions, technical assistance, and location and delivery of resources needed to implement high-quality programs to students with VI.
3. **Paraprofessionals** include aides and transcribers who facilitate the education of students with VI within the regular classroom and who need training to assist students to develop skills for independence rather than dependence.
4. **Specialists serving students with VI include** orientation and mobility specialists and vision teachers who could provide Braille training. Specialists in

technology are needed to help teachers develop their skills to remain current with advances in the field.

5. **Peripheral Services and centres** such as rehabilitation centres, hospitals, and nongovernmental organizations can provide services such as identification, assessment, counselling (Mani 2003). The types of peripheral services include:

> * Issuing medical reports
> * Providing social benefits
> * Counselling to parents
> * Arranging sponsorship to educational activities

Assessment and Appropriate Placement of Children with VI

It is important that the placement should enhance students' understanding of the world and create an environment that encourages the ability to learn. Curry and Hatlen (1988) define appropriate placement as providing "the environment in which all the needs of a student are best met, where the student acquires the greatest benefits from the educational program." The emphasis should be on each student and his or her related needs and how the educational setting is meeting these needs (Huebner 1989). Because students are the core of the teaching and learning process, teachers need to provide students with learning opportunities to accommodate a range of learning styles and to build on their current understanding of content.

According to Gross (2002), an effective placement depends on a few factors, namely, the student, the classroom, and the school. It is almost impossible to identify a single educational setting without considering the student, because the population is so heterogeneous and their needs differ depending on the level of vision and on the presence or absence of early interventions (Hebbeler 1993). Moreover, the quality of education varies from classroom to classroom and the outcomes of the different educational settings vary as well.

Educational Policy in the UAE

In the last few years, the issue of inclusion has become a central point in education policy for students with special needs, especially after the UNESCO Salamanca statement (1994). This policy was about the inclusion of individuals with special needs in the regular schools to replace the ineffective issue of integration, where the focus was on the students' learning and social needs being adjusted according to the school's demands (Lipskey and Gartner 1996). However, this policy is proving to be one of the biggest challenges facing education planners and policy makers. These challenges are related to the organizational structure, such as resource rooms, support teachers training and development, and the implementation of administration regulations that enable the inclusion of students with special needs, including students with VI (Barbas et al. 2006). For teachers to acknowledge and meet the needs of individuals with SEN, they must have sufficient training and continuing professional development that complement the factors involved in policy-making decisions (Dockrell et al. 2002).

The Jomtien World Conference on Education for All (UNESCO, 1990) set the goals. Current educational policy is often influenced and guided by political slogans such as "All children can learn." UNESCO (1994), along with a number of international and national nongovernmental organizations and other UN agencies, has been working toward achieving this goal as part of its commitment to human rights. Consequently, a new UAE federal law (29/2006) came out as a concept shift in education policy that revealed a change from a twofold special and general education system toward inclusive education that acknowledges and addresses the diversity in needs of all learners, including those with VI. The law was intended to protect the rights of people with special needs.

Bin Sulaiman (2006, cited in Issa, 2006), director of the department for people with special needs at the social affairs ministry, reported that the law meets international standards in providing equal rights. It assures individual rights to comprehensive care in

education, training, health, and rehabilitation. The law guarantees including individuals with special needs into public and private schools. However, the new federal law has yet to be put into practice, which is scheduled for 2008 (Al Roumi 2006, cited in Mussallam 2006). Al Hai (2006, cited in Salama & Chief 2006), former director of the department for people with special needs and director of the cooperative societies department, who contributed to drafting the law, said, "Public and private schools may not turn down a child on the basis of their disability … Under the law, people with special needs will have access to the benefits of education and enjoy equality of opportunity in school and college."

Although this law has given great hope to all individuals in the special needs field and is considered a progressive step, it faces a real challenge in the implementation of its recommendations, including a shift in thinking of SEN, training, and support systems (provisions). The policy is a framework for the provision of support services that requires a holistic and intersectoral collaboration among the various sectors, including schools, health departments, specialized education, social work, psychological services, and vocational and general guidance centres.

Initially, the MOE did not clearly communicate the law to its own employees. Ali's principal reported not receiving a single circular regarding SEN in the regular school, and that all news was from newspaper articles (Appendix 2: 37). A study conducted by Gaad et al. (2006) found a poor connection among what the education system was developed for, how it is delivered, and how it is evaluated. During this time, the MOE brought in overseas experts to study the reality of special needs provisions in regular schools in the UAE. Little of their research has been revealed since they started a year a go. This is inevitable because research needs time for the results to be disseminated. This confusion and a statement by Sheikh Mohammad Bin Rashid Al Maktoum, in which he blamed the MOE for not producing tangible results, put pressure on the MOE to enforce effective rules. Nevertheless, it is difficult to apply the law because it involves input from three ministries: health, labour, and education. Three committees representing these ministries were created recently.

Because the study's concern is the referral of students from the special needs class, the focus is on the four articles regarding special class entrance rules, regulations, and the application of the regular curriculum (policy 2/385/1988, in the Ministry Rule Book, 1988, cited in MOE, 2005). These articles were chosen because they are related to the process of placing students with special needs in special classes in government-funded schools (Appendix 23& 24).

Chapter (3) Article (5): Entrance Rules and Entrance Assessments

Article (5) serves students with intellectual, emotional and behavioural disability, hearing and vision impairment, speech and language problems, and learners with challenges. The professionals from the ministry, the school principal, social worker, classroom teachers, special needs teachers and parents are accountable for implementing this policy (MOE, 2001). It will be decided if the student is eligible for special needs provisions and services. The student goes through several stages in this process.

Entrance Assessments: The process starts from the teacher's remarks about any student struggling in the regular class, and then the remark is passed to the social worker, who officially informs the MOE, particularly the special needs department. The process of assessments starts with an educational psychologist, who conducts an IQ (Wechsler) test and "draw a man" test. Consequently, the decision of placement will be made.

Chapter (3) Article (6): Pupils Registrations in Special Classes

This article states that the registration procedure is applied through the MOE and the Education Zone. Acceptance into special classes is only valid for students from government-funded schools in Grades 1to 3 and Kindergarten (Appendix19 &22). The registration of students with special needs depends on the parents' acknowledgment of their children's condition, and even if the parents do not agree, the act will be applied.

Students with special needs have to go through various procedures, and the next stage is to inform the students' parents. The school holds a meeting with the parents to inform them of the students' difficulties in education; behavioural problems, if any; and the assessment results. In practice, according to the special needs class teachers, "parent's permission is essential in order to transfer the student to a special class." No student is transferred if the parents refuse to give permission in writing .Thus, the contradiction between written policy and what is applied needs to be considered because parental involvement is significant.

It is important that the parents are involved in decisions made about placing their children. Desforges and Abouchaar (2003) explain the positive impact of parental involvement on their children's academic progress. This involvement starts with the registration of the students, but their involvements continue and become more important as the children progress and develop. Many parents think that it is the school's duty to be responsible for students' progress; on the other hand, teachers think otherwise. The teachers' attitude toward Ali is discussed in the data analysis.

Chapter (4) Article (7): Conditions for Applying the Regular Curriculum/ Special Needs Curriculum

Article (7) focuses on academic standards. The special needs teacher and coordinator will determine students' educational levels and accordingly create an IEP. Frequent assessments are applied to measure the students' progress and academic skills.

Schools follow the MOE's curriculum guidelines for all subjects. The Arabic curriculum was modified a few years ago, and s in government-funded and private schools still complain about its difficulty and impracticality. Teachers in general did not receive any training on the new curriculum, but they are still under pressure to accommodate students' needs in general and the needs of students with LD in particular. The MOE curriculum contains many skills and instructions that could be a real challenge for

students with special needs; therefore, a special needs teacher was asked if special classes have a special modified curriculum. According to her:

> "The biggest problem that is challenging me is the curriculum; I have to use all the skills that are in the Ministry's book that is designed for regular classes, that goes for Arabic and Math, besides they have to take English and Islamic studies in regular classes."

Since the Ministry curriculum is putting tremendous pressure on the special needs teachers as well as students (Appendix24), it means that the curriculum is not modified sufficiently. According to King-Sear (2001), modification includes "modified contents, instructions, and/or learning outcomes for diverse student needs." Therefore, a curriculum that does not involving changing or remove significant learning outcomes may hinder the progress of low-achieving students in the special classes.

Chapter (3) Article (8): Completion of Grade and Referral Conditions

Article (8) is about the referral process and passes requirements for students with special needs. It depends on the students' assessments marks, coordinator's recommendations, and the school principal's agreement. Accordingly, students are then referred to regular classes or to a higher special needs class. This procedure is done near the end of April each year.

The referral process is crucial because it affects the students' future. Therefore, it should be given more value and effort. Wilkinson and Ortiz (1986, cited in Garcia and Ortiz 1988) find that after 3 years of special education placement, students actually lose ground and their verbal performance, as indicated by IQ scores, is even lower than the entry score to the special needs class. The referral decision clearly needs to be rethought. Garcia and Ortiz (1988) illustrate a process of 8 steps before a student is referred to special classes (Appendix 11). In addition, another publication by Whitted et al.(n.d.) indicate a process of 5 steps as referral procedures and 6 steps before a student with

special needs is evaluated. This stresses the need for a thorough process for students with SEN that reduce improper referrals and improper placements.

Regular classes have students with different backgrounds and varied abilities, hence in such diverse environment, it is expected to have students experiencing learning difficulties .Some of these students at least can be accommodated with right support and intervention and that could be from both sides of the school and students home. These interventions can assist in identifying the source of the problems and improving the pupils' performance in regular classes before referring them to special needs classes. The intervention and the support could be of great help for the students with SEN. This view is supported by Heller and et al (1982) where they address the issues of a pre-referral intervention process to be implanted before a special education referral is considered

At the moment, there is uncertainty about SEN policy. If the special classes have to be kept, there should be a thorough referral and assessment procedure involving parents and professionals. If inclusion needs to be expanded, which is the goal of the MOE, then a clear and efficient policy for individuals with special needs requires the collaboration of the three ministries mentioned previously. Still proper assessment and accommodation are needed, this policy needs to be transparent, and the stakeholders should be aware of their rights. At present, the policy is confusing because of frequent changes and preparation for change.

Teachers' Attitudes toward SEN

 It is argued that when teachers exhibit sensible, positive, and accepting attitudes toward students with special needs, successful integration or basic principles of inclusion are possible (Beattie et al. 1997; Freagon & Kachur 1993; Giangreco 1996). Because the successful of inclusion depends to a large extent on the teachers' attitudes, there is a serious need to change not only the beliefs and attitudes of the teachers (Yuen 2001) but also the teaching methods and curricula in order to accommodate the diversity of students in regular classes (Wong et al. 1999). Teachers' attitudes are important because they

directly influence instructional and management practices in the classroom, which then influence students' learning (Smith 2000 and Winter 1995) and the successful implementation of any inclusive policy. Obviously, there are individual differences in teachers' beliefs and attitudes about inclusion (Scruggs and Mastropieri 1996). Therefore, the results from studies vary and are not clear regarding including learners with SEN.

In the UAE, the picture is not any brighter. The success of students' inclusion depends on the teachers' attitudes towards students with special needs (Salend, 2005). This statement is supported by the study done in the UAE by Elhoweris et al. (2006), who found that teachers with experience have more positive attitudes toward inclusion and students with disabilities. Moreover, the latter finding is confirmed by Gaad (2004), who stated that pre-service teachers in the UAE have negative attitudes toward students with special needs, which may be the result of their lack of experience. Appropriate teaching strategies and teachers' training for students with disabilities in regards to diversity should precede the placement of students in mainstream classrooms .This allows the teachers to feel comfortable teaching such students (Bishop& Jones, 2002; Campbellet al, 2003). However, Gaad (2004a) and Gaad (2004b) report that in general, teachers have negative attitudes or less acceptance toward students with SEN, especially in severe cases. Such an attitude is an important variable that may negatively affect the relationship between teachers and learner, and subsequently make the inclusion program more difficult (Lieberman 1990). However, Gaad (2004b) notes that preparing and training teachers for diversity in the classroom helps them to deal with the expected challenges. The latter is supported by Hui (1994), who states that the whole school's approach, as well as proper training and awareness, may nurture and support the inclusion of such students.

Case Study

The researcher considers this to be an intrinsic case study because it is about a student, Ali, who has VI and is included in the regular classroom setting in a government-funded school. There are several definitions of the case study. According to Bromley (1990), a case study is "an organized inquisition of an event or a set of related events which intends to describe and explain the phenomenon of interest." The phenomenon of inclusion, a fairly new social phenomenon in the UAE, is related to incidents that explain the experience.

The data related to my case study come largely from documentation, records, adult interviews, child interviews, participant observations, and non-participant observation. Bromley (1991) states that there are several terms of case studies used in the professional and scientific literature: case report may refer to a summary or document reporting of a case, case review may highlight an important review of a case, and it may refer to scientific proofs and credentials as foundation for applications used professionally.

Stake (1995) uses the case study method in education to develop comprehensive perceptions about the individuals. He stresses that the number and types of case studies depend upon the purpose of the investigation. For example, an intrinsic case study is carried out to gain a deeper understanding of the case, an instrumental case study provides insight, and the collective case study investigates a number of cases is to make inquiries about a particular phenomenon. Stake notes that each type of case study is based on a specific purpose, and that premise also applies to this study, whose aim is to investigate the provisions and services provided to students with SEN, in particular for students with VI, in a government-funded primary school.

The case study could be a school, a classroom, students, or an individual student. This study is focused on a student with VI attending a general education school. This approach was chosen because it may draw conclusions about a wider population of cases experiencing a similar phenomenon (Gomm et al. 2000). They stress that all research is

case utilized to identify a specific form of inquiry. According to Stake (1995), the case study researcher may be, to some extent, a biographer of a period or part of the life of the individual. Case studies have been increasingly used in education.

Feagin et al. (1991) state that the case study method can be used as a creative alternative to usual approaches to reporting, highlighting a student's perspective as central to the process. In order to do this, a case study is designed to elicit details from multiple sources of data. Therefore, case studies of individual students, as Feagin et al. affirm, often involve in-depth interviews with the participants, thorough observations, and an examination of school and medical records. Thus, the case study of Ali is an ideal methodology when an in-depth investigation is needed. The researcher had to investigate and examine the data thoroughly in order to reach a conclusion and obtain more accurate information by interviewing the people related to Ali in the school environment or in his family, making several observations of Ali in the classroom or in the school environment outside the classroom, collecting the documents, and analysing the information.

Many criticize the case study methodology, arguing that its dependence on a single case makes it unable to provide a generalizing conclusion. But Yin (1984, 1989a, 1989b, 1993, 1994) assert strongly that the objective of the study should establish the parameters first and then should be applied to all research. Thus, even a single case could be considered adequate if it establishes the goals of the research. An in-depth study on the case, the provision of multiple sources of data, and the viewing of literature review of similar case studies can accomplish this goal. Yin (1994) points out that a generalization of the results, from either single or multiple designs, is made to the theory, not to populations. Yin (1989a) states that the case study can get its general applicability if a set of methodological qualities of the case are made, such as describing, understanding, and explaining. Yet it should follow certain protocol and procedures to control the appropriate environment of the case study Yin (1994). Tellis (1997a) states that the researcher is restricted to single-case designs when no other cases are available for replication. Controlling the background environment and giving consideration to the

theoretical and literal replication are important to the application and design of qualitative research approaches (Emory and Cooper 1991).

Yin (1994) states that a case study protocol or set of rules supports the researcher's efforts to detail in advance the requirements and procedures to be pursued during data collection. The rules also give direction to the researcher, which might improve the reliability of the findings. He adds that the important components consist of an overview of the study, the field procedures to be followed, and a guide for the research report and interview questions, data collection, data analysis, and interpretation. Visiting the school for the interviews and observation, having the outline of the points to be discussed, making the consents ready for signature, preparing the tape, and organizing the interview were only one step in the procedures that guided the researcher. Stake (1995) likewise suggests following these steps to complete the case method. Another significant point is offered by Wolcott (1990), who states the importance of the writing the research as soon as possible. He contends that writing helps the researcher to think straight and to discover what the story should be. As he puts it, "writing is thinking." This was done when the interviews were taped and then transcribed by the researcher in order to collect as much information as possible.

It is essential to this study to identify many barriers that contribute to research:
1. Single case represents all government-funded schools.
2. There is a perception of stigma.
3. There are stereotypical beliefs about SEN students in government-funded Schools.
4. The system is rigid.

Chapter 4: Findings and Discussion

Introduction

A Student with VI

The purpose of the study was to examine what is offered to Ali as a student with VI and to analyze the results to assess if the services being provided are sufficient and appropriate for Ali. The following discussion provides a detailed examination of how one child with low vision struggles in a regular classroom, and the important role that his parents and some s play in his life. It also highlights Ali's positive and negative experiences at school. These discussions are categorized in themes that are in line with the literature review.

Ali is a student with VI. His left eye is blind and very weak; his right eye has difficulty focusing most of the time (Appendix1: 15/38.4 and Appendix12: 3). This impairment as affected his school enrolment: Refusal by both private and government-funded schools, according to his mother (Appendix 6: 5, &6) and Teacher H (10: 10), affected him academically when he joined the regular Grade 2 class and his problems became more obvious (Appendix: 1: 82.1& 84, Appendix 6: 8& 12). This impairment also affected him socially, especially when he first came to the school according to teacher H (Appendix 10: 11). This was confirmed by other teachers, who said that some of his peers started to bother him, take his glasses, and hide his shoes while he was playing (Appendix 3: 6, 7, 8, & 12). Eventually, he learned how to interact with his classmates and play all the games with them without bumping into them, according to his peers (Appendix 3: 11); his teacher (H; 10: 11); and his mother, who said that he was a sociable little boy (Appendix 6: 11). Ali was able to eventually interact with his classmates partly as the result of the work of teacher (H). Placing a child in a classroom does not promote peer relationships; teachers need to provide opportunities to facilitate positive communications. Peers become much more supportive when they understand a child's

disability, and developing social skills and peer support is one of the keys to successful inclusion.

Students with VI have the same range of cognitive ability as others (Friend and Bursuck 2002). This was obvious with a few students with disabilities who had been included in the regular classroom in the same school in previous years (Appendix 1: 12.2, 16, 17& 18.4). This study showed that Ali may have the same cognitive ability as other regular students, according to his teachers (Appendix: 1: 50.2, Appendix 5: 7, Appendix 8: 9) and his mother (Appendix 6: 9). In addition, the educational psychologist who works with the researcher diagnosed Ali's "draw a man" test, which is not specific for VI, said that the drawing was that of a child age 9+or 10 (Appendix: 26.1), which was in line with Ali's age.

Individuals with VI have less opportunity to attain visual information. Because Ali does not see in one eye and has limited vision in the other one, it is very difficult for him to follow in the classroom because he can see only from almost 3 meters (Appendix 7: 6 & 7). Ali cannot copy from the board (Appendix 7: 2), or read the texts, all of which negatively influence his attaining information (Appendix 1: 50. 4).

It is difficult to know the number of students with VI. First of all, there are no statistics showing clearly the number of individuals with special needs in general and VI in particular. Moreover, what is considered VI remains vague. There is a contradiction because students with eyeglasses are considered to be in this group or with other students who have eye problems. Some studies consider that students with VI make up about 0.04% of the school population, Ali's teachers believe that the school does not have any other cases like Ali's (Appendix: 1.97), even though there are some students who are wearing glasses. On the other hand, Kurtz (2006) and other experts argue that 25% to 50% of students with LD have some degree of functional vision disorders, including milder vision problems.

According to some studies, individuals with VI do not get the same chance as other individuals to imitate or to learn from life. This was noticed with Ali because he has friends only from the same classroom (Appendix 3: 7 and Appendix 7: 10) because his eye sight distance is so limited, according to his mother (Appendix 6: 8). He cannot see other students on the playground unless they are playing close to him. Ali likes to visit his special class teacher from time to time (Appendix 1: 45.1). Some studies show that students such as Ali spend more time with adults in their free time rather than interact with their peers. Friend and Bursuck (2002) explain that children with VI may vary in their social and emotional development. Ali's teachers (Appendix: 1: 49.3), his resource room teacher (F, Appendix1:21.2), and his mother (Appendix 6: 11) assured the researcher that Ali has normal social interactions with his peers (Appendix 3: 11), even quarrelling with his friends sometimes (Appendix1:1 and Appendix 12: 5)

Experts confirm that students, in order to live socially normal lives, need to learn some tips that help them interact socially with their peers with special needs (Appendix 1: 38.2/41.3). The principal of the school applied some tips for some students by asking the special education teacher more attention to a student who was not talking because of his father's negative attitude. Subsequently, this student began talking and was referred back to the regular classroom (Appendix 2: 7). In addition the teachers need to teach such student some tips to support them to be comfortable socially, as the teacher (H) did when he first joined the school (Appendix: 10:11). However Ali did not get the same chance as the other student (appendix 6: 3, 5, & 6) and was upset that he was being ignored especially by teacher (I, appendix 7: 4).

Early Intervention

According to Hill et al. (1984, cited in Shon 1999), other studies confirm the importance of early intervention and how it lessens the developmental gap. It also provides individuals with strategies to cope in educational settings. Parents are the most important figures in infants and children's lives, and they can have a positive impact on them (Shon). The interview with Ali's mother's provided rich data about early intervention.

Although the mother tried to start early intervention for Ali by putting him in KG1 and KG2, this effort was eventually was hindered by the system because he was refused enrolment in the regular schools or even in the special centre. This wasted 2 years of his crucial early intervention period (Appendix 6: 3, 5, & 6). Ali is still suffering from this delay. For early intervention to work, cooperation throughout the whole system is needed.

Teachers' observations are a valuable source to indicate the need for early intervention. The teachers mentioned some of the warning signs, which are mentioned by Gross (2002). In Ali's case, the teachers noticed that his eyesight was decreasing (Appendix 1: 39.4 and Appendix 5: 1), and could be noticed from his paper works. Ali could not do well in his dictation when he wrote with the pencil however when the teacher (B) asked him to write with black marker remarkable change was noticed (Appendix32:A& B). The teachers noticed some warning signs, such as having difficulty reading and writing (Appendix 1: 50.4& 84 and Appendix5:1), being slower than his peers in reading and writing (Appendix 1: 58.5 & 82.1 and Appendix 5: 3), not being able to copy from the board (Appendix 1: 56.3), squeezing and rubbing his eyes, having a short attention span (Appendix 14:12and 12:3), skipping lines or letters when reading, having large hand writing or poorly formed letters and poor spacing (Appendix 5: 3 and Appendix30 & 32.A& B), finding it hard to copy from the board (Appendix 5: 1), and holding the book closer to the eyes when reading (Appendix 1).

The following discussion illustrates how a teacher with training can help the child with a disability and how the effects of training and experience support Ali. According to Ali's mother, the special classroom teachers (H) really helped Ali when he was first enrolled (Appendix 6: 7). The result from the interview showed how a trained teacher can make a difference by changing small details and making modifications, such as using coloured markers, big size flashcards, and technology (10: 6). In addition, the regular teachers themselves stressed the importance of training in children's development (Appendix 1: 73.1,2, & 77.2).

Kurtz (2006) states that excessive fatigue by end of the school day may be noticed in students with VI, Ali's s have complained of Ali's carelessness or lack of cooperation (Appendix 1: 39.5& 41.2, Appendix 5: 3 and Appendix11:7-12), ignoring that this could be from fatigue resulting from struggling with writing and the reading through the school day. From Ali's attitude toward some of his teachers it was difficult to know how he feels. Teacher (B) mentioned that when he is asked a question, he lowers his head and does not answer (Appendix 1: 41.2). An essential point is that the regular classroom teachers did not receive any training or workshops, a fact that was stressed by them (Appendix 1: 6.1, 6.4& 69). Therefore, their knowledge was limited and contradictory, in the same interview, especially in discussions of which kind of disability should be included in the regular school system the teachers in general were not sure. Some answers indicated that physical disability could be included, but then they contradicted themselves and said it is not possible because the schools are not prepared for such cases. However, all of them agreed on the family's role as a main key to success, which they strongly stressed. Followed that, the students' personality was identified as being important, which almost leaves out the teachers' responsibility in supporting students with SEN. Om the other hand, Ali's mother firmly believes that the school and the teachers were not cooperating (Appendix 6: 12).

Even though Ali was in Grade 2 at the time of the study, he was still like a KG student because he had not mastered the alphabet or writing (Appendix 5: 3). His resource room teacher recommended one-on-one sessions for Ali to teach him the alphabet (Appendix 4: 3& 4). He was in the special classroom for only one year. It seems that he needs more time, considering that he missed 2 years of early intervention.

Provisions

The provisions for Ali were analyzed from several aspects, including teaching students with VI and differentiated instruction, curriculum modification, and assessment. Supportive services were categorized into the following sections: orientation and mobility skills, learning tools and technology, professional staff involved, regular teachers and other special educators, **a**dministrators, and parents' expectation and home-school relations.

Teaching Students with VI and Differentiated Instruction

Meeting the diverse learning needs of all students, including students with VI, requires providing an appropriate and differentiated education for all. It is important to design a program to meet their needs (Wilkinson and Trantham 2004), and to offer students several options in taking in information (Coyne et al. 2003). This was also noted by teacher (H; Appendix 10: 15). The results of the study regarding different methods of instruction showed that there had been some attempts by his regular teachers to accommodate the needs of Ali in some areas (Appendix 12: 6, 7, & 9 and Appendix14:9&13), but these were limited. Some teachers allowed him to write from the board because of his limited eyesight (Appendix 7: 2), but this was not allowed in his Arabic class (Appendix 7: 3).

Teaching a small population of students usually gets better outcomes. Crowding students into the classroom can result in a negative atmosphere for learning and inhibit planned educational programs. Smaller classes provide a better learning environment for students because more cooperation is encouraged. Without exception, Ali's s and the principal complained about the crowded classes (Appendix 1: 7,105, Appendix 2: 2 and Appendix 8: 11). However, the principal added that they cannot decrease the student numbers in the classrooms unless the MOE agrees (Appendix 2: 4). The overcrowded classrooms affect regular students in general, and students with special needs even more so, as was noticed

with Ali. He needs individualised attention in order to progress (Appendix 4: 3). This what teacher (A) and other teachers said:

> "We can include cases, but the classes' population is crowded. Our class has 27 students in main subjects and 32 in all the other subjects. The student will be lost in this class and won't get his rights, and if we give him individual attention, the whole class will be lost."

A small classroom population is one of the keys to successful inclusion, according to the teachers and the principal. The observations and interviews showed that the whole workload is on the teachers, with no support from any other staff or assistants (Appendix 1: 58.3, 4& 86.1, Appendix 8: 1). Therefore, the teachers encourage the support of peer student to lessen the load (Appendix 3: 9, Appendix 14: 6 and Appendix 5: 4). This is not very helpful in Ali's case because he sometimes is not very cooperative (Appendix 1: 42, 44.1& 44.2 and Appendix 5: 4). The workload on the teachers and the number of pupils in the classroom could be solved by developing an organised plan to distribute the responsibilities equitably among all staff in the school, a situation that is lacking in this school and among the teachers.

Curriculum Modification

Some teachers may make some simple changes that they consider differentiated strategies (Walker cited in Fleming et al. 2002). Others may focus mainly on classroom management to meet the learning needs of these students (Yuen et al. 2004). Yuen et al. (2004) declare that teachers rarely, if ever, adjust curriculum content, modify instructional resources, or design special learning activities for students with LD. This is the case with Ali's s, whose main focus is classroom management (Appendix 25), and sometime theses strategies are not used properly (this was noticed through the observations (Appendix11-14). These strategies could include modifications in different areas, such as the curriculum, learning tools, appropriate environment, or design of special learning activities.

Modifying the general curriculum may be an effective way, as Okumbe and Tesheko (2006) state, to help all students with SEN, and was stated by Ali's teachers (Appendix1: 58.6 and Appendix 2: 10& 15). However, the main change that has been noticed for Ali is enlarging book print (Appendix 2: 30). The curriculum remains untouched, apparently because of MOE rules (Appendix: 1: 59, 60& 61. 3, Appendix 2: 10 and Appendix 5: 9). The teachers in general and the principal have been complaining, saying that it is difficult for students who are struggling, especially those in the lower grades (Appendix: 1: 61. 4 and Appendix 2: 10). However strategies could be followed to support the students with SEN instead of complaining of the government curriculum.

This whole system has affected Ali badly. He has many challenges because of his disability, in addition to depriving him of the opportunity to learn directly through imitation. The result has been a delay in his learning to read and write, according to teacher (H; 10:7), despite the fact that Ali's IQ is normal, according to his teachers, and he has a good memory (Appendix: 1: 85). A Braille system could be viewed as a curriculum modification that could solve his reading and writing difficulties (Appendix: 1: 45.8, 49.2 & 86.2). However, this has not been applied because his moreover she is refusing Braille and refusing to admit that her son's eyesight is getting worse, according to his teachers and the special needs teacher(H; Appendix: 1: 39.1 and Appendix 8: 10).In spite of the teachers complain about Ali and his academic deterioration , Ali's marks on his reports showed the opposite since he passed the grade 2 with 455 marks out of 700 which is reasonable considering his impairment and lack of provisions and supports(Appendix 17). However the teachers were complaining that the mother does the work for him by doing his home work, and the teachers try to ignore it, and not sure if his mother's help has any affect on his marks(Appendix29).

Rose (2001) states that implementing the teaching methods required for the provision of effective inclusion is more difficult than identifying it. However, some significant factors influence the effectiveness of curriculum modification:

(a) Individual needs because some students may benefit from minor modifications rather than major changes, regardless of student levels of disability or needs. Ali was good at drawing and colouring despite his impairment (Appendix 26:1, 2& 3); (b) Subject-specific needs, which is related to the way of knowledge building associated with content area; (c) teachers' roles and school support, including training and professional development opportunities. This was obvious with Ali when the teacher (H) acquainted him with the school environment and he started to move freely with his friends and boosted his self esteem by giving him appreciation certificate (Appendix18), as a reflect to her support Ali did well when he was in the special class and his marks changed from 305 in first semester to 522 in second semester (Appendix 16); and (d) the use of the technology.

Assessment

An appropriate replacement of a student in the proper classroom depends mainly on assessment. This approach is applied if a student needs to be referred to a special class (Appendix23). Usually, students are transferred from other schools in the country without their academic level being evaluated (Appendix: 1: 62.3). This has contributed to the increased workload on the teachers, who have to face their own regular students' difficulties in addition to those of other students who transfer from other schools, especially private schools, and who are failing (Appendix: 1: 62.2). Sometimes, students in Grades 2 or 3 who are transferred are hardly able to write or read (Appendix: 1: 61.3). On the other hand, on-going assessment is as important as replacement assessment because it reflects the students' positive assets and their needs, besides giving the teachers the information to improve programs and services for all students, including those with special needs. Generally, assessments worldwide are biased because they depend mainly on written tests and because they still operate largely for the majority of students who are sighted. This applied to Ali as well where he was assessed with written tests (Appendix 1: 85), although he could be assessed orally, which he could do very well

(Appendix: 1:85). In order to meet the diverse learning needs of students, unbiased assessment is needed (Saskatchewan Education 2000).

Written based tests are applied widely in the government-funded schools in the UAE. Even though oral tests are also counted, the written test points make up a large percentage of the results. This means that if a student does not pass the written test, he or she fails (Appendix 1: 85). Students with VI, in order to pass, must take the same written test as any regular student (Appendix27- 33), which is a challenge in itself. In addition, the tests are not modified because the teachers are not allowed to do that. Frattura and Topinka (2006) stress that a "one-size-fits-all" curriculum and assessment should not be used. In Ali's case, not only was it used but it also was on the same size paper as for other students (Appendix 13: 1), although his performance was better when large print was used (Appendix 8: 8). It is important to assure the standard of the assessment but also acknowledge the rights of all students. Assessments and diagnoses should be done by trained professionals such as occupational therapists, psychologists, special needs educators, optometrists who have training in visual skills, and paediatricians.

Supportive Services

Orientation and Mobility Skills

Schools should offer all students, including students with special needs, an easy, comfortable, safe, and accessible environment. These conditions may affect students' physical and psychological health, which then affects the students' attitudes and academic performance. This was noticed in this school because they applied the system of the students changing classes according to the subjects. The observer noticed that the students were wasting a lot of time moving from class to class or searching for the teacher. Moreover, if the students forgot to bring the right learning materials, he or she had to go to the main classroom to get it. This was time consuming for most regular young students and particularly difficult for students with mobility difficulties or VI

(Appendix 1: 58.1). An example of this occurred when Ali needed his magnifier, which was in the previous classroom, and a peer had to get it for him (Appendix 13: 3).

This system had a negative effect on Ali because he could not carry the device because of its weight. In addition, the large-print books are heavy to move around, which means leaving some of the books in the previous classroom, so either Ali must sit without writing or he has to go back again and get it. Naturally, this affects his academic performance, and the heaviness of the books may affect him physically (Appendix 1: 58.7, 56.4 & 57).

Schools should be a safe environment for students. Government-funded schools in general and this school in particular are not prepared to accept students with special needs (Appendix1:102). In this school, a student with a physical disability has to be on the ground floor because there is no elevator in the school Appendix 6: 3). The buses are not equipped to carry wheelchairs, which force the parents to provide their own transportation (Appendix: 1: 54.2). The cafeteria system in the school is also not practical, and Ali's peers in the focus group reported that Ali does not bring money with him to the school. Ali cannot buy food for himself unless he is helped by his peers because of the crowds at the cafeteria window (Appendix 3: 19). Interestingly, Ali has learned how to move freely not only between classes but he also has learned how to play comfortably all the games with his peers and in the swimming pool (Appendix 3: 11, Appendix 5: 2, and Appendix 6: 11). The credit for Ali's flexibility and mobility goes to his special needs teacher (H), who acquainted him with the classrooms and the school, although sometimes he has some problems with some boys who bully him (Appendix 3: 14.). Ali said, "Some of my friends hit me. When I tell them I'll tell my mother, they tell me not to tell her, and they ask for forgiveness (Appendix 7: 11).

Learning Tools and Technology

Ali, like any student with VI, needs to work more independently and have more access to classroom materials. This independency could be accomplished to a great extent with

modern technological tools that enable students to complete a task independently or with minimal assistance. Hartz (2000) and Coughlan (2001) confirm the importance of these technologies to improving the accessibility of students with special needs. The learning device was supposed to be delivered to Ali, but it was not, according to the principal (Appendix 2: 28). With the system of students moving from class to class (Appendix 1: 58.1) and the lack of availability of updated devices (Appendix 1: 56.4 and Appendix 2: 28), Ali had a negative attitude about some teachers and affected him academically. Although these devices could help Ali, they also have their weaknesses, like all technology. According to Hartz and Coughlan, the students may depend on equipment that sometimes breaks down or is too wieldy or heavy to carry from class to class (Appendix 1: 58.3).

After discussing Ali's struggle, his Arabic subject teacher (B) mentioned that she tried the magnifier glass but it did not work because he used to lose it. I suggested that she could tie the glass with the disk so that he can pull and use it. This simple modification was a help to Ali, which was noticeable when he was observed, although he needed to be reminded by the teachers (Appendix 5: 3 and Appendix 13: 2& 3). This simple tool also was used in the English test, but it was little help, as mentioned previously.

Professional Staff Involved

Levy (2005) confirms the role of professionals and supporters and the importance of increasing awareness in order to make the right adjustments and undertake actions to help students with special needs have more control of their lives. Ali's environment is lacking this kind of awareness because there are a limited number of professionals involved with his case. He was assessed by a psychologist in one session to decide his referral back to a special classroom (Appendix 1: 46). This procedure is applied to all other students with disabilities in the school. The students are assessed in the beginning of enrolment by the educational psychologist, or whoever is taking her place. Many of the MOE's educational psychologists are not qualified according to the MOE official who discussed the situation with the researcher. Interestingly, teacher (H)'s opinion was different than the

psychologist's remarks about Ali's IQ (10: 7). The thought that Ali's IQ is average; the psychologist thought that his IQ is above average, based on one session assessment.

Because the number of psychologists who do the assessments is limited, the students with SEN are referred very late to a special classroom, which consequently affects their learning progress. In the case of Ali, there was an attempt to help his progress in learning, but the teamwork was not sufficient to help his success and well-being. Kennedy et al. (2002) highlighted the role and importance of teamwork. The resource room teacher in Ali's school is a professional (Appendix 4: 9) who can help students with special needs to develop the skills for independence, which would lessen the load on the regular teachers (Appendix 4:6). In Ali's school, this system was not beneficial because the students missed one whole semester because of the teacher's maternity leave. Even when she is present she finds that the teachers do not cooperate with her (Appendix 4: 6, 7 & 8), although she explained to them the procedure of entering the resource room (Appendix20). generally, the regular classroom teachers are not aware of the importance of the resource room, although they are in need of interventions and support to ease their workload (Appendix 1: 94 & 99.1). The teachers also do not have assistants as a support team who could play a great role in easing some of the pressure, especially in the crowded classes (Appendix 1: 58.3), which could be considered to be one of the keys to inclusion (Appendix 8: 11). Although Ali's school does not have a speech therapist, some schools do have a limited number of them, according to the resource room teacher (Appendix 1: 94.2).

Other services include having specialists on staff to serve students with VI, including an orientation and mobility specialist, a vision teacher who could be called for Braille training, a specialist in technology, and specialists in a wide range of cognitive abilities. Ali is deprived of all of this assistance because none of these professionals is in the school.

Regular teachers and Other Special Educators

In general, the mainstream teachers are not keen to include students with special needs, particularly severe cases, according to studies conducted over the past few years both in the other countries and in the UAE. Yuen et al, (2004) noted that although the teachers agree upon the principle of inclusion, the amount of workload and stress for teachers involved cannot be ignored. The teachers in the UAE may agree upon inclusion in theory, but the reality of their current workload cannot be disregarded (Appendix 8: 8), according to teacher (H; 10: 16).

Teaching mixed-ability classes or planning effective ways to accommodate students' individual differences and learning difficulties have always been major challenges for all teachers. In Ali's case, the challenges include a large class size (Appendix 1: 7); a lack of resources (Appendix 8: 11); and a lack of training and knowledge, which was stressed by Ali's teachers and special teacher (H; Appendix 1: 6.1& 6.4). Yuen et al (2004) note that teachers' heavy workload and limited preparation time are considered obstacles for them. Scruggs and Mastropieri (1996) verify that teachers' lack of confidence in their own abilities to teach students with special needs is due to insufficient professional support, a sentiment also expressed by Ali's teachers (Appendix 1: 6.4). When the teachers were asked about Ali's test papers that had not been enlarged, they said that they had no extra time to prepare it (Appendix 8: 8). The English teacher said that they do not have an enlarging photocopier (Appendix 9: 6). Interestingly, the special needs teacher (H) uses enlarged A3 sheets (10: 6). The time issue is true generally, but in government-funded schools, time management is not efficient. The workload finishes as soon as the teachers correct the test papers and prepare the students' certificates. After this time, which takes more than a month, the teachers come to school and have social gatherings (Appendix 1: 74.4). As explained previously, the academic year for special classrooms does not start in the beginning of the year because of the delay in the assessment and referral procedures that the professionals from MOE have to arrange (Appendix 2: 36), so this also adds to the misuse of time.

These points do not mean that the teachers are not making some changes. They do make some adaptations to meet students' needs, mainly allowing extra time for the students to

complete their work (Appendix 12: 6 & 9 and Appendix 13: 6) and providing some individual help when possible during the lessons (Appendix 8: 9, Appendix 12: 7 & 9, Appendix 13: 5 and Appendix 14: 13), but even this is usually hard to accomplish. One of the teachers said, "We can include cases but the classes' population is crowded… the student (Ali) will be lost in this class and won't get his rights, and if we give him individual attention the whole class will be lost". The teachers also sometimes rely on other students in the class to provide peer assistance (Appendix 1: 41.3 and Appendix 5: 4), which depends on how much the student also is willing sometimes to cooperate. Generally, Ali would not cooperate, as was noticed in the English class.

The inclusion concept has been disseminated in the media and mentioned in the newspapers during the last 2 years. Almost every day, there is an article regarding the inclusion of students with special needs, and it is supported with statistics about SEN in the UAE, which was not the focus a few years ago. This phenomenon is affecting teachers' views and awareness about inclusion, as well as the concerns they have about the challenges that they may face (Appendix 1: 106). In other words, teachers' attitudes toward inclusion are becoming more positive, but slowly (Appendix 8: 12).

Administrators

Ali's principal agreed to provide large-print books and suggested that the school would support the idea financially. However, she indicated that a special centre would be more appropriate for Ali (Appendix 2: 34) because Ali's eyesight is decreasing, according to all his teachers. The school nurse did not have his recent reports and did not conduct a follow-up. She said, "I have his old report (which is for 2003, Appendix34). The researcher asked the mother and she told her that she is going to bring the new one, but she did not.

The nurse's role is important in providing the appropriate services, especially those related to medical issues and students' health. Although the teachers feel that Ali is losing his sight completely, they do not have medical proof. Interestingly, the teachers did not

feel that this is the nurse's responsibility because they did not mention it to her even once. Even the principal did not ask about any medical report from the mother (Appendix 2: 33). This shows the lack of teamwork and the lack of proper teamwork planning for a student with a disability. This lack of cooperation could be seen in the comment of his special classroom teachers, who said "I noticed that when I'm sitting in the break time he will come to me, and he used to say. 'Abla (H), I want to come back to your class.' I wanted to tell his teacher but forgot."

Parents' Expectations and Home-School Relationship

The home-school relation is one of the main keys to a student's progress. However, in Ali's case, this relationship has become strained (Appendix 5: 8), especially at the beginning of the second semester of the second year. This has affected Ali's progress. All the teachers blame the mother because they believe that the main reason for the child's improvement is the family's role, ignoring their own major role. On the other hand, the mother blames the school and the teachers, saying that they are only blaming his poor eyesight and are not being cooperative. Nevertheless, the resource room teacher (F) and the special needs teacher (H;10: 12) contradicted the regular teachers and asserted that the mother is cooperative and keen to help her son by helping him with his worksheets (Appendix 4: 10), though she became less cooperative in the second semester. Even teacher (A) mentioned the mother's help on a few occasions (Appendix 8: 4 & 9); however, she requested more support from the mother, especially in the second semester.

The results found by Stuart et al. (2006) emphasise the importance of the messages that parents send to their children with VI. They may provide more opportunities for attempts at mastery for children with disabilities as a result of higher expectations (Appendix 1: 23.2, 5&7). This can also mean that if the mother's expectation is low, the student's level drops accordingly, and this is what happened with Ali in English. His mother did not feel that it is an important subject, so Ali did not respond and progress in the language (Appendix 6: 10 and Appendix 9: 5& 7). Ali's mother and her expectations consequently affected Ali's performance and attitudes, a situation that all of the teachers noticed and

his marks dropped from 470 to 450 (Appendix 15: A&B). One of the teachers said, "Ali's eyesight is not totally helping him. Even the house environment is not encouraging him; also they are not helping him to overcome his weaknesses." The principal stressed that the reason is that the mother is expecting special treatment for her son, which is not possible with 27 students in the class (Appendix 2: 31).

When going through Ali's marks to compare both semesters and according to the teachers' remarks, Ali has changed (Appendix 1: 39.4/40 and Appendix: 15 & 16). The teachers feel that Ali's mother was offended when they noticed that Ali's eyesight is decreasing. Her refusal to accept the deterioration in Ali's sight made the mother change her attitudes toward the teachers and she even almost stopped helping him. However, a comparison of the two interviews of the mother during the first and second semesters showed that she had the same enthusiasm about helping her son (Appendix 6: 9). Teacher (B) said that the mother thought that she has an attitude against her son (Appendix 5: 8). This perception also aligned with the mother's opinion in the interview (Appendix 6:8). Interestingly, teacher (B) also mentioned that the mother started to follow up Ali, especially from the month of March so he can pass Grade 2.

Although the mother has a child with special needs, still she does not see him as a child with a disability, but rather as a child with some slight difficulties. When she went to the special centre to get assistance there, she told the principal that she would not keep her son with the "crazy" children (Appendix 2: 34). However, the mother kept mentioning that her son has some VI and that she does not use Braille because the special centre she went to told her that he does not need it (Appendix 6: 13).

Appropriate Placement and Learning Environment for Children with VI

In general, it is important that the students' needs are met because it is almost impossible to identify a single educational setting without considering them. Although Ali was not totally ignored by his teachers, he was getting little help relative to the gravity of the need. According to Curry and Hatlen (1988), in a diverse classroom population, the

appropriate placement could be done by providing an environment where the needs of students are met, which Ali was almost deprived of. Huebner (1989) emphasises not only how educational settings are meeting these needs but also the quality of education for each individual. If we transfer this to the reality of Ali, we would notice that the school environment could be more appropriate if changes and modifications are made, depending on his vision. If his vision is decreasing, then this new change needs to be considered. Gross (2002) states that a successful placement includes not only the student but also the classroom and the school. So the key to the appropriate placement for Ali is teamwork in the school, which consequently may affect his progress in a positive way.

In Ali's case, the best accommodation is the use of Braille (Appendix 1: 39.1, 45.8 & 9: 49.2, 81.3). This recommendation was not shared by the professionals in the field, although it could have been one of the solutions. Moreover, Ali needs extra tuition and individualized sessions to overcome some of the difficulties he is facing in his Arabic, math, and English language (Appendix 4: 3, Appendix 8: 2 and Appendix 1: 58.5, 84, 85, & 99).

Policy in General and the UAE Education System

It is worth mentioning that there was a big gap in cooperation between the MOE and the school. The MOE has set roles and regulations which are rigid, according to the Principal (Appendix 2: 36). Moreover, new regulations and changes were announced in the newspapers, but the principal did not receive an official circulation from the MOE (Appendix 2: 37, 38), except for notification of the meeting with special needs teachers in the second semester. Surprisingly, until the following academic year, the school did not hear any follow-up on the meeting of February of the previous year, according to the principal (when the researcher visited the school).

The following chapters and articles are related to students with special needs and to Ali's enrolment in the government school. These chapters are Chapter (3) Article (5): Entrance Rules and Entrance Assessments, Chapter (3) Article (6): Pupils Registrations in Special Classes, Chapter (3) Article (8): Completion of the grade and the referral condition, and Chapter (4) Article (7): Conditions for applying the Regular Curriculum, Special needs Curriculum. These chapters shed light on some of the system's failures or rigidity.

Because Ali had struggled with the education system before he was registered in his current school, this had a negative impact on him academically since he was not entered according to his age and was in a class with younger students. When Ali first started at a regular school, the school informed his mother 2 weeks later to take him out because they did not have the right support. The mother asked the school to give him some more time so that she could shadow him as it was her due date for delivery of her second child, but the school refused and expelled him. She did not find any other school that was willing to accept him, so was kept at home for a whole one year. Ali then was referred and registered by a special needs advisor to the special needs teacher (H; Appendix 6: 5, 6 & 7).

The procedure for referral which is done in the half end of April was not done for Ali because the mainstream teachers were comfortable with his progress in the regular classroom while he was also a special needs student, so they decided to enrol him in the regular classroom. This procedure was not done formally, as usual, which was based on teachers' requests, not on a professional basis (Appendix 1 14: 10). Surprisingly, the MOE did not object. When he was transferred to a regular classroom, there was no check to see if he was ready to cope academically or socially. The result was that Ali kept struggling with his writing and got limited support and help from the teachers, and the mother withdrew. Many researchers stress the importance of the referral decision to a special class because it affects a student's failure or progress (Heller et al. 1982 and Garcia and Ortiz 1988).

Ali started to struggle with his learning, and they noticed that his reading and writing were not at the Grade 2 level. The teachers asked the MOE's psychologist to assess him to check if he was eligible for a special needs class. This was considered a rare case because once students are transferred to the regular classroom; they do not go back to the special needs classroom. Usually the students who keep failing in regular classrooms either go to adult schools or they stay home. In the case of Ali, he was reassessed once by the psychologist, who decided that he should stay in the regular classroom, even though the teachers were complaining about his struggle with written work. However, according to MOE rules, the final decision is the psychologist's (Appendix 1: 46). Many factors affected Ali's progress: He missed one year of his foundation when he was refused by the previous school, his eyesight has deteriorated, his mother refuses to consider the use of Braille, and he did not have enough foundation in language (Appendix 5: 3). Ali needs to be in the special needs classroom one more year because he is lacking the right support and intervention from school and home. The Principal mentioned an important point regarding the students with SEN in the regular classrooms. After they are referred from special classrooms some repeat the same grade 2 years in a row, which means a gap in age between them and their peers. These students usually have a hard time coping with either the younger students or the adult schools (Appendix 2: 11).

The MOE is strict about the entrance test for special classrooms, but it does not apply the same rule to assess students who are transferred from other schools in the upper grades. According to the principal, the teachers are under a lot of pressure because the students who are transferred to the school are behind academically and do not know the alphabet or their numbers (Appendix 1: 61.3 and 62.3), and the teachers do not have any choice other than to accept a huge workload (Appendix 2: 17).

Another example of the system's rigidity is obvious in that students with SEN are in regular classrooms for months without help because the professionals from the MOE do not assess the students on time in order for them to be transferred to special needs classrooms at the beginning of the year (Appendix 2: 36). This is the case every year, and it applied to Ali. He did not get the right support from the beginning when he first started the special needs classroom.

The MOE curriculum contains many skills and instructions that could be a real challenge for students with special needs. A curriculum is not allowed to be modified by the teachers, as mentioned before. King-Sear (2001) notes that rigidity concerning curriculum modification may hinder the progress of low-achieving students in regular classes in general and special classes in particular. Ali is one of the victims of this rigidity.

Teachers' Attitudes toward SEN

Many studies, such as those done by Gaad (2004a) and Gaad (2004b), reveal that teachers generally have rather negative attitudes toward students with special needs. And these attitudes grow stronger with severe cases. Other studies show that less experienced teachers develop the most negative attitudes (Elhoweris et al. 2006). Salili (1999) notes that, a willingness to make adjustments to teaching methods, classroom organization, and the curriculum can reflect teachers' beliefs and attitudes. Ali's learning and progress were

influenced by his teachers' attitude, especially the special needs teacher (H) and teacher (A), although the changes that were made for Ali were limited.

Some teachers made some adjustments for Ali, such as giving him extra time or more attention, which was around 5 minutes or less, as seen in the English period. This amount of time was not enough compared to the amount of help he actually needed; however, with the crowded classrooms and of the teachers' workload, this was an expected outcome. Even Ali's attendance in the resource room was affected because of some teachers' attitudes and the lack of cooperation among some teachers.

Ali complained of some teachers, such as teacher (B), who did not let him go to board to write (Appendix 7: 3). Ali did not have a good rapport with teachers (I), as was evident in the English periods (Appendix 11: 8 & 12). Ali's regular teachers noted that the special needs teachers were more knowledgeable and capable of handling the students with special needs (Appendix 1: 6.1, 2&4). Teacher (A) said, "We didn't take courses; we don't have training like them, so we can't deal with disabilities. We don't have experience as they had, they had workshops."

The teachers' attitudes were to some extent obvious, especially when it came to understanding Ali's personality, such as when he was moody and did not cooperate. They usually said that he was careless or not cooperative. These comments were made without looking for other reasons, such as if he was under pressure, fatigued, bored or upset, or frustrated because of his VI. Kurtz (2006) recognises the affect of fatigue on students with special needs. Although teacher (B) was giving Ali extra attention, she complained that Ali always bothered other boys who came to her to complain about him (Appendix 5: 1). This report contradicted the students in the focus group who said that the naughty boys hit Ali and then lie to the teacher (B), who believes them and punishes Ali (Appendix 3: 4& 13). At the same time, some teachers gave him attention and encouragement to boost his self-esteem, as was the case with (A; Appendix 7:2).

All the teachers, without exception, blame the parents, and they put the full responsibility for students' progress, especially students with special needs, on the parents' shoulders. If Ali's mother's role is to take most part of the responsibility, what is the teachers' role? They are with Ali most of the day, and even when he goes home, still he needs to spend at least 1 or 2 hours doing homework.

As mentioned previously, confusion and difficulties are facing those in the field of special needs. These limitations are summarized in order to highlight the failures in policy and increase awareness about them. These failures in the system affect children in schools with special needs and have already had an effect on Ali:

- Lack of a legal framework. There no regulations regarding school admissions and provisions. A series of interviews (Appendix2:37&38) showed that no effective regulations have been applied as yet.

- Lack of communication. On one hand, there is lack of communication between educators and learners. This can become a barrier to learning when there is no common first language, or when sign language or an alternative devices or the Braille system is not available for students with certain impairment in regular classes. On the other hand, there is also a lack of communication and coordination among the ministries of education, labour, social affairs, and health (Gaad 2004).

- Lack of professionals for assessment treatment and training. Although qualified special needs staff are important, they are extremely rare in educational institutes. The lack of human resources includes the education and training of teachers and other relevant role players (Karugu 1994).

- Lack of employment opportunities. There are limited efforts in coordinating job opportunities and providing support for all those who are qualified and able to work.

- Lack of medical facilities. Although the UAE is considered a developed country, there are no official specialized, accredited, and diagnostic professionals in regular schools, whether for medical or educational assessment. This lack was evidenced after visiting several schools and from the interviews in Ali's school.

- Lack of special facilities, provisions, and curriculum in education and recreation. There are few effective resource rooms for children with special needs in regular schools, no official curriculum for these children, and inflexible style of teaching, and a lack of availability of appropriate a material and assistive devices.
- Lack of awareness. There is limited awareness of people with special needs, and people's attitude toward special needs is frequently negative.
- Lack of information availability and surveys. There are limited surveys related to special needs and no exact numbers about various disabilities in UAE society. In addition, there is limited research in this field except for few such as, Elhoweris & Al sheikh 2005; Gaad 2001, 2003, 2006; Emad & Gaad 2004; Gaad et al. 2005.
- Lack of an accessible and safe environment. This is a barrier when it is not adapted to the needs of the learners.
- Lack of parental recognition and involvement. Generally, schools do not recognize the role of parents and do not involve them. The parents also need to be educated in ways to help children with special needs.

Recommendations

Information and data drawn from the findings and discussions suggest recommendations that could improve the educational environment for students with VI and meet their needs.

1. Some accommodations can be applied to meet the needs of students with VI. In many cases, these students, in addition to students with learning difficulties, need more time, so extending time limits during their classroom work activity or during assessment can be a great help. Individual supervision allows the teachers to

assess the students' strengths and weaknesses. Using large prints as a provision for audiotape and using type written rather than handwritten tests lessens the pressure and fatigue on the eyes. Moving to smaller and distraction-free settings (i.e., changing the setting) helps increase student concentration. Assessment could be modified by using more tests with fewer items and reducing the number of choices to simplify the tests rather than use fewer but longer tests that are more difficult (Okumbe and Tesheko 2006). In certain circumstances, using appropriate lighting or wearing tinted lenses to reduce glare may help the learner. Software to vary print size, large screen monitors, and talking calculators are tools that may be used to reduce pressure on the child (Alberta Education 2004).

2. Because the teachers complained of a lack of knowledge and training, it might be useful to have in-service training such as class observations, including classes on video in overseas schools, followed by discussions about the learning or teaching problems and challenges in the lessons for students with SEN who are included in the regular classrooms. These observations could help teachers broaden their knowledge and ensure the quality of education.

3. There is a strong need for spreading awareness by planning practical programs. The school could implement programs that broaden the understanding and awareness of teaching and dealing with students with VI. Teaching children how to adapt to activities and providing them with tips and techniques may help them to deal with situations that they may face in the school or in daily life. Parents' education programs may help and support the parents to face the challenges and raise their expectations of their children. Spreading public awareness in how to deal and respect these individuals so that they can be an active part of society will increase opportunities for individuals with VI, and it will increases the positive attitudes and beliefs of the public in general. However, these educational programs should be continuous to ensure positive results.

4. There is a need for continuous assessment by qualified educational psychologists. These assessments should be done at the beginning of the academic year so that students with VI receive timely diagnoses, treatment, and support.

5. Students with VI are not getting adequate provisions and support. There is an urgent need to assess the quality of services and provisions, and establish appropriate plans. All schools should be provided with specialists, including classroom assistants, speech therapists, mobility specialists, occupational therapists, and trained nurse in the field of VI. Modern technology can provide these students with the appropriate support, so there is a need to integrate optical aids and rehabilitation services.

6. In general, there is little research on educational settings for students with VI and their effectiveness. Therefore, future research on this topic is encouraged. Studies are needed to help teachers have a better understanding of the factors that contribute to the progress of these students so that they can become fully functioning members of society. This research was based on one case study, so there is a need for a study with a large sample of preschoolers and preadolescent children to improve the generalization of the results. Further research may also include a long-term study of teachers' perceptions of such students and other factors that can support them, such as peer acceptance and social interactions with regular classroom students. This study also may extend to gender difference. A need for future work to be applied to other children with VI and other disabilities would be worthwhile. Finally, because the benefits of early intervention are very significant, there is a need to develop thorough early intervention services for infants and children with VI.

7. It is difficult for students with VI to access the general education curriculum at the present time. The biggest challenge to teachers and students is the curriculum, so there is a great need for curriculum and assessment modification that will ease the workload for teachers and will help students with special needs in general and

students with VI in particular to progress according to their abilities and capacities. Educators can offer and design shared educational activities that do not change the general content knowledge but significantly modify the conceptual difficulties of curriculum for these learners with special needs, such as using more visual and oral cues rather than written cues.

8. This research was intended to examine the case of one child with VI using a qualitative methodology (observations, interviews, and accessible documentations). The findings showed that Ali's lack of progress indicated that the provisions being made for him were insufficient and did not meet his needs. In addition, there were no coherent policies and teamwork strategies in practice. Therefore, these recommendations are made while recognising such constraints as the lack of flexibility on the part of the MOE to allow teachers to adapt the curriculum. Future research is needed to look at the ongoing progress of other students like Ali who also have VI and /or other disabilities.

Chapter 5: Conclusion

My research was a case study of a student with VI who was included in the mainstream system in a government-funded school in the UAE. A summation of the key points and conclusions follow. The aim of this study was to identify the availability of provisions for Ali because students with VI have unique needs. The research question asked What provisions and services are available for students with VI in the regular mainstream classroom? The researcher used a qualitative approach that included individual interviews, observations, and documents, which provided a rich description of the key factors that contributed to Ali's development

In almost all countries, there is a trend toward the development of more inclusive approaches to the education of pupils with SEN, including those with VI. The rights of children with a disability to be educated in mainstream schools are acknowledged in the world and the UAE, particularly after federal law (29/2006) was enacted. However, the difficulties of managing inclusion effectively are acknowledged. Rogow (2005) notes that, the education of children with VI or blindness and other disabilities is one of the most challenging aspects of special education. Therefore, the emphasis should be on each student's needs and ways in which the educational setting meets these needs.

Many services and provisions are needed to provide the support necessary for children with VI to succeed in the mainstream classroom. Despite these common needs, students with VI represent a diverse population according to the degree of vision loss. To design an appropriate educational program for a child with VI, a variety of factors need to be considered (Riley 2000). In this paper, the researcher tried to map out some services and provisions available for Ali as a student with VI in the mainstream classroom. The following were considered: significant needs for early intervention, differentiated instruction, curriculum modification, assessment, and supportive services. The latter were grouped into the following sections: orientation and mobility skills, learning tools and technology, professional staff involved, regular teachers and other special educators,

administrators, parents' expectation and home-school relation and teachers' attitudes towards SEN.

Now that the researcher has completed this research, she is more aware of the uniqueness of each child. It would be difficult to claim that the needs of each child are always met by adapting practices or that it is feasible to consider each child's preferences as we plan and organize our practices accordingly. However, important conclusions can be drawn from the experience of this research. There is the need for an appropriate educational environment that is based on the student's needs. An array and continuum of services will likely be necessary that provide a variety of program options because one component of this group alone may not meet all the needs of such a student throughout his school education. Upon reflection of the findings, it is recommended that certain areas receive more attention and improvement. To ensure that children have equal access to the preschool curriculum, early intervention is required, and the system must be adapted.

Teachers and educators must be trained and certified in educating students with VI. They acknowledge the possible impact of these conditions on growth, development, and learning of such students. It is necessary to employ a modified curriculum, effective teaching techniques, and appropriate assessments determined by educational professionals. It is possible that a student's needs may require different educational placements. From the experience of Ali, it is obvious that teachers, special needs teachers, and administrators need to work as a team. In addition, cooperation and communication between the school and the MOE is essential in providing adequate support and services.

Although there are limitations in generalising the results from a study with only one child, some significant areas of Ali as student with VI can be identified. In addition, there are six main limitations to this challenge of inclusion. First, there is the need for more research in the field of inclusion of students with SEN in the UAE, particularly students with VI, because it is not considered a common occurrence in government or private schools. Second, the federal law (29/2006) issued by Sheikh Khalifa is still not fully applied, even though efforts are being made. According to Ali's school principal, nothing

official had been received from the MOE at the time of this research. Third, the literature that was reviewed is from other countries and cultures. This means that innovative ways of designing and administering an accessible approach must be suitable for the people in the country. Forth, because limited provisions are available for such students, these provisions were the focus of the study, so a lot of work involved ensuring that complete coverage was achieved. Fifth, the time limit was a constraint affecting the amount of time available for interviewing, transcribing the interviews, and recording the observations. A longer study of the child Ali may have led to more significant results. The final challenge was to ensure the objectivity of the study. Because the researcher is an experienced educator, it was difficult not to comment or interfere for the children's benefit. It was hard not to share personal opinions, but for the sake of objectivity, the researcher had to take the position of the viewer and become a non-participant observer. So there is a need for future research into the development of appropriate educational settings for students with VI.

References

Alberta Education , (2004). *Essential Components of Educational Programming for Students who are Blind or Visually impaired.* Special Programs Branch.

Alberta Education., (2007). *Services for Students who are Blind or Visually Impaired: Workshop Discussion Guide for Education Stakeholder Input.* Available from: http://www.education.gov.ab.ca/k_12/specialneeds

Alderson P., (2000). *Young Children's Rights: Exploring Beliefs, Principles and Practice.* London: Jessica Kinsley.

American Foundation for the Blind., (n.d.). *Educating students with visual impairments for inclusion in society* [Online]. Available from: http://www.afb.org/Section.asp?SectionID=44&TopicID =189&DocumentID=1344

Baker-Ward, L., Gordon, B. N., Ornstein, P.A., Larus, D. M., and Clubb, P. A., (1993). Young children's long-term retention of a paediatric examination. *Child Development*, *64* pp 1519-1533.

Barbas, G., Birbili, M., Stagiopoulos, P., and Tzivinikou, S., (2006). A Pilot Study of Factors Affecting the Process of Integration in Greek Nursery Schools. *European Journal of Special Needs Education*, 21(2) pp 217-226.

Beattie, J. R, Anderson, R. J., and Antonak, R. F., (May 1997). Modifying attitudes of prospective educators toward students with disabilities and their integration into regular classrooms. *Journal of Psychology*, 3(13) pp 245-259.

Best, A. B., (1995). The management of low vision in children, *BJ*, VI (13.2), pp 65-68.

Berlak, A. and Berlak, H., (1981) *Dilemmas of Teaching*. Meuthen, London.

Befring, E., (1997). The enrichment perspective. A special educational approach to an inclusive school. *Remedial and Special Education,* 18(3) pp 182-187.

Birnbaum, B. W., (2001). Using computers to modify the curriculum for students with learning disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 11(1) pp 19-25.

Bishop, A. and Jones, P., (2002). Promoting inclusive practice in primary initial training: Influencing hearts as well as minds. *Support for Learning*, 17(2) pp 58-63.

Bosman, A.M. T., Gompel, M., Vervloed, M. P. J., and van Bon, W. H. J. (2006). Low vision affects the reading process quantitatively but not qualitatively. *Journal of Special Education*, 39(4) pp 208-219.

Bromley, D. B. (1991). Academic contributions to psychological counselling. 2. Discourse analysis and the formulation of case-reports. *Counselling Psychology Quarterly*, *4*(1) pp 75-89.

Bryam, A. (1988). *Quantity and Quality in Social Research.* London: Unwin Hyman.

Campbell, J., Gilmore, L., and Cuskelly, M., (2003). Changing student s' attitudes towards disability and inclusion. *Journal of Intellectual and Developmental Disability*, 28(4) pp 369-379.

Carey, M., (1995).Comment: Concerns in the analysis of focus group data. *Qualitative Health Research*, 5(4) pp 487-495.

Castellano, C., (2005). *Making It Work: Educating the Blind/Visually Impaired Student in the Regular School.* Greenwich, CT: Information Age.

Christensen, P. and Prout, A., (2002). Working with Ethical Symmetry in Social Research with Children. Norwegian Centre for Child Research. *Childhood.* (9)pp 477-497

Clunies-Ross, L. and Franklin A., (1997). Where have all the children gone? An analysis of new statistical data on visual impairment amongst children in England, Scotland and Wales. *British Journal of Visual Impairment*, 15(2) pp 48-53.

CEC, (2003). *What every special educator must know: Ethics, standards, and guidelines for special educators*, 5th ed. Arlington, VA: Council for Exceptional Children.

Coughlan, S., (2001). A Touch of High-Tech Genius: Software Is Revolutionising Visually Impaired Pupils' Ability to Study and Socialise in Mainstream Settings. [Electronic version]. *Times Educational Supplement*, i4436, B19.

Coyne, P., Sicher, A. and Sorgatz, T. (2003).*Differentiated Instruction: What Is It and How Does Black Hawk Middle School Accomplish It?* Madison: Classroom Action Researcher (CAR).

Coe, C., (2001). Learning How to Find Out: Theories of Knowledge and Learning in
Field Research. *Field Methods,*13 (4), pp 392-411

Curry, S. A. and Hatlen, P. H., (1988). Meeting the unique educational needs of visually
impaired pupils through appropriate placement. *Journal of Visual Impairment and
Blindness, 82* pp 417-424.

Deacon, S. A. (2000, March). Creativity within qualitative research on families: New
ideas for old methods. *Qualitative Report*, 4(3/4). Available from:
http://www.nova.edu/ssss/QR/QR4-1/deacon.html

Desforges, C. and Abouchaar, A., (2003). *The Impact of Parental Involvement, Parental
Support and Family Education on Pupil Achievement and Adjustment: A
Literature Review*. Nottingham: DFES Publications Queen's Printer.

Denzin, N., (1984). *The Research Act*. Englewood Cliffs, NJ: Prentice Hall.

Denzin, N. K. and Lincoln, Y. S., (1998). *Collecting and Interpreting Qualitative
Materials*. London: Sage.

Dockrell, J., Peacey, N. and Lunt, I., (2002) *Literature Review: Meeting the needs of
Children with SEN*. London: Institute of Education

Duggleby, W. (2005). "What about focus group interaction data?" *Qualitative Health
Research*, 15(6), 832-840.

Duquette, C., (2007). Students at Risk: Solutions to Classroom Challenges. Chapter 7:
Visual Impairment. pp 84-88.

Elbaum, B., Vaughn, S. Hughes, M. and & Watson-Moody, S. (1999). Grouping
practices and reading outcomes for students with disabilities. *Exceptional
Children*, 65(3) pp 399-415.

Elhoweris, H. and Alsheikh, N., (2005) *s attitudes toward Inclusion*. United Arab
Emirates University. Paper presented at NY State Federation of the Council for
Exceptional Children. NY.

Elischberger, H. B. and Roebers, C. M., (2001). Improving young children's free
narratives about an observed event: the effects of nonspecific verbal prompts.
International Journal of Behavioral Development, 25(2) pp 160-166. Available
from: http://jbd.sagepub.com/cgi/content/abstract/25/2/160

Emory, W. and Cooper, D., (1991). *Business Research Methods*, Irwin, Homewood,
IL.

Farrell, P., (2000). The impact of research on developments in inclusive education.
International Journals of Inclusive Education, 4(2) pp 153-162.

Feagin, J., Orum, A. and Sjoberg, G., (Eds.). (1991). *A Case for Case Study*. Chapel Hill,
NC: University of North Carolina Press.

Flem, A. and Keller, C., (2000). Inclusion in Norway: A study of ideology in practice.
European Journal of Special Needs Education, 15(2) pp 188-205.

Frattura, E.M. & Topinka, C., (2006). Theoretical Underpinnings of Separate
Educational Programs. *Education and Urban Society,* 38 (3), pp327-344.

Friend, M. and Bursuck, W. D., (2002). *Including Students with Special Needs*, 3rd ed.
Boston: Allyn & Bacon.

Froggatt, K.A., (2001). *The analysis of qualitative data: processes and pitfalls*.
Palliative Medicine, (15) pp 433-438.

Freagon, S. and Kachur, D. S., (1993). *Thoughts, perspectives, and ideas presented at the
Illinois Deans of Colleges of Education symposium on inclusive education of
students with disabilities*. Springfield: Illinois Planning Council on
Developmental Disabilities.
.

Gaad, E., (2001) Educating children with Down's syndrome. *British Journal of Special
Education,* 28(4) Pp 195-203.

Gaad, E.(2003) *Meeting the Exceptional Learning Needs In the Regular Classroom*

in the UAE: preparation Perspective .Paper presented and published in the 1st international Conference on Preparation, Redesigning Education for the Third Millennium .UAE University 21-23 October 2003.

Gaad, E., (2004a). Cross-cultural perspectives on the effect of cultural attitudes towards inclusion for children with intellectual disabilities. *International Journal of Inclusive Education*, 8(3) pp 311-328.

Gaad, E., (2004b). Pre-service s attitudes towards a career in special education in the United Arab Emirates. *College Student Journal*, 38(4) pp 619-632

Gaad, E., (2005).Crossing the Barriers: Culturally Diverse s Teaching in Culturally Divers Mix Abilities Classrooms in the United Arab Emirates. *International Journal of Diversity in Organizations, Communities & Nations*, 5(5) pp 1-10.

Gaad, E., Arif, M. and Scott, F., (2006).*System Analysis of the UAE Education System.* Dubai, UAE: British University in Dubai.

Gable, G., (1994). Integrating case study and survey research methods: an example in information systems. *European Journal of Information Systems*, 3(2), pp 112-126.

Garcia, S. B. and Ortiz A. A. (1988). *Preventing Inappropriate Referrals of Language Minority Students to Special Education.* ERIC Clearinghouse on Urban Education: University of Texas at Austin.

George, A. L. and Duquette, C., (2006). The psychosocial experiences of a student with low vision. *Journal of Visual Impairment and Blindness,* 100(3) pp 152-163.

Giangreco, M. F., (1996). What do I do now? A 's guide to including students with disabilities. *Educational Leadership*, 53(5) pp 56-59.

Gillham, B., (2000). *Developing Questionnaire*. London: Continuum

Glasser, B. G. and Strauss, A. L., (1967). *The Discovery of Grounded Theory Strategies for Qualitative Research*; Chicago: Aldine.

Goatley, V. J. (2000). Exploring school learning communities: Students' early literacy transformations. *Reading and Writing Quarterly: Overcoming Learning Disabilities*, *16*, pp 337-360.

Gomm, R., Hammersley, M. and Foster, P., (Eds.) *Case Study Method*. London: Sage.

Griffin, H. C. and Gerber, P. J., (1982). Tactual Development and its Implications for the Education of Blind Children. *Education of the Visually Handicapped*, 13(4) pp 116-123.

Gross, J. (2002). *Special Educational Needs in the Primary School*, 3rd ed. Buckingham: Open University Press.

Guba, E., & Lincoln, Y., (1998). Competing paradigms in qualitative research. In N. Denzin & Y. Lincoln (eds.). *The landscape of qualitative research: Theories and issues*. Thousand Oaks, CA: Sage.

Hammersley, M., (1987). Some notes on the terms 'validity' and 'reliability. *British Educational Research Journal*, *13*(1) pp 73-81.

Hartz, D., (2000). Literacy leaps as blind students embrace technology [Electronic version]. *English Journal (High school edition),* 90 pp 52-60.

Hatlen, P., (2004). Is social isolation a predictable outcome of inclusive education? [Electronic version]. *Journal of Visual Impairment & Blindness,* 98.

Hebbeler, K., (1993, December). *Traversing the Mainstream: Regular Education and Students with Disabilities in Secondary School.* A Special Topic Report from the National Longitudinal Transition Study of Special Education Students. SRI International. Menlo Park: CA.

Heller, K. A., Holtzman, W. H. and Messick, S., (eds.). (1982). *Placing Children in Special Education: A Strategy for Equity*. Washington, DC: National Academy Press.

Holliday, A., (2002). *Doing and Writing Qualitative Research*. London: Sage.

Huurre, T. and Aro, H., (2000). The psychosocial well-being of Finnish adolescents with visual impairments versus those with chronic conditions and those with no disabilities. *Journal of Visual Impairment & Blindness*, 94 pp 625-637.

Hui, E. K. P., (1994). *Teaching in Hong Kong: Guidance and Counselling*. Hong Kong: Longman.

Huebner, K. M., (1989). *The education of students with disabilities: Where do we stand?* .Unpublished congressional testimony. New York: American Foundation for the Blind.

Issa, W., (2006). "More special needs people are getting jobs." *Gulf News.* Available
Online: http://archive.gulfnews.com/articles/06/10/02/10071742.html [Accessed
20 October 2006].

Jackson, P. A., (1986) .*The Practice of Teaching*. New York: Teachers' College Press.

Johnson, J. C., Avenarius, C. and Weatherford, J., (2006). The Active Participant-
Observer: Applying Social Role Analysis to Participant Observation. *Field
methods.* 18(2) pp 11-134.Available from:
http://fmx.sagepub.com/cgi/content/abstract/18/2/111

Jackson, R., Harper K. and Jackson J., (2002). *Effective Teaching Practices and the
Barriers Limiting Their Use in Accessing the Curriculum: A Review of Recent
Literature.* National Centre on Accessing General Curriculum: U.S. Office of
Special Education

Kaplan, B. and Duchon, D., (1988).Combining Qualitative and Quantitative Methods in
Information Systems Research: A Case Study. 12(4) pp. 571-586

Karugu, G. K., (1994). *Special education trends and issues in relation to education
curriculum*. A Paper Presented at the Third Education Seminar at Egerton
University.

Kef, S., (1997). The personal networks and social supports of blind and visually impaired
adolescents. *Journal of Visual Impairment & Blindness*, 91 pp 236-244.

Keil, S. and Clunies-Ross, L., (2003). *Survey of Educational Provision for Blind and
Partially Sighted Children in England Scotland and Wales in 2002*. London:
RNIB.

Kelly, A., Sedlacek, W. and Scales, W., (1994). How college students with and without
disabilities perceive themselves and each other. *Journal of Counseling &
Development*, 73 pp 178-182.

Kennedy, K.Y., Higgins, K. and Pierce, T., (2002). Collaborative Partnerships
 Among s of Students who are Gifted and have Learning Disabilities.
Intervention in School and Clinic, *38*(1) pp36–49.

Kidd, P. and Parshall, M., (2000). Getting the focus and the group: enhancing analytical
rigor in focus group research. *Qualitative Health Research*, 10 pp 293-308.

King-Sears, M. E., (2001). Three steps for gaining access to the general education curriculum for learners with disabilities. *Intervention in School and Clinic,* 37(2) pp 67-76.

Koenig, A. J. and Holbrook, M. C., (Eds.). (2000). *Foundations of Education: Instructional strategies for teaching children and youths with visual impairments*, 2nd ed. New York: AFB Press.

Kurtz, L. A., (2006). *Visual perception problems in children with AD/HD, autism and other learning disabilities: A guide for parents and professionals.* Great Britain: Jessica Kingsley.

Kvale, S., (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage.

Lechelt, E. C. and Hall, D. L., (n.d.). *The Impact of Vision Loss on the Development of Children from Birth to 12 Years: A Literature Review.* Ottawa: The Canadian National Institute for the Blind.

Lee, A. S., (1991). Integrating Positivist and Interpretive Approaches to Organizational Research. *Organization Science*, 2(4) pp 342-365.

Levy, G. (2005). Seeing for ourselves: producing accessible information for people learning difficulties and visual impairments. *British Journal of Learning Disabilities*, 33 pp 77-82.

Lieberman, L. J. and McHugh, B. E., (2001). Health related fitness of children with visual impairments and blindness. *Journal of Visual Impairment &.Blindness*, 95 pp 272-286.

Lipsky, D. & Gartner, A., (1996) Inclusion, school restructuring and the remaking of American society. *Harvard Educational Review*, 57(4) pp 367-394.

MacMackin, M. C. and Elaine, M. B., (1997). A change in focus: teaching diverse learners within an inclusive elementary school classroom. *Equity & Excellence in Education*, 30(1) pp 32-38.

Madriz, E., (2000). Focus groups in feminist research. In: Denzin, N. and Lincoln, Y., (eds), *Handbook of Qualitative Research,* 2nd ed. Thousand Oaks, CA: Sage, pp. 835-850.

Mani, M. N. G., (January-June, 2003). *The Educator: Inclusive Education in India - Policies and Practices.* Research initiative of the International Council for Education of People with Visual Impairment. (ICEVI), EDUCATOR. Available online: http://www.icevi.org/publications/educator/June_03/article24.htm

Mann, C., (2006). *Educational Placement Options for Blind and Visually Impaired Students: A Literature Review.* Washington State Institute for Public Policy. Washington State University.

Mastropieri, M. A. and Scruggs, T. E., (2004). *The Inclusive Classroom: Strategies for Effective Instruction.* Upper Saddle River, NJ: Pearson Education, Inc.

McGaha, C. G. and Farran, D. C., (2001). Interactions in an inclusive classroom: The effects of visual status and setting. *Journal of Visual Impairment and Blindness*, 95(2) pp 80-93.

Meijer, C. J. W. and Stevens, L. M., (1997). Restructuring special education provision. In: Pijl, S. J., Meijer, C. J. W. and Hegarty, S., (eds), *Inclusive Education. A Global Agenda*. London: Routledge, pp. 115-129.

Mingers, J., (2001). Combining IS research methods: towards a pluralist methodology. I*nformation Systems Research* 12(3) pp 240-259.

Mishler, E. G., (1990). Validation in enquiry-guided research: the role of exemplars in narrative studies. *Harvard Educational Review,* 60 pp 415-442.

Mittler, P., (1995). Education for all or for some? International principles and practice. *Australasian Journal of Special Education*, *19*(2) pp 5-15.

MOE, (2005). *Maseerat Al Tarbeya Alkhassah bedawlat AlEmarat AlArabeya Almuttahida bine Tagaliyat Alwaki WA Rasd Altatweer*: Narrative Analytic Study UAE Ministry Of Education: Educational Administration: Special Needs Administration.

MOE, (2001). National Report on the Development of Education in the United Arab Emirates During the Period 1990/91 – 1999/2000.submitted to the 64th session of International Conference on Education, Geneva, 5-8 September, Department of Information Statistic a Research,

Morgan, D., (1996). Focus groups. *Annual Review of Sociology*, *22*, 129-152.

Morrison-Beedy, D., Cote-Arsenault, D. and Feinstein, N., (2001). Maximizing results with focus groups: moderator and analysis issues. *Applied Nursing Research*, 14(1) pp 48-53.

Murray, D., (1998). *Group-randomized trials. MIS Quarterly*, 12(4) pp 571-587.

Mussallam, N., (2006) UAE keen to support special needs people. [Online] Kkaleejtimes. Available from: http://www.khaleejtimes.com/DisplayArticle New.asp?xfile=data/theuae/2006/September/theuae_September878.xml&section= theuae&col=. Accessed: 26/12/2006).

NCHCY, (1995). *Planning for Inclusion.* Available from: www.nichcy.org

Oppenheim, A. N., (1992). *Questionnaire Design, Interviewing and Attitude Measurement.* London: Pinter.

Owen, S., (2001). The practical, methodological and ethical dilemmas of conducting focus groups with vulnerable clients. *Journal of Advanced Nursing*, 36(5) pp 652-658.

Palazesi, M. A., (1986). The need for motor development programs for visually impaired preschoolers. *Journal of Blindness/Visual Impairments,* 80(2).

Pearson Education, Inc., (1995-2007). *Triangulation. Survey tool kit.* Available from: Survey.PearsonAssessments.com

Perry, C., (1998). Processes of a case study methodology for postgraduate research in marketing. *European Journal of Marketing*, 32(9/10) pp 785-802.

Poole, D. A., &. and Lindsay, D. S., (1995). Interviewing preschoolers: Effects of no suggestive techniques, parental coaching, and leading questions on reports of non-experience d events. *Journal of Experimental Child Psychology*, 60 pp 129-154.

Pogrund, R., Fazzi, D. L. and Lampert, J. S., (eds). (1992). *Early Focus: Working with Young Blind and Visually Impaired Children and Their Families.* New York: American Foundation for the Blind.

Preisler, G**.,** (1993). A descriptive study of blind children in nurseries with sighted children. *Child: Care, health and development, 19,* pp 652-672.

Riddell, S., Tisdall K., Kane, J. and Mulderrig, J., (2006). *Literature review of educational provision for pupils with additional support needs.* Available from www.scotland.gov.uk/insight/ [Accessed 9 October 2006]

Riley, R. W., (2000). *Educating blind and visually impaired students: policy guidance.* Available from: http://www.ed.gov/legislation/FedRegister/other/2000-2/ 060800a.html [Accessed 14 April 2006].

Ritchie, J .and Lewis, J., (2003). *Qualitative Research Practice: Guide for Social Students and Researchers.* London: Sage

Rogow S., (2005). *A Developmental Model of Disabilities.* Vancouver, BC: University of British Columbia.

Rou Baker-Ward, L., Gordon, B. N., Ornstein, P. A., Larus, D. M. and Clubb, P. A.

(1993). Young children's long-term retention of a paediatric examination. *Child Development*, 64 pp 1519-1533.

Rubin, H. and Rubin, I.., (1995). *Qualitative Interviewing: The Art of Hearing Data.* Thousand Oaks, CA: Sage.

Salama, S. and Chief, B., (2006) .Law removes barriers for people with special needs. Available from: //E:\UAE SNs\10066763.html. [Accessed 26 December 2006].

Salamanca Statement and Framework for Action., (1994). Available from: http://www.unesco.org/education/pdf/SALAMA_E.PDF

Salend, J. S., (2005). *Creating inclusive classrooms: Effective and reflective practices for all students*, 5th ed. New Jersey: Pearson- Merrill Prentice Hall.

Salili, F., (1999). Special education in Hong Kong. In: Pryde, N. A. and Tsoi, M. M.,

(eds), *Hong Kong's children: Our past, their future*. Hong Kong: University of Hong

Kong, Centre for Asian Studies, pp. 369-412.

Saskatchewan Education., (2000). *Strengthening Supports: Minister's Response to the Report of the Special Education Review Committee.* Regina: Author.

Schneekloth, L. H., (1989). Play environments for visually impaired children. *Journal of Visual Impairment & Blindness,* 83 pp 196-201.

Scruggs, T. E., & Mastropieri, M. A., (1996). perceptions of Mainstreaming/inclusion, 1958-1995: A research synthesis. *Exceptional Children, 63*(1), pp59-74.

Shon, K. H., (1999). Access to the world by visually impaired preschoolers. [Electronic version]. *RE: View*, 30.

Smith, D., (2000).*Success in the Literacy Hour*. Tamworth: NASEN

Stake, R. E., (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage.

Stevens, P., (1996). Focus groups: collecting aggregate-level data to understand community health phenomena. *Public Health Nursing*, 13 pp 170-176.

Stuart, M., Lieberman, L. and Hand, K., (2006). Beliefs about physical activity among children who are visually impaired and their parents. *Journal of Visual Impairment & Blindness*, 100(4) pp 223-234.

Tellis, W. (1997a, July). Introduction to case study. *Qualitative Report*, 3(2). Available from: http://www.nova.edu/ssss/QR/QR3-2/tellis1.html

Tellis. W. (1997b). Application of a case study methodology. *Qualitative Report*, *3*(3). Available from: http://www.nova.edu/ssss/QR/QR3-3/tellis2.html

Thomas, N. and O'Kane, C., (1998a) *Children and Decision Making: A Summary Report*. Swansea: University of Wales Swansea, International Centre for Childhood Studies.

Thorne, S., (2000).Data analysis in qualitative research. Available from: ebn.bmj.com [Accessed 3 February 2007]

Travers, M., (2001) *Qualitative Research through Case Studies*. Sage, London.

Trochim W. M. K., (2006). *Ethics in research.* Available from: http://www.socialresearchmethods.net/kb/ethics.php

UNESCO., (1990). *World declaration on education for all.* Available from: www.unesco.org/ducation/efa/ed_for_all/background/jomtien_declaration. shtml [Accessed 1 March 2000].

UNESCO, (1994). *The Salamanca Statement and Framework for Action on Special Needs Education.* Paris: UNESCO.

UNESCO, (1998). *Inclusive Education on the Agenda.* Paris: UNESCO.

UNESCO, (2000). *The Dakar Framework for Action Adopted a World Declaration on Education for All* (EFA). Paris: UNESCO.

United Nations, Convention on the Rights of the Child (CRC). (1989). *Signed and ratified by: Brunei Darussalam (1996), Cambodia (1992), Laos (1991), Samoa (1994), Thailand (1992), Viet Nam (1990) and all other countries in the Asia-Pacific region.* Available from: http://www.unicef.org/crc/crc.htm

Wainer, H., & Braun, H. I., (1988). *Test Validity*. Hillsdale, NJ: Earlbaum.

Walker E, Tobin M, McKennall A., (1992), *Blind and partially sighted children in Britain: the RNIB survey* ,(2) pp 101-103,235-239,245 HMSO.:, London

Wedell, K., (1995). Making inclusive education ordinary: a national perspective. *British Journal of Special Education,* 22(3) pp 100-104.

Weinberger, B., Laskin, D. L., Heck, D. E. and Laskin, J. D. , (2002). Oxygen Toxicity in Premature Infants. Robert Wood Johnson Medical School, New Jersey. 181, (1), , pp 60-67

Westwood, P. and Yuen, M. T., (2000). Validation of the Chinese version of the Attitudes Towards Mainstreaming Scale (ATMS). Unpublished manuscript.

Whitted, Cleary and Takiff, LLC., (n.d). *Special education regulations and definitions*. Available from: www.whittedclearylaw.com [Accessed 10 May 2006].

Wilkinson, M. E. and Trantham, C. S., (2004). Characteristics of children evaluated at a pediatric low vision clinic: 1981-2003. *Journal of Visual Impairment & Blindness, American Foundation for the Blind*, 98(11). Available from: http://www.afb.org/jvib/jvib9811004.asp

Wilson, H. and Hutchinson, S., (1996). Methodological mistakes in grounded theory. *Nursing Research*, 45(2) pp 122-124.

Winter, S., (1995). expectations. In: Biggs, J. and Watkins, D., (eds), *Classroom Learning: Educational Psychology for the Asian* . Singapore: Prentice, pp. 21-33.

Wolcott, H. F., (1990) *Writing Up Qualitative Research*. Newbury Park, CA: Sage.

Wong D., Pearson, V., Ip, F. and Lo, E., (1999). A slippery road to equality: Hong Kong's experience of unplanned integrated education. *Disability and Society*, *14*(6) pp 771-789.

Woodhead, M, Faulkner, D. ,(2000) .Subjects, objects or participants? Dilemmas of psychological research with children. In *Research with Children: Perspectives and Practice.* Christensen, P, James, A (eds). Routlege Falmer: London..

 WHO, (2003). *Global tuberculosis control: WHO report 2003.* Available from: http://www.who.int/gtb/

Wragg, E. C., Haynes, G. S., Wragg, C. M. & Chamberlin, R. P., (2000). *Failing s?* UK: Routledge

Yin, R., (1984). *Case Study Research: Design and Methods*. Beverly Hills, CA: Sage Publishing..

Yin, R., (1989a). *Case Study Research: Design and Methods* (Rev. ed.). Beverly Hills, CA: Sage Publishing..

Yin, R. (1989b). *Interorganizational Partnerships In Local Job Creation And Job Training Efforts*. Washington, DC: COSMOS.

Yin, R., (1993). *Applications of Case Study Research*. Newbury Park, CA: Sage Publishing..

Yin, R., (1994). *Case Study Research: Design and Methods* (2nd ed.). Newbury Park, CA: Sage Publishing..

Yin, R., (2003). *Case Study Research: Design and Methods*, 3rd ed. London. Sage Publishing.

Yin, R. and Moore, G., (1987). The use of advanced technologies in special education. *Journal of Learning Disabilities,* 20(1) pp 60.

Yuen, H. K., Fox, B. and Law, N., (2004). Curriculum innovations and multi-level e-leadership requirements: putting research into practice. *Asia-Pacific Cybereducation Journal*, 1(1) pp 1-12.

Yuen, M. and Westwood, P., (2001). Integrating students with special needs in Hong Kong secondary schools: teachers' attitudes and their possible relationship to guidance training. *International Journal of Special Education*, 16(2), pp 68-84

Yuen, M., Westwood, P. and Wong, G., (2004). Meeting the needs of students with specific learning difficulties in the mainstream education system: data from primary school s in Hong Kong. *International Journal of Special Education*, 20(1) pp 67-76

List of Appendences

Interviews

Appendix 1:

Teachers' Focus group

Teacher A (Math)   Teacher B (Arabic)   Teacher I (English)   Teacher H(SEN)   Teacher F(Resource room)

I started the meeting with thanking them for sparing the time for the meeting then I took their permission for recording their voices after I assured the confidentiality and that no body will hear this record except me for the sake of writing the data. I had to reassure when I felt the reluctance. I didn't start till I got their approval and consents.

 I talked about focus group rules which includes respecting each other' opinion the person has the right to express their opinion or reject.

The meeting discussed three angles after giving brief information about the federal law for SN (2006):

1. What is your opinion about inclusion in general?
2. Are the schools prepared to accept special needs students?
3. What are the services and provisions offered to them or recommended to be offered?

1. R: what do you think about inclusion?

1.1.Teacher I: it depend on the cases and the severity of the disabilities because to put them with regular students their abilities differ according to their disabilities, I think students with autism are better than other disabilities I think from academic view, heir understanding for the academic data is better from others like down syndrome which are more delayed

1.2Teacher H: I think it depends on the disability. Students with the hearing impairment have more difficulty

2. R: you think hearing Imp. Students are more difficult to include this you are saying?

2. Teacher H: yes I think to include these students the teacher has to learn sign language and the student has to be good in reading lips. They need the tools and the instruments because he is only able to receive visual information not able to get auditory data. Other disabilities I don't see it is hard such as visual or dyslexia, I 'm talking from the special needs view, the other teachers view are different in the regular classes

3. R: So you are saying that you as special class teacher, can include most of these cases?.

3. Teacher H: there is a possibility of including the visual Impairment, physical disability, Down syndrome but of course it depends on the severity of the disability.

4. R: what about others what do you think?

4. 1 Teacher F: I have the same opinion I don't have any problem in dealing with the special needs Students but the regular class Teachers are different interrupted by

4. 2.Teacher "I": they are not trained for that (means the regular class Teachers)

4. 3. Teacher F: The teachers in regular classes need workshops and support in order to accept the idea of inclusion. But what about the students them selves if a student for instance didn't pronounce his name properly you notice that the rest of the students tease him for the whole day. If this is a case with simple thing then how about SEN, how they are going to treat them? Would they treat them well or stigmatize them especially that they never dealt with disabilities. Would this attitude psychologically make it harder on SEN students? Is it for their benefit or not?

5. R: Teacher H said inclusion depends on the severity of the case. And hearing impairment is harder to deal with. What do you think?

5. Teacher F: yes I see the same the hearing impairment is harder because they need the sign language.

6. R: How about all of you (meaning regular teachers)

6. 1. Teacher A: we didn't take courses; we don't have training like them so we can't deal with disabilities.

6. 2. Teacher I: their talk is based on scientific knowledge

6. 3. Teacher B: (Softly) Even visual impairment is the same because he is hearing what you can say but not seeing

6. 4. Teacher A (repeated the same point) **we don't have experience as they had ,
they had workshops**

7. R: let's go back to that point, you are saying you do not have training, but if you have the training. What are the cases that you can include? From your point of view

7. Teacher A: We can include cases but the **classes population is crowded**, our class has 27 students in main subjects and 32 in all the other subjects, the student will be lost in this class and want get his rights(the tone is sharper especially when said be lost)and if we give him individual attention the whole class will be lost (repeated last sentence twice)other two regular teachers said the same word "will be lost" and with head movement that shows that they are agreeing on what she is saying

8. R; how about your experiences especially that all of you are well experienced teachers

8. Teacher A: If they want to include the SEN they have to decrease the number of students if there is SEN student (said twice) in order that others get their rights

9. R: now we have two points that you all mentioned the students' number in the classes and the workshops and training, what are the categories that could be included?

9. 1. Teacher B: physical impairment is not a problem. As far is the brain is normal (means the IQ is average), if the visual and auditory is normal there is no problem (means the IQ is average).

9. 2. Teacher A: stressed that physical impairment is not a problem.

9. 3. Teacher I: as far is the brain is normal the visual and auditory is normal there is no problem

10. R: so you are saying that the physical disability is not a problem?

10. Teacher B: Yes, but Down syndrome their brain and level is less (Teacher A and Teacher B agreed) He will stay in the grade one because his level is less than others, but when he goes to higher grade, what he is going to do? The brain ability will stay the same and the others will grow, even the subjects start to become harder, it will change to more abstract things, no pictures and no sensory things what he will do then.

11. R: How about the visual and auditory impairments with moderate IQ?

11. Teacher B: if the student was trained and supported on foundation level he can join in the higher grades 4 or five whether visual or auditory impairments, but if he did not learned the basic and was in the regular class in lower grades and the school is not able to give him any thing then he won't be able to progress.

12. R: You mean he will not benefit?

12. 1. Teacher B: he will listen to the teacher for a while and memorize but how much he can depend on his memory, even if he has a good memory still how much he can memorize? All the subjects? Impossible

12. 2. Teacher A: But Hamad "mash Allah" was doing well and had good memory skill?

13. R: What was his difficulty?

13. 1. Teacher A: visual impairment, he was in special classes (Interrupted by Teacher I) visual and physical

13. 2. Teacher A: visual and physical.

13. 3. Teacher B: basically he went through few operations. He was in grade 14. R: could he see or was blind?

14. 1. Teacher B: he could see but

14. 2. Teacher H: he had pressure in his eyes

15. R: was he like Ali?

15. Teacher H: no Ali <u>can see only from one eye the other one is blind, he has partial sight and hard to focus.</u>

16. R: was Ahmad better academically?

16. Teacher B: he was better in the beginning; his foundation was better and was intelligent. In the second grade his sight decreased and needed another operation, he went under few operations

17. R: did he continued

17. Teacher A: yes he continued well and was one of the excellent students (interrupted by Teacher B said yes he was doing well)

18. R: did he use Braille

18. 1.TeacherH: he could not use Braille (assured by the T &A)

18. 2. Teacher A: he had physical disabilities in his hand and leg

18. 3. Teacher H: he had physical disabilities in his hand and leg and had 6 fingers

18. 4. Teacher A: he was smart and his high abilities helped him in progressing (said enthusiastically) he finished from elementary level in our school "mash Allah" (assured by the T H)

19. R: where is he now?

19. Teacher H: he is in secondary school

20. R: If he couldn't write how he was writing

20. 1. Teacher A: some body was writing for him,

20. 2. Teacher B: we had another one I think his name was Ahmad who was writing by his foot toes (assured by Teacher A)

20. 3. Teacher H: but this was normal

20. 4. Teacher A: this was included also

21. R: Did he continue?

21. Teacher A: yes he did

21. 2. Teacher F: yes he was doing well and he was ordinary like others

22. 1. R: how he was writing

22. Teacher A: they use to put the mat near his desk and would write with his toes.

23. R: How about other students how they were treating him?

23. 1. Teacher H, F: they got used to him

23. 2. Teacher A: His spirit was high and the **home attitudes was positive** they were encouraging him

23. 3. Teacher A: yes he was not shy, **Parents cooperation** is very important

23. 4. Teacher H: from beginning he was in regular school

23. 5. Teacher F : we were feeling sorry for him **but seeing the father the way he was treating him helped us treating him the same** (not feeling sorry for him) when the father was bringing him was letting him come down from the car by him self taking his bag by him self

23. 6. Teacher H.F: the **parent's cooperation** had a great role

23. 7. Teacher F: even though his classroom was in the second floor but he was taking care of his bag (interrupted by all of the teachers except for the Teacher I her sharing was

very limited, all assured that **the parents were extremely helpful**) he did not like any body to help him, the worst thing in the world was to help him

24. R: this is an example for inclusion; you are saying this student was doing well because the family had a big role?

24. 1. Teacher A: the boy's personality also

24. 2. Teacher H: and they got used to the school.

25. R: where is your role as teacher? Don't you think your role is essential?

25. 1. Teacher F, A, H; he was part of the rest, he was as ordinary case, was fully included

25. 2. Teacher H: non of the teachers objected to him, He was excellent

26. R: so none of you had any problem?

26. Teacher A, H: no problem

27. R: was he coming to resource room?

27. 1. Teacher F, H and A: No he was in the special class

28. R: when he was transferred to regular classroom?

28. Teacher H: in grade 4

29. R: did you followed the procedures of including the student in the regular class

29. Teacher H: He was taking some of the subjects with the regular class such as science, Islamic & Art.

30. R you mean the ordinary system of special needs

30. Teacher H: yes

31. R: then was he included?

31. Teacher A & H: we do not have special classes for higher grades so he was included automatically

32. R: you said also included the physical disabilities; it means you have few cases of inclusion even before the law came out

32. 1. Teacher A; yes

32. 2. Teacher B: we had Salim?

32. 3. Teacher H: Yes Salim had physical disability

33. R: also physical disability?

33. 1. Teacher A: yes almost the same as the other case, his half side was not functioning, he had (Allah forbidden for all) stroke

33. 2. Teacher F: but his sight was good

34. R: What about him, what helped him?

34. 1. Teacher A: His mother as others helped him a lot from beginning

34. 2. Teacher F: almost every day she was in the school

34. 3. Teacher H: He was like Ahmad

34. 4. Teacher A: he used to travel for two months for the treatment, but when back he was on the same pace of the curriculum, **his mother used to teach him**

34. 5. Teacher F: **before they travel she used to come and take the curriculum plan for the students so she can teach him while they were away**.

35. R: where she was from:

35. Teacher H, A, F: national

36. R: How about Ahmad's mother

36. Teacher H: she was local too

37. R: what is the main reason for the success of these cases?

37. 1. Teacher H: **the role of the parents**

37. 2. Teacher B: also there are students with the kidney problem or diabetes

38. R: by the way they consider these cases also inclusion

38. 1. Teacher B: It is important that they prepare the classroom for these students and tell the other students not to bother them because they are sick, so they can go along with the classroom

38. 2. Teacher A: you have to prepare the teacher how to deal with the student so she prepares the other students that these things are normal situation

38. 3. Teacher B: the student with illness is different than handicapped.

But I know of few cases that were in the regular classrooms and did well, there were cases with devices planted in their bodies but were doing well like others

38. 4. Teacher B: but in case of Ali, that we want to talk about, **his eye sight totally is not helping him**. Even the house environment is not encouraging him, **also they are not helping him to overcome his weaknesses**, nothing

38. 5. Teacher B: I deal with him like any other ordinary student, like ordinary kid

39. R: now you see that the main role is the role of the mother

39. 1. Teacher H: the mother's problem is that she refused to teach her son Braille

39. 2. Teacher A: yes

39. 3. Teacher H: she took him to Emirates community for visual impairment in Sharjah. They told her he doesn't need this system, may be later but not now. And she thinks that his eye sight is constant not decreasing, but his teachers noticed it is decreasing

39. 4. Teacher A: when we compare his sight between last year and this year there is real difference, and between last semester and this one. Me and Teacher B were talking and both we feel the same even the Teacher I

39. 5. Teacher B: the boy (**Ali) himself became careless**. Before used to work now he doesn't, he was sharing before now he doesn't

39. 6. Teacher A: he is behind a lot

39. 7. Teacher B: He purposely forgets his stationary and books either he leaves it in the other class in his bag or forgets it in the house.

40. R: he changed a lot from first semester as you all told me before. Didn't he?

40. 1. Teacher A: yes a lot from the first semester

40. 2. Teacher B: when I finish with the other students he puts the book inside the bag and doesn't want to write.

41. R: what is the reason for this behaviour? Did you ask him?

41. 1. Teacher A: did not ask him personally

41. 2. Teacher B: I tell him why you do not memories? Why you do not write? He **does not answer me, as he lowers his head as if he is shy**.

41. 3. Teacher A: even I put a student who wears glasses beside him I thought it may help him and I told them it is normal to wear glasses, even I'm my self wear glasses, because we have to consider each other. I put them in the front row near the board, but still he doesn't write or copy from the board because he doesn't see

42. R: It means this change peer support did not help him he is the same

42. Teacher A: yes, he does not cooperate much with them

43. R he was on the left side?

43. 1. Teacher A & B: yes he was but then I changed him and put him in the middle of the class with the other boy so he will be opposite to the board but still did not help much, even when he is close to the teacher still he is the same

43. 2. Teacher I: even I put him the same in my class in front with another peer who is smarter

44. R: does the peer help him

44. 1. Teacher I & B: they try but he himself (Ali) doesn't cooperate

44. 2. Teacher I: he doesn't care

45. R: what is the reason? What happened because he was more cooperative before?

45. 1. Teacher H: I noticed that when I'm sitting in the break time he will come to me (even the teacher A was sitting with me), and he used to say Abla (teacher) H I want to come back to your class. I wanted to tell his teachers but forgot.

45. 2. Teacher A: You know why because the mother has put this idea in his mind

45. 3. Teacher H: yes it is true the mother is doing that because she herself told me that Ali wants to come back to your classroom. By the way last semester didn't say that

45. 4. Teacher B: in the first grade he wasn't going to see her

45. 5. Teacher H: yes he wasn't, rarely did he.

45. 6. Teacher A: because he benefited from grade 1 but now he is not benefiting in grade 2.

45. 7. Teacher H: I was surprised even I wanted to talk to you all why he is saying that now

45. 8. Teacher A: we noticed and told the mother that may be because his sight is decreasing and try to use Braille system but she refused the idea and said even last year he did not benefit from your class I want to take him back to special classroom

45. 9. Teacher A: we said why you did not say that last year? we felt that he was benefiting last year therefore we asked that he stays in the regular classroom, this year is not for his benefit, that's why we are telling you to teach him Braille to help him, but she

said (the mother) no he is not comfortable from last year and she refused the idea and straight after that he changed, <u>he became careless, she does not teach him, he doesn't do homework, her attitude changed,</u> even before she used to enter the classroom and ask but now only she drops him near the door and leaves

46. R: Is there a chance that he goes to special classroom in the second semester? Or he has to finish the same class the whole year (this Q confused them little bit before it was answered

46. Teacher H: the educational psychologist studied his case and refused to refer him

47. R: on what basis

47. 1. Teacher H & A: he said his level is normal

47.2. Teacher I: the problem is his eye sight

47.3. Teacher A: it is true

47.4. Teacher I: as if he is taking it as an excuse to escape from the work

47. 5. Teacher H: yes Ali tries to find excuses, and listens a lot to adults talk and gets emotional about it especially that his mother is a kind that talks in front of him about every thing that happens (all the teachers agreed)

47. 6. Teacher B & H: when there is a problem she talks in front of him she even tells him this teacher doesn't like you very easily she may do that (agreed by others) naturally he feels this teacher doesn't accept him so he has an attitude towards that teacher

47. 7. Teacher F: that's the role of parents

48. R: Now you are saying that the most important variable is the role of the family?

48. Teachers (all): yes

49. R: you mean for you to succeed in the inclusion program (even though you don't have all the tools), family' role is the main aspect?

49. 1. Teacher B: even for regular students the **parents' role** is essential especially in the first grade (agreed by others)

49. 2. Teacher H: if Ali uses Braille he and his family will be comfortable and he is in the age that can learn fast and easily, but the mother is refusing the idea

49. 3. Teacher I: Ali with his peers is very normal

50. R: what is his academic level? Now he is in second grade, would he pass or not?

50.1. Teacher I: no he will not

50. 2. Teacher A: it is hard to decide but the way he is now if he stays this way the same level he will not, but according to his level in last semester he would have passed, because he is good IQ wise. The problem that he dropped suddenly not gradually

50. 3. Teacher F: as soon we mentioned Braille his level dropped

50. 4. Teacher a: she has a great influence on him she her self said last year he did not benefit from you all, although he benefited last year. Only this year because we noticed that **his sight is decreasing**

51. R: but other than this case, other cases you did succeed, didn't you?

51. Teachers: Hmmmm (means yes)

52. R: let's go back to the point you said that the main variable is the family. What are the other variables?

52. 1. Teacher B: Child's emotional and psychological state. (Agreed by the Teacher I)

52. 2. Teacher H: of course his psychological state is influenced by the mother

52. 3. Teacher F: what kind of inclusion is going to be applied? The moderate cases or sever cases?

53. R: I think the main aim is full inclusion.

53. Teacher F: it means all the cases?

54. R: full inclusion means all kind of disabilities. But in reality do you think it is applicable now with current circumstances? Is it possible?

54.1. Teachers: it is hard

54.2. Teacher B: physical disabilities are possible now but still the building is not ready to accept these kinds of cases even the buses are not equipped for such cases.

54.3. Teacher H: if the student is in lower classes is possible but higher grades are in second floor and there is no elevators to take them to that level.

55. R: what could be done for these cases? What are the services and provisions that are offered now to these groups?

55. Teacher H & F: the school environment now is not prepared for them.
 Special classes are offered to them

56. R: what other provisions?

56.1. Teacher H: resource rooms

56.2. Teacher A: enlarging the print of the books

56.3. Teacher B I: but he did not benefit from the large print much because we write on the board and he can't see the writing ,even the electronic devices doesn't help these cases

56. 4. Teacher H: even the devices that they brought for these cases are big sizes that is hard to be carried and it is veeeeeeery expensive.

57. R: is it personalized just for him?

57. Teacher H: yes it enlarges the book print but is hard to be carried

58. R: cannot be kept in the classroom

58. 1. <u>Teacher H: no because we have the system that each subject is in separate room and the students move from one class to another(As observer noticed young students were wasting time in movement and some times they went to the classroom and the teacher is not available because of some changes were done to the schedule, and the students start searching for the teacher which means more time is wasted; besides that some times some students forget to bring the right book or tool for that particular subject which means he has to go to his main classroom to get it!!!)</u>

58. 2. Teacher F: He can carry it but it is hard

58. 3. Teacher A: but the device is sensitive, if there is an aid to help him to carry the device it may be possible but this service (<u>assistant</u>) is not available. <u>If the assistant is there</u> with the student in the class it will help the teacher too, they can't apply the system without any support

58. 4. Teacher H: even when he writes he needs assistant to help him

58. 5. Teacher A: because each letter needs to be checked if you do so it means you leave the whole class

58. 6. Teacher H: or they can make special curriculum for him (she means modified)

58. 7. Teacher B: In one year he changes more than a bag because of the heaviness of his enlarged books which can not be put in the bag

58. 8. Teacher A: he can't carry them

59. R: are you allowed to modify the curriculum for students with learning difficulties

59. Teacher A: no, they did not give us **permission to do that, we are not allowed** to.

60. R: how about lessen the dictation, or simplify some concepts

60. Teachers: No

61. R: do you have to give them the same amount

61. 1. Teachers: yes as any regular classes

61. 2. Teacher F: even the special classes have the same curriculum and amount

61. 3. Teacher H: we shorten the amount with the coordinator, but there **is no rule** about that and it is the same curriculum there is no foundation for these students in special classes in general the curriculum for grade one does not establish foundation that goes for all the students, some time the student is **coming to grade two or three and he does not know the letters** or does not read even though he has been in the school(agreed by all other teachers confirmed that **the grade one curriculum is not the right foundation**)

61. 4. Teacher B & A: the KG curriculum is very light and does not have writing when the students come to grade one he becomes shocked of amount of writing and reading he has to do. They do not letters numbers or colours also. Why then you take them when they are three what is the point. In contrast with the KG in private schools the students know their letters in Arabic and English

62. R; do you have cases from private schools

62. 1Teacher H: but some times the ones they come from private schools they don't know any thing

62. 2. Teacher B: because when the child does not pass in there they bring them to us.

62. 3. Teacher a: where is the Ministry's role? a student in grade three doesn't know his name and transferred why they don't **apply entrance test** ?

62. 4.Teacher H: in private schools they do that

62. 5. Teacher A: but also on the other hand they do not fail the students the students' grade is in nineties but his level is very weak so the results are not true

62. 6. Teacher I: even if they want to apply inclusion it should be in upper grades

63. R: then where they go in lower grades

63. Teacher I: they should have special place for them to be educated

64. R: from which grade you recommend

64.1. Teacher I: at least from grade four

64. 2. Teacher H: frankly I think it should be from kindergarten, but environment should be prepared. Already there is now the case of the 4 down syndromes they started in the KG school the teacher has an assistant (all the teachers were talking about this incident and said this way the student will be prepared for the grade one and gets the foundation

65. R: now if we included them from KG, Teacher A said the assistant is important in the class, what the second thing to be changed?

65. 1. Teacher H: the curriculum and all the tools and instruments to be available

65.2. Teacher B; the right environment and the technology

66. R: ok if all these variables are available what do you think?

66 Teacher H: the students' numbers in the classrooms should be less

67. R: if all this is done, can you accept all the cases?

67. Teacher A said after a big pause: the teacher has to be prepared for each kind of the case that comes to her class

68. R: you mean trained?

68. Teacher A: yes

69. R: did you get training or participated in courses regarding special needs?

69. 1. Teacher A, B & B: No

69. 2. Teacher I: the intellectual or Down syndrome I think is possible, but hearing impairment is hard

69. 3. Teacher B if the student has tools to help him is fine but if he can't hear at all I feel it is very hard

70. R: did you hear of the student with hearing impairment that was prepared from the KG now he is included in the regular school in grade one?

 70. 1. Teachers had no clue about it, they were surprised

70. 2. Teacher F: there is another case of student with hearing impairment in private school but the mother since he was a child started to teach him to learn lip reading with little signs and the administration was cooperative and now he is doing very well and I think he is in grade four or five, even the mother brought him in one of the conferences, he is totally normal and talks and he is doing well with his peers

70. 3. Teacher H: that goes back to the mother

70. 4. Teacher F: the main thing is the mother who had confidence in him and worked with him from the beginning

70. 5. Teacher H: the mother started early intervention with him

71. R: you brought me back to the point of the parents or family's responsibility

71. Teachers: yes Teacher F and the early intervention since he is young to start

72. R: what do you think is the schools role? How much?

72. Teacher I: the school cooperate depends on how much the family is willing and cooperating

73. R: what can the school offer if they said it is full inclusion? We will provide you everything and you write your suggestion. What are you going to suggest?

73. 1. Teacher H: First thing you train the teachers

73. 2. Teacher A: you can't accept any case without knowing about the disability and what provision he needs or tools (means proper assessment)

74. R: do you have the time to take these courses

74. 1. Teacher A: they have to organise the time that suits us, for example they give us 5 periods which three we will teach and two to take the course because we can't go afternoon on behalf of our children we have family to take care of, if they pressure us we won't be comfortable emotionally which will affect our teaching, if they give us training from the wok timing is fine we are ready to take.

74. 2. Teacher F: or they can free the teacher one week to take the course

74. 3. Teacher A: we already take courses about the coordination on Monday

74. 4. Teacher B: even in the end of the year when the students finish school the teachers have plenty of time which is not used almost one and a half month

75. R: you wouldn't forget till beginning of the year

75. 1. Teacher H: at least we will take an idea and not necessary forget (agreed by others)

75. 2. Teacher F: spreading the awareness among all the parents because they have attitudes towards the disabilities, some times they say how you put a child with disability with normal child?

75. 3. Teacher B: even the students themselves how they deal with the students with disability are important.

76. R: how did you dealt with the cases before? Did you talk to the parents or the students?

76. Teacher B (she did not answer the Q) how you can show the student with intellectual disability that he did wrong?

77. R: this is what you learn in the training. What kind of courses you will need?

77. 1. Teacher A: depends on the kind of disability, and how to deal with it.

77. 2. Teacher B: we need workshop to teach us how to give the students the information, and how to teach them so they grasp the idea.

78. R: your main thing was the parents' involvement, how you can change that?

78. 1. Teacher F: the same way there should be awareness courses for the parents too.

78. 2. Teacher B: in Abu Dhabi every half an hour they broad cast an advice for parents about the child with disability

78. 3. Teacher F: even in "Khalid Magazine" there is the section for disabilities

79. R: but who reads it? How you let the parents read it

79. Teacher I: in newspapers if they send some booklet about the awareness about disability, it will reach them. Even in the school they can do circulars about awareness for parents, weekly or monthly

80. R: now in case of Ali how we can let the mother be more understanding

80. 1. Teachers: she is refusing the idea; every body tried even the social worker

80. 2. Teacher I: in this case it means we need to talk to her husband

81. R: this is the first time I hear his name, what is his role?

81. 1. Teacher F: the mother told me that he is extremely cooperative

81. 2. Teacher H: the mother's personality wasn't like this at all suddenly she changed; she was caring, punctual and helpful, anything you ask her she was bringing even she put a tutor for him before

81. 3. Teacher A: this year too only she changed when we told her that he needs Braille in order for him to benefits. Even I got her a name of a good Dr. in London she took the name and said I will contact him but then she did not and said I will take him to Bahrain and insisted that his eye sight is the same

82. R: did she bring a report?

82. 1. Teacher A: No even the principal asked her and she did not bring but we noticed the deterioration because even to open pencil case he take loooong time to open it

82. 2. Teacher H: she sees her son is like any other regular students. Intellectually, physically movement, every thing she can't accept that he is different or needs assistant

82. 3. Teacher A: he passed in grade one because she was caring and helping him besides he took the curriculum in the special classroom where there was limited numbers of students

83. R: what is going happen to him?

83. Teacher H: the main reason is his mother

84. R: yes but what is going happen to him?

84. Teacher B & F: he knew few words which she was teaching him by relating the letter to shape of the object but we need to connect the letters together which he couldn't because he needed more practice also some times he couldn't write it because he **couldn't see it**. Each letter he writes he removes his hand and searchers for the end of the letter to write the other one; **this takes a lot of time**.

85. R: would Ali pass this year?

85. Teacher A &B: orally he can pass, but written test is hard. In Islamic he memories every thing he doesn't have a problem but in Arabic writing is the main thing

86. R: can he go back to special class?

86. 1. Teacher A: even there, he needs an assistant teacher just for him the whole day

86. 2. Teacher H: the solution is he learns Braille, I used to use tape recorder but still he needs more, he goes to the special centre for teaching Braille after the school day and continues attending the school,

87. R: how about you (special educator) how would you know how to teach him with Braille?

87. 1. Teacher H: I don't teach Braille even though I took a course about Braille. But he will read for me if I dictate him I ask him to read what he already wrote and when he reads I know if he wrote it right. This is the way they get the foundation.

87. 2. Teacher H: we dictate them and they write with Braille, (I took that in universities, they write every thing they take so when they study they will have their notes

88. R: how you evaluate them

88. Teacher H: we evaluate them orally, I heard there is a community in Abu Dhabi they make curriculum with Braille even Quran.

89. R: did you hear about Tamkeen?

89. Teacher H: no

90. R: would you accept students with visual impairment who knows Braille?

90. 1. Teacher H & F: with assistant I would otherwise is very hard

90. 2. Teacher B: No I don't mind I don't have a problem with that

91. R: you don't have a problem even with the same number of students?

91. 1. Teacher I & A: No we can't impossible, imagine now I have 27 in Arabic and math, with the rest of subjects are 32 students,

91. 2. Teacher I: the ordinary students hardly are getting their rights

92. R: Teacher F, what is your role as an educator in the resource room?

92. Teacher A: the students with learning difficulties go to her.

93. R: do you think it helps the students and releases the pressure on the teachers?

93. Teacher A: I tell again it depends on the role of the family, any thing is depends on the family role.

94. R: if there is no help from the family, is there any progress

94. 1. Teacher A & F: rare cases. Teacher F stressed the role of the family by saying, the family must, must have the role.

94. 2. Teacher H: some teachers don't send the students to the resource room on time; they are not punctual or organized

94. 3. Teacher F: even some times I go and pick them up from their classes, even one of the teachers after a while she told me <u>I don't know what resource room is</u>. Even though she has the time table of the resource room, but <u>she does not have knowledge about the importance of the resource room</u>.

95. R: isn't it a help and support for teacher?

95. 1. Teacher F& H: yes it is

95. 2. Teacher I & B: the teacher may forget about it.

95. 3. Teacher F: but already she has the schedule and reminded several time, it is not fair because I take two groups every time one is arrived and the other one is late till I get the both group the time is over.

96. R: how many periods

96. Teacher F: three periods of Arabic and two periods of math, but most of difficulties is in Arabic usually students have less problems in math

97. R: do you have other cases like Ali, meaning visual impairment?

97. Teacher F: no learning difficulties mostly

98. R: what you can offer in resource room for such case

98. Teacher F: I can help by putting IEP for a student if the teacher is cooperative which few are therefore the system is not that use full, which could be more beneficial

99. R: how about English language there isn't a support because the resource room is only in Arabic language. What you do

99. 1. Teacher I: naturally the student is affected if did not cooperate with me in the classroom, and Ali is not

99. 2. Teacher B: the resource room helps some students, but it depends on the students himself some absolutely do not change, what ever you do but some slight help they respond positively

100. R: to wrap the points you said that you included already some cases

100. Teacher B: few cases only

101. R: yes and also those certain disabilities can be included.

101. Teachers: mostly physically can be included

102. R: but you said the environments are not suitable

102. Teachers: yes the schools are not prepared

103. R: what else schools need?

103. Teachers: training

104. R: what else?

104. Teachers: curriculum

105. R: are the students' number is suitable?

105. Teachers: students' number is not suitable, it is over crowded

106. R: Is there family awareness?

106. Teachers: No. in order to include students with SEN the schools need to be prepare the buildings ; the awareness for teachers , students and parents; teachers training ; Ministry's support and families' support; curriculum modification and teachers assistants.

107. R: what you can do if you did not get support from the Ministry or family and you have a student with disability, how you can help him?

107. Teacher B: By getting information from internet or books

108. R: did you look for any information already?

108. 1. Teacher B: No we did not

108. 2. Teachers: the last important point is that our schools and teachers are not prepared for inclusion and of course we have to start with partial inclusion

The meeting was ended with thanks to all the teachers for giving me the chance and the time for interviewing them all

Appendix 2:

The Principal Interview

R: the researcher   P: the Principal

1. R: What is your opinion about inclusion?

1. P: We don't mind about inclusion as far as they provide the necessary devices and materials that help the SEN students who are with the <u>normal</u> students. As we were informed that the special needs teachers will be assistants to regular classroom teachers.

2. R: Did the MOE tell you?

2. P: Dr. Eman Gaad told the teachers in the meeting which was held by the MOE. As you know the SEN students need special attention e.g. the student with autism can't concentrate any time the teacher wants him to, the student with special needs has the right to be included in the regular classroom. In our case the students with special needs take only two subjects in special classroom Arabic and Math. So we don't have problem the only problem is that if the number of students increased in the regular classes they'll be the ones to be affected.

3. R: so you mean the students number in the classes is a factor?

3. P: yes there academic level will be affected. We are allowed to have 25-30 students in each classroom.

4. R: can you decrease the number of students?

4. P: We can't without the MOE permission, in my opinion if we start inclusion then the number should not increase more than 20 students in grade 1, 2 & 3. So the students take there right of education, and the teachers are able to transfer the information to the students,

5. R: In case the availability of assistants, the devices and the numbers of students are decreased. What are the cases that you can include?

5. P: Now we have the students who are academically behind, short sighted cases.

6. R: do you have other kinds?

6. P: No, but we had some other cases like hearing impairment and speech problem they were transferred from the school because they moved to other areas. They were in special classes then referred to regular classrooms.

7. R: It means you started the inclusion already?

7. P: yes, we started before even I was taking some cases to regular classrooms for period of time so they do not feel isolated and learn even the language more. On the other hand there was a student in the regular classroom was not talking at all. I talked to the mother and the father then brought the student, I noticed that as soon he saw his father he covered his face, later I asked the father if he beats him, in beginning he denied but I told him that if you are not cooperative with me I can't help him, then he admitted and I asked him to stop that. This case I had to refer him to special classroom after I explained to the teacher his case and asked her to give him more attention and even to take him in any free time the teacher has, then one day the teacher asked me to stand behind the door and listen and asked the student few things and for the first time I could hear his voice you don't know how fulfilling is this feeling. Later I called him to my room and had a normal talk with him.

(The interview was interrupted by visitor who was a teacher's supervisor in life skills. She talked about her visit to Japanese school how they are appreciating this subject and using it in a right way where the MOE is trying to "kill" this subject in government schools She said that the Japanese school's building is very old but the contents of the school is right there is no comparison between the government schools which is in excellent standard comparing to there's. And the teachers were so indulged with the students like one team, this I like there isn't these formalities between the teachers and students. Of course there is respect between them but they are so involved (melted) with them. .e.g. teacher is standing with one student and his arm on the student's shoulder like his body. Daily they start there day by cleaning the schools in groups each has a leader

with report to write where they cleaned and what they did (they don't have cleaners) all the school members from the principal to teachers to students are involved as a whole team for half an hour, then they go to the library for 15 min. reading according to there choice. Then they go each to there class for the studies for three periods then there is a meeting between each team's member to discuss what they did and the problems they faced.

8. P: they are honest in there work.

8. Teacher Supervisor: they teach them how to face his own problems and not to be afraid of admitting. We attended the classroom you see the teacher is part of students and looking at the students' work one by one .I really liked the period

9. P: that is the reason that they are more advanced, they do not feel superior and they are not snobby. When I walk and see dirt in the ground I pick it up, why we shouldn't.

9. Teacher Supervisor: not only that it is true our society is rich but the students don't have the fitness. Look at our girls if they do jumping rope after two jumps, they are out of breath but their students jump so many times with full fitness.(the Supervisor left with the teacher)

10. R: some students are not progressing in the classes, what is the reason?

10. P: The main reason is that <u>the curriculum</u> is not suitable for them; I even talked to one of the official in the MOE and told him that the students who stay in special classrooms take the same curriculum but in simpler way they get shocked when they are transferred to grade four with the big load of the curriculum and many subjects become over whelming to them But the talk did not change anything.

11. R: You said the students' number, the curriculum and you said some **<u>families</u>** have the role in the progress of these students, what other reasons?

11. P: yes even the curriculum it self in the special classes is not suitable for these students it is too condensed. There are cases that were transferred to special classes

because it is too hard for them they keep failing in the same class, and then of course they become elder than the rest of the students in the classroom. There are few **other problems** such as: some students were referred to the resource room and it is hard for them to accept going there. Other problem is that the student fails two years but then he is upgraded automatically which means he is not able to cope with the new grade academically and socially because he is elder at least two to three years, even if he was transferred to adult schools he will be lost because he is younger.

12. R: what do you do in this case?
12. P: I think in my opinion they should make special centres technically which they can learn skills, they need educational **rehabilitation programs**. This student is unable to learn or has difficulty in learning academically where some of them are so good in skills e.g. some are good in swimming, some even were the firsts, or in football they are not good usually in art but most are good in sports. We enrolled some in the music activity, and were good at.

13. R: would these students in your school take the school subjects in the same time?
13. P: Yes they have to it is compulsory to take all the subjects but we joined them in these activities to help them progress in the field they like.

14. R: wasn't there a technical school?
14. P: there is not, they stopped it I think. I do not have information much about them

15. R: You are recommending educational rehabilitation programs or centres, but from what age?
15. P: I recommend either **simpler curriculum that suit there abilities or educational rehabilitation centres.** Or they enrol them in the centres that specialized in improving there skills in sports

16. R: Do you think our schools are ready to accept special needs cases?

16. P: Our schools will be ready if the administration staff and teachers are ready to understand the situation as a first step.

17. R: are your teachers accepting the idea of inclusion?

17. P: my teachers … (pause). Yes they are accepting, or they are hardly accepting it, because there is a difference between the students they had them in school before and the new enrolled students. When they finish a section the new ones still are in the previous section (they are behind academically). When the students enrolled they feel they have **no choice, it is compulsory.**

18. R: You saying in reality our schools are not ready to accept the SEN cases?

18. P: yes now our schools **are not ready** regarding the: students' number, the curriculum, the appropriate tools and devices.

19. R: but how you deal with the case that you have already?

19. P: the SEN students we refer them to resource rooms to support the teachers.

20. R: do you think they are benefiting from this program?

20. P: in previous year's yes they may did, but this year they may not because the resource room teacher took maternity leave so the students missed the whole first **semester**

21. R: what other supports you do for these students?

21. P: from time to time we call their parents for awareness.

22. R: do the parents have a role?

22. P: some they have a role and cooperate but not all.

23. R: Do the students progress more if the parents are more cooperative?

23. P: actually some they do but the teachers' effort is more, there are limited cases that are cooperative.

24. R: do you have cases that progressed?

24. P: yes physical impairment and visual impairment, there was a student in the regular classroom we referred him to special class then later he was referred to regular classroom again and he was one of the firsts in the class.

25. R: what was the reason behind his progress?

25. P: We gave him more time to sit with him, and gave him the confidence and frankly the **family's support**, even they weren't educated but had a role.

26. R: So the main reason was the family's support?

26. P: first the school's role then the family's role and his high self esteem

27. R: do the other **students have an attitude** towards the students with special needs?

27. P: no because the teachers spread awareness, they may in the beginning of the year but then they treat them like others. Even I treat them like others, once I was passing by the students and one of them was with physical disability and when he passed the basket bin he hit the basket and dropped all the dirt , I asked him who did that and he told me he did. I told him then to collect all the papers one by one, the boys said we will clean instead, he can't. I said why? he doesn't eat , drink and write?. They said yes. Then I said he can clean also. next they said can we help. I told them if you like you can help. I'm not being hard but I like him to take the responsibility.

28. R: regarding Ali, do you think he is an example for inclusion?

28. P: yes he is. In the beginning of the year the special needs supervisor brought a person to tell us about a device for Ali that will enlarge the curriculum which is expensive and will stay with him in the class, but since then they did not show up and we did not see the device.

29. R: what did you do about it?

29. P: nothing.

30. R: what modifications or changes you made for Ali?

30. P: I told the teachers to treat him like other students. Last year we enlarged the books but this year his parents did I told them we're going to pay them. His level is not as expected

31. R: he is not managing?

31. P: he is but the parents asking very special treatment for their son. The teachers can't do that especially with 27 students plus the special needs students. This means if they concentrate on him the rest will be neglected.

32. R: Is Ali's mother cooperative?

32. P: she is but **<u>sometimes she listens to Ali against the teacher</u>**. Especially that he moves and talks a lot to get the attention, in my opinion. Also we noticed that **<u>his sight is decreasing</u>** but they say it is the same. Even when I read in newspaper about the optician that came to the country I told the mother but she said we are following him up.

33. R: did she bring any report?

33. P: no

34. R: if he did not managed to pass the grade, what you'll do especially that he is using the regular writing and not Braille. Why you are not using the Braille?

34. P: the mother is not accepting, I asked her to go the centre for special needs ask about the system check if he'll benefit more, I'm not refusing him but I want the best for him. After she went she came back and said I don't want my son between **<u>crazy people</u>**. I told her these are cases and not crazy people do you accept any body say that about your son?

35. R: Is she accepting the Braille?

35. P: No she is not accepting or special classroom; we discussed that with her from beginning of the year. We told her it is better for him because only 5 students. But she refused.

36. R: when the registration for the special class starts?
36. P: it should be in the beginning of the year as soon as the teacher notices but even if the teacher noticed the MOE does not allow the students till they are assessed and this procedure may take months and the special classrooms are empty some times till mid or end of the month of October. This is the case every year. Rigidity of the system

37. R: when do you think the new law of inclusion can be applied?
37. P: as I told you before we read about MOE's roles in newspapers. They formally did not inform us, we are the last to be informed, we do not have any role , too bad. But they had a meeting in the second semester in the February 2007with the teachers that the special needs teachers are going to be as assistants to the regular teachers.

38. R: is there cooperation between the school and the special needs department in the MOE?
38. P: no there is not except from the supervisors that they come as visiting routine. Even the two special needs classrooms were furnished and equipped by her highness Princess Haya, but since we did not hear from them. So far we are applying the old rules since the MOE did not inform us officially.

39. R: that was ABLE project which is discontinued but it is substituted by "Indimaj "project. And there was a project by Takamul.
39. P: what is Takamul, some times I hear about it?

40. R: It is one of the associations that related to the special needs, they started with 4 children with Down syndrome in the one of the government kindergartens.
40. P: you mean Mongolian?

41. R: they call them Down syndrome that term is not used any more

41. P: In the year of 1986 we had some of students with Down syndrome they were progressing but hardly, however one of them reached grade 6 and I don't know what happened after that. But I can not forget that they had an excellent teacher who was really taking good care of them I consider her the best teacher in the city of Dubai .she used to sit and eat with them. She is the best example for the good teacher.

After the interview I asked her more details about the school and her experience in the education field:

A. Principal's experience years: 5 years as a classroom teacher. 5 years as a supervisor. 5 years as a principal's assistant. 14 years as a principal (which ten of this period was in this school).

B. This school started from 1981-1991(men's administration) , then became female's administration. I joined them in 1996/1997- till now.

C. Administration Staff: principal/ principal's assistant and secretary. Social worker/ nurse/ store, lab and library's teachers

D. Special teachers: 3 teachers
Main Teachers: 22 teachers
Temporary Teachers: 1 teacher

E. Classrooms number: Three grades 1 / two grade 2/ three grade 3/ three grade4 / three grade5/two special classroom.

F. Student's number in each classroom: 27regular students (32if with special classroom students) in grade 1&2
Special classroom students: 5 students in each classroom

Appendix 3:
Students' focus group

Started the interview by telling them that I do research which means like writing a story. In order to remember every thing you say I record your talk (I showed them how I do that and let them try it themselves) I asked each student's name and there grades.

1. R: how many students are you in the classroom?
1. They said that they are 27 students , I asked them few times if other students come to there class but they said no body comes even when I asked if in the science period (which they supposed to be with them)

2. R: from teacher H classroom does any body come?
2. They said some times they come from special classroom. When I asked what it means they said they know and the teacher teaches them, they were like us but then they did not know then they took them there to learn.

3. R: You told me there names, do you play with them?
3. Each Student said a name of one of the peers that they play with.
Then they started to say about a boy who hits them and uses bad words, the rest started to say about other ones who are bullying them

4. R: who you like from the teachers?
4. They said all, we like all of them, when I said but who you like little more.
Four of the students said teacher B, 1 said teacher A and one said the Principal

5. R: which subject you dislike most?
5. Four of the students said the Arabic subject is the hardest. 2 said the Math subject

6. R: Do you know Ali?

6. Most said he is our friend but other boys from other classes bother him always.

7. R: who bothers him?

7. A student (A) bothers him. Another one said: poor him he does not see well so from back they hit him, they put their feet in front of him then he falls. Or they throw things at him 2-3 of his peers. We tell the teacher about it but they say lies to her and say that other boys are doing that.

8. R: what do you think is wrong with Ali?

8. One of the student said he is blind that's why he wears glasses. Another student said they break his glasses, we hit them back. Another said I tell them not to hit him, and the third one said I don't hit I tell the teacher

9. R: who sits besides him?

9. They said two of the names of the students who sit beside him and they were among the focus group.

10. R: how you help him?

10. One of them said I tell him to write this and that, his book is big not like ours but hew writes some time right and some times wrong. And he does not know how to read well. But he passes

11. R: what kind of games you play with him?

11. We play every thing with him; we play ball, running and other games

12. R: he can play every thing? He does not bump into any thing?

12. They said no he does not bum because he wears glasses and he presses his one eye like this to see. But some of his peers from the class push him or pull him on the floor. But when he gets angry at them he hits them hard on their faces. Poor Ali when he hits them back they tell the teacher that he's the one who started the fight.

13. R: what doe the teacher then?

13. Two of the students said the teacher hits Ali, and one time she also hit on his face.

14. R: who hits him from the teachers?

14. Teacher A and teacher B, but they hit one of the naughty boys always.
<u>Sometime the boys take his shoes then he calls us to bring him the shoes</u> because he can't see. We always find him his shoes

15. R: how you help him in the class

15. When I sit beside him I tell him to write but I don't write for him. Some times he goes near the board to see the words so he can write it. But some times he bothers us

16. R: was he better before or now?

16. Three of them said before he knew more. Another one said because he travelled. They gave him new glasses.
Sometimes his mother comes and takes the naughty boy to the social worker and she hits him.

17. R: how you can help Ali if you are the principal?

17. Most of them they said I'll put cameras to see who hits him

18. R: in the class how you can help him because you said he does not read and write

18. One of them said I tell him to learn the alphabetical letters so when he sees the words he can read.

19. R: who can help him most?

19. The Teacher A another said teacher B the third said teacher H.
One of them said I can help him by giving him money and buying him food from cafeteria because it is crowded and he can not buy.

Before they left I thanked them and told them that they are very good students and wished them the best.

Appendix 4:

Interview with the Resource Room

Teacher (F)

1. R: Does Ali com to the resource room?
1. Teacher F: Yes he does come twice a week, but we only started from second semester because I was in the maternity leave.

2. R: Do you think he is benefiting from his visits?
2. Teacher F: Not much to tell you the truth?

3. R: what is the reason?
3. Teacher F: He comes with 8- 10 other students, and Ali needs one to one session.

4. R: did you tried to give him the session individually?
4. Teacher F: He comes some times when his teacher is absent, but it is not enough, since he needs to be started on the alphabets from beginning.

5. R: Do you teach him English too?
5. Teacher F: No only Arabic and Math subjects. Ali needs to be followed all the time. He has problem with his sight and I heard that the mother is not willing to allow that which is affecting him badly.

6. R: would you like to add any thing?

6. Teacher F: The teachers not always are cooperative they do not see the importance of the resource room and if they follow the to me table that I prepared for them well the pressure will be less on the teachers and the student will benefit too.

7. R: are all the teachers the same, meaning not cooperative?

7. Teacher F: No some they are but most of them do not send the students to the room when I ask them for the reason they say we forgot. Even once one of the teachers (not from Ali's classroom), said after months, what is the use of students coming to you.

8. R: did she know what resource room means?

8. Teacher F: yes, and I always tell them what is the plan and what is going to be done for these students. It is the attitudes of some teachers that need to be change or they may need some workshops and training.

9. What qualification do you have?

9. Bachelor degree in Special Needs

10: Does the mother help Ali?

10.Teacher F: Yes she does always and helps him with his H.W.

Appendix 5:

Interview with the Arabic Teacher (B)

Date: 28/3/2007

1. R: How is Ali with you in the classroom?

1. Teacher (B): Last year in grade (1)I isolated him means I sat him alone because of his movement and always the boys come to me complaining that he quarrel with them. But this year I put him in the middle in the front row ,However in the second semester he started to **go to the board to copy writing which means his sight is decreasing,** and when I put his desk beside the board he refused and went back to sit in the first row with his peers.

2. R: How is his eye sight?

2. Teacher (B): he sees things like a shade so he can manage. This could be noticed in the swimming pool and in the break time, he **does not have a problem with his mobility.**

3. R: Does he write by his own?

3. Teacher (B): Ali is moody, sometimes he uses his **magnifier**. But usually he waits for me to come and hold his hand for writing. I can say he improve a bit but because of his difficulty is his sight when he removes his hand from writing a word he loses the position of that word then he searchers for the word and this wastes his time ,therefore he is **always behind**. Besides he **couldn't connect the letters with each other to make a word**, now he is starting that slowly. His mark in dictation is 3/10.

4. R: Is he always in the front row in the middle of the classroom?

4. Teacher (B): No he is moody he like to sit with one of his peers (M)but always they quarrel over different things so then I put another one, but in spite of that he likes him

very much. Usually I put the excellent students who can help him without him asking, e.g.: student (M) in spite they quarrel he still helps him and **writes for him sometimes.** Some times he refuses the help from his peers but when I **explain to him that** this will help him he agrees.

5. R: How is he with his homework?
5. Teacher (B): he is not regular in doing his homework. Often he doesn't do it.

6. R: how is his mother's follow up?
6. Teacher (B): she withdrew for a while, **but from this month she is starting to follow up him again**, where before he refused every thing (H.W. & participation). Because the mother refused to follow up therefore his level went down, besides she talks in front of him that she is not satisfied with our work. What do you expect?

7. R: do you think he can pass to grade 3?
7. Teacher (B): It depends on the mother's mood for helping him. Because he does not have problem in his understanding or learning and he has a good ability in memorizing by heart, therefore orally he is excellent.

8. R: then why the mother is not cooperating?
8. Teacher (B): the mother has an attitude towards me because she thinks I have an attitude towards her son, even she complained in the radio without coming to us.

9. R: Are you modifying the curriculum for Ali?
9. Teacher (B): No we are not allowed to change any thing in the curriculum.

Appendix 6:

Interview with the Ali's Mother

Date: 11/4/2007   place: Principal's assistant room

R: Researcher

M: Mother

1. R: Can you give Al's background?

1. M: Ali was born on19/11/1997. He was born premature (7 months) they informed her that when he was in the incubator he was exposed **to excessive Oxygen** which affected his eyes because he had bleeding in his eyes. This was in the Saudia. Later he had more problems in his yes which consequently affected his mobility.

2. R: how is his eye sight, does he sees things like a shade or he sees in details?

2. M: he sees details, even the other day his Aunt was walking towards him he saw her from far and he knew that was her, and he watches TV from 3 meter long and he understands the program.

3. R: When he started school?

3. M: he went to KG1 when he was 3 years old and KG2 he was 4 years old in private Kindergarten, even **his classroom was in the second level of the school**, then he was in the house for 1 year did not know where to take him.

4. R: did he know the alphabets?

4. M: few letters only.

5. R: the year after he was at home, where did you take him when he was six years old?

5. M: I took him to a private school; they kept him for a week then **they refused to accept him,** so he was at home for another year.

6. R: the following year he was seven, where did you take him?

6. M: I really did not know where to take him even I tried a centre for disabilities in Sharjah but they refused because he had visual disability, then again did not know what to do till I met the Supervisor(N) in the Education zone transferred him to a government school they took him for 2 weeks but then they said they cannot accept him because of his difficulties in his eye sight, I told the principal that I'm willing to be with him in the classroom but since it was my due date for my delivery for the second child I told her to give me time for two weeks then I'll be there for him , but she **refused to cooperate and she sacked him**. You can imagine what I felt and how much I went through **difficulties with the system.**

7. R: Did you tried with another school?

7. M: actually the same **supervisor (N) transferred him to the special classroom in this same school he is now and the teacher(H) was very cooperative and was taking him extra time to help him**, I even did not feel he had difficulties.

8. R: so which curriculum he was studying?

8. M: He was studying grade one curriculum in the special classroom, the next year he was again in the grade one but was transferred to regular classroom, they took him because they said he can manage, and he was doing well they did not tell me about difficulties and I was following him always even I kept a tutor for him besides my help. **Till this year in grade two** I feel the teachers are not accepting him especially the Arabic teacher (B), I **noticed that he comes with test paper half written when I ask him he said I could not see** and when I ask the teacher <u>she says always his eye sight,</u> always this is her answer as if she has an **attitude towards** my son. He knows Arabic lesson well because he has excellent memory. But when I talk to the teacher (B) I don't feel she is responding well with me, even Ali's level in Arabic

went down, when I told the teacher she said:" he was not willing to write but now again I'm pushing him so he starting to write more".

9. R: how about the Math teacher (A)?

9. M: She does not have an attitude except that she said that he comes close to the board for writing other wise he is good orally. I revise with him the lesson he took then I prepare the next lesson **he like to study and has good memory this encourages** me. Teacher (A) said he was slower but now he is writing faster in Math and Science.

10. R: How about the English subject?

10. M: I don't revise with him because **I didn't feel this subject is important**, and the teacher even do not give me any attention. I brought a tutor but did not benefit.

11. R: how about the other subjects?

11. M: He likes drawing, he likes to learn. He fixes his toys e.g., Dinosaurs, He **moves easily** as he can play basketball. **He is a sociable person** and never asked why I am different. How ever he is stubborn because I spoiled him I never refused anything for him, but now I am starting to control little more.

12. R: Does he complain about the school?

12. M: in beginning he was but I told him you have to depend on your self and I can't come to school every day. He adores Teacher (H) the special teacher always remembers her and tells me to go to her. **As whole school and teachers were not cooperate much,** he used to come with half a page empty when I talked to them they started to improve.

13. R: Why Ali is not using Braille?

13. M: I went to special centre and asked them they said he doesnot need the Braille because he can still see.

Appendix 7:

Interview with Ali

Date: 11/4/2007   place: The Hallway

R: Researcher

I sat with Ali in the hallway to make it informal so he will not feel shy. Although he was shy from beginning but his smile did not leave his lips and slowly he started to open up. I introduced my self and that I care about him that is why I'm writing about him.

1. R: How old are you Ali?

1. Ali: 9 years old.

2. R: which teacher does you like more?

2. Ali: I like teacher (A) she teaches us Math and Science, she always gives us sweets and gifts. Teacher (A) <u>allows me to write from the board.</u>

3. R: How about Teacher (B)?

3. Ali: she shouts but gives us sweets too, she teaches us Arabic and Islamic. Teacher (B) <u>does not allow me to write from the board.</u>

4. R: How about Teacher (I)?

4. Ali: she teaches us English. I told the English Teacher I don't have a book but she <u>**does not do anything for me, I just sit doing nothing**</u>.

5. R: Tell me about PE Teacher and Music Teacher.

5. Ali: <u>Music teacher shouts</u> all the time and she hits. I like the swimming and the Teacher her self.

6. R (moved away 3 meters to check his sight distance): Ali what I am doing, am I smiling or frowning (I was frowning)?

6. Ali: You are frowning. (He was right). Repeated the procedure several times to assure that **<u>he was seeing from 3 metres distance</u>**, and he did.

7. R (moved 4 & 5 metres away), checked several times also but he could not see from that distance, he was just guessing

8. R: With whom you like to play?

8. Ali: With My sister. We play" shopping" and with toys

9. R: what do like to do?

9. Ali: I like drawing

10. R: Who are your friends?

10. Ali: My friend (M), (Sh), (A), (A), and (Ms)

(All of his friends were his class mates)

11. R: Does any body bother you?

11. Ali: Some of my friends hit me when I tell them I'll tell my mother they tell me not to tell her and they ask for forgiveness.

Appendix 8:

Interview with the Math Teacher (A)

Date: 13/2/2007

1. R: Where you put Ali in the classroom?

1. Teacher (A): I change his place every two weeks. I put him with weak students or the ones wearing glasses so he won't feel he is different.

2. R: Don't you feel it may affect him academically?

2. Teacher (A): No because **any way he needs one to one attention**.

3. R: How you deal with him?

3. Teacher (A): I encourage him with stickers even if he writes little. I know that the mother writes the answers for him but I ignore it **because it is not his fault**. Besides that the writing is very difficult for him.

4. R: How about his homework?

4. Teacher (A): **The homework is done usually** and in case he doesn't finish it I return it to give him second chance.

5. R: Does his mother follow him?

5. Teacher (A): she says she teaches him and cares but I see that his level is dropping down.

6. R: Do you give him extra sheets?

6. Teacher (A): No use because she does the homework. But I give him extra time as I take the Art or Music periods sometime.

7. R: What accommodation you do regarding his tests?

7. Teacher (A): I keep him in front by him self and encourage him to do the test, and read parts of test as he does the test.

8. R: Do you enlarge the test paper?

8. Teacher (A): No as I **do not have time because of the work load**, but once I gave him the test on A4 test he did not write **but when the supervisor gave him A3 paper test he wrote the test.**

9. R: How is his level academically?

9. Teacher (A): As I said before **he is good orally** and he understands well , and because of his struggles with writing he takes time **either I finish with him his class work or his mother finishes it at home**.

10. R: Would you like to add any thing?

10. Teacher (A): we need mothers support and understanding especially that she's **insisting that his eye sight is not dropping**, and we see that he is struggling with it, so we recommended Braille which the mother refused.

11. R: What are your suggestions for inclusion?

11. Teacher (A): There are few issues to be reconsidered: high numbers of the students in the classrooms, lack of resources and teacher's support (assistant) and **home support**.

12. R: Thank you very much for the time

12. Teacher (A): I'm willing to do any thing that can help Ali or any other students

Appendix 9:

Interview with the English Teacher (I)

Date: 10/4/2007

1. R: How is Ali with you in the classroom?

1. Teacher (I): Ali does not respond to me in the classroom.

2. R: what is his level?

2. Teacher (I): He knows few words and some times he says my name is Ali, but any thing about the lesson he does not care about.

3. R: where you seat him usually?

3. Teacher (I): in front of the classroom, it is better for his eye sight and concentration if I pout him one desk behind he does not concentrate.

4. R: who you put near him as a peer body?

4. Teacher (I): does not matter to him if the peer body is active or slow student.

5. R: Does the Mother cooperate with you?

5. Teacher (I): No the Mother does not care at all, in the first semester she came twice but the second semester did not come even once.

6. R: do you give him home work?

6. Teacher (I): I give him A4 sheet like other students because we do no have the enlarging photocopier, and he does not do the home work.

7 R: Would you like to add any thing?

7. Teacher (I): the Mother does not care about English subject, she is not cooperating therefore Ali has an attitude and not progressing.

Appendix 10:

Interview with the Special Needs Teacher (H)

1. R.: What is your teaching qualification and experience?

1 Teacher (H): Bachelor degree in Education/Special Needs. I have **9 years experience. And I did a workshop on children with visual impairment**.

2: R. Did you get training or guidance regarding the teaching for students with special needs?

2. Teacher (H): One course training and classroom teacher in a special needs centre.

3. R: To whom you refer if you have questions regarding the teaching in the field of special needs?

3. Teacher (H): To my Supervisor.

4. R: For how many years did you teach Ali?

4. Teacher (H): one year.

5. R: Tell me about Ali when he first came from:

5. Teacher (H): Health aspect: When he first came he had convulsions which I did not know about, this happened once during his period with me. From that incident the mother put his medicine with the nurse. The other difficulty was his weak eye sight, because I did not have this much severity.

6. R: Tell me about Ali from academic level aspect.

6. Teacher (H): Ali from academic level aspect: Because of his visual impairment I had to do few modifications, such as the size of the flash cards increased, the A4 papers were **enlarged to A3 papers,colour of the board markers were brown, blue**

and black so he can see the writing more clearly , using the program Data Show which enlarges the letters on the screen and the magnifier.

7. R: Tell me about Ali from academic level aspect

7. Teacher (H): from IQ aspect: The special needs specialist (psychologist) she did do IQ test **and said that he is above the average**, from my point of view <u>his level</u> **is average in oral work and below the average in the written work.**

8. R: Did he do assessment when he was enrolled?

8. Teacher (H): yes later because he was new student to be enrolled.

9. R: Tell me about Ali from behavioural aspect.

9. Teacher (H): Ali from behavioural aspect: Since he was not used to the other students he was aggressive in the beginning and was jealous but gradually he got used to them and was alright.

10. R: How he was referred to the special classroom:

10. Teacher (H): He was referred through the Educational Zone. To my knowledge **another government school did not accept him or was kicked out so they referred him to us**. The next year he automatically was transferred to regular classroom upon the request of his regular teachers.

11. R: How was he from a social aspect, his interaction with others within the classroom or outside the classroom?

11. Teacher (H): In the beginning he **hardly knew the classroom location** which **made it harder for him to move and make friend, so** I **taught him the classroom location** and the other classrooms' names and location, later on his **peers were following him** up and direct him, the only classroom he knew from beginning

was teachers' room because I was there on my free time. **After he was acquainted with the place he started to play and run with his friends**.

12. R: How about Ali's parental support?

12. Teacher (H): The father was cooperative but shy, **the mother does the following up as much as she can even she asked to attend the classroom periods which she did**. She was teaching him through his other senses, the home works were done on A3 papers. His level was less than others in the written work basis, however orally he was on the same level. However the **mother refused the Braille.**

13. R: Did the school supported Ali's case?

13. Teacher (H): The school and Supervisor were cooperative on the following up, if they heard of any information or idea they used to share with me. The school's administration **supported us financially even we tried a device but was not practical** so we did not use it. However teachers support is limited because they **do not have much knowledge about disabilities since they did not take any training** in this field besides they do not have much time to spare in this area because they are under a lot of work load pressure.

14. R: What do you think about his struggle now in the regular classroom, what are the reasons?

14. Teacher (H): **First of all the curriculum itself does not help** because it is not modified, **besides he has other problem such as his weak eye** sight and learning **difficulties especially with the writing**. The teachers are trying but **Ali is a spoiled child and he is always absent** even when he was in my class, this by it self worsens the difficulties. Even the administration wanted to refer him back to special classroom but the mother refused

15. R: Do you recommend strategies that may be a help to Ali?

15. Teacher (H): Since Ali needs several alternatives in taking in information, Using **<u>Braille</u>** is important transferring **<u>dictation mark to other section of the assessment's grade</u>** as an option<u>,</u> besides having classroom assistant is another option.

16. R: Any comments on the system as whole?

16. Teacher (H): The system needs a lot of modification the schools are not ready to accept students with disabilities; the teachers are <u>under a lot of load</u> and they <u>need</u> **<u>training and workshops. Besides they need supports in the classrooms and tools and advanced technology.</u>**

17. R: what do you think about inclusion in general and inclusion for students with visual impairments?

17. Teacher (H): If the previous points were modified and the <u>students number were lessen</u> this could be accomplished but needs a lot of changes and preparations.

Observation Documents

Appendix 11:

Observation of the English Subject period

Teacher (I)

Third Period (9: 5)   6/ 3/ 2007

1. The students came in to the class in groups in the beginning then they came one by one from the nutrition recess. The teacher was in the class I sat in the back of the classroom (the teacher gave me the choice of where to sit I preferred to sit in the back for less disturbances)

2. English subject Room's description:

On the white board was the title, some colourful writing of the lesson and few paper pictures.

The classroom lightning was adequate with 16 fluorescent bulbs, no natural lights except from the door if it was open, the curtains were covered with blinds.

There were 30 desks in three lines every two desks together.

3. Starting the period:

She said" good morning" to students and all of them answered with nice rhyming

4. At 9:10 she asked the students to open page 62 and showed the class the page from the book, then she went to Ali and asked him, and she moved to other students. <u>Ali could not find the page</u> so his peer helped him.

5. Teacher went on with the class, she asked one of the students to read, right after that <u>she asked Ali to read about specific object</u>, he was trying but was very slow and I could not hear him even though she was asking him to raise his voice, but I knew from the teachers response that he was reading some words correctly.

(Focus group students recognized me and were glancing at me with smile)

6. Behind Ali was a tall boy tapping at Ali's shoulder from time to time, he was student (M) that the focus group were telling me about who bothers Ali all the time, I checked with the teacher later and he was the same boy)

7. At 9:10 the teacher noticed that <u>Ali was busy turning the pages</u> so she told him to pay attention then <u>his peer showed him the right page</u>, still did not listen to him.

8. T (asking Ali):

How old are you? (Question from the lesson)

Ali: ….. (Quiet) (<u>No rapport between the teacher and Ali).</u>

T: are you 6, 7, 8, 9, or 10

Ali: ….. (Quiet) She told him that yesterday you said you are 9,"repeat after me, I am 9 years old" (I did not hear him saying the sentence).She went to others then again she came back to him.

9. She let two students to do a short play on the lesson; <u>Ali sat turning the pages</u> and not looking.

10. At 9:20 the teacher asked the students to use another book and showed the classroom the page then she went to Ali to show him the page, <u>although his peer body was showing him the page,</u> but still he <u>was not on the right one.</u>

11. The teacher asked the rest to cut one of the pages when Ali wanted to do so she told him not to. Then teacher started to say the title and asked the students to repeat after her, they did except <u>Ali who was busy turning the pages</u> and looking at his peers on both sides right and left.

12. The teacher said the word "girl", the students to repeat after her, they did except Ali The teacher was asking questions but <u>Ali was not answering, busy with the book</u> and was <u>yawning several times</u>.

13. One question he answered which was "hat", so the teacher asked the students to clap for him.

14. At 9:30 she asked him to open page 3 but she did not check if he did so.
Again she asked him to open on the page 1 and asked him to put his finger on the first line, his <u>peer body helped him</u>.

15. The teacher decided to cut the story for him.
 <u>Again he turned the page </u>his <u>friend showed him again</u> the right page, but he was busy turning backwards.

16. The Teacher asked him to open page two and asked him to repeat the sentences after her he was repeating <u>although he was on the wrong page.</u>
After few sentences she went to him and showed him the right page then he told her something and she laughed.

17. 9:40 the Teacher asked to open the work book Ali took out the book and <u>started turning the pages.</u>

18. The teacher asked them to draw but <u>Ali kept turning the pages</u>. The Teacher noticed it but did not go to him. <u>He looked at his friend book to find the page but he did not ask him </u>till the bell rang. The Teacher told the students to finish the drawing at home as homework.
19. Ali left the classroom without writing the note that the drawing is for homework.

Appendix 12:

Observation of the Math Subject period
Teacher (A)

Fourth Period (9:45)   28/ 3/ 007

1. The classroom was organized when I entered and was quiet Ali was sitting in the front row first one in the row of three
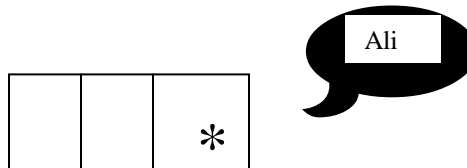
2. The teacher was moving in the classroom correcting students' books individually. Ali was looking in his book; one of the students beside him knocked at the desk and told him he is on the wrong page. But Ali ignored him so the student told the teacher about it she said mind your own business and go back to your writing so he did.

3. After five minutes she went to Ali and told him to solve specific exercise, he was pressing one side of his right eye so he can focus more (the teacher told me that).

4. Ali is still sitting doing nothing even his body peer told him.

5. After two minutes she asked him to bring his book to her desk. He stood in the line with other students he was **teasing** the student standing in front of him by **tapping his neck with his pencil.**

6. The addition exercise was written CLEARLY ON THE BOARD by the teacher.

```
                    2   18
 0 9              3 8̸
        +                  +
 2 9              2 9
 _____           _____

 3 8                0 9
```

7, At 9:55 she started with him and gave him 5 minutes to explain the exercise (extra time), he was the last student before the nutrition recess. She gave him one to one attention for 5 minutes. But in the same time she was monitoring the classroom, because their recess time was eating their food in the classroom.

8. Ali went back to work on his own he kept writing and rubbing, while his Teacher was busy with another student

9. After 2 minutes the Teacher went to check his work, and when the recess time was over she rechecked his work before leaving the classroom.

Appendix 13:

Observation of the English Subject Test period
Teacher (I)

15/ 5/ 2007

1. It was test period the Teacher gave the students the test sheet (which was A4size) including Ali. The ink <u>was faded and was grey and the font was small</u>.

2. I asked her if the writing size is suitable to Ali. The teacher said <u>we don't have the photocopier</u> that enlarges, and then she said how about if I get him the magnifier.

3. Since the <u>magnifier is in the Arabic Subject classroom</u> a Student volunteered to get it (this <u>took few minutes till it reached</u>). The teacher read the test to Ali then he used the magnifier to answer the test.

4. Ali tried to answer the 1 question but took him time so he turned the page and the second page was about matching the pictures with the words, which was harder <u>because the writing was so light</u> that he could not see <u>even with the magnifier</u>.
5. The teacher <u>explained to him three times</u>. The test took him a lot of time, as the students were on the last question and Ale was in the first still.

6. Teacher collected the papers from the rest of the students except Ali and another student the test took 15 minutes more. The rest of the students had to stay in the classroom doing nothing just waiting.
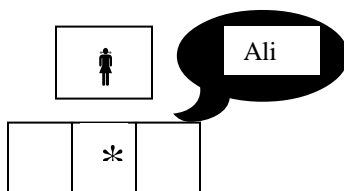
Appendix 14:

Observation of the Arabic Subject period
Teacher (B)

Fifth Period (11:30)   11/ 4/ 007

1. The classroom was organized when I entered and was quiet Ali was sitting in the front row between two boys

2. The teacher was in front of the classroom asking individually.

3. Ali was not paying attention to the teacher he was playing with his book (or searching). It took him 3 minutes till he stopped.

4. After two students which is (five minutes from beginning) she asked him a question but he did not answer.

5. For five minutes more he was looking in the book or turns the pages, peeks at the teacher and goes back to the book (the teacher did not look towards him busy explaining the lesson) 10 minutes later the teacher asked other students to act the lesson in front of the classroom, he looked at them and smiled, but did not participate.

6. The teacher asked them to open the book. Ali looked at his peer while he was searching for the page. The teacher reminded the peer by saying his name, the peer understood what she meant and opened the page for Ali.

7. The teacher was asking questions still he did not participate even though the questions were from their daily life, but he was just looking.

8. After ten minutes she asked him second question, this time he answered her.
The teacher was giving examples from the daily life and was relating the lesson to the reality.

9. Twenty minutes passed from the period: she asked him to use the **magnifier** (she said that he does not like to use it much.

10. She asked the whole class to write, then she turned towards him and asked him what you going to write but he did not respond so she asked the rest and they said "the date". She asked him a question and he answered correctly.

11. Ali's pencil fell on the floor 1 meter away but he saw it and got it back.

12. The teacher was writing on the board Ali could not write and was squeezing his eyes but she did not notice.

13. Wrote the second answer on the board. This time she came and **holds his hand** and wrote the sentence with **pronouncing the words slowly.**

14. The rest of the class was writing and she will turn to the rest of the students and revise the answers then goes back to Ali.

15. The teacher discussed the third question with the students then wrote the answer on the board.

16. Ali took out the magnifier and started looking at the eraser. Then He was busy playing with his pen. Noticed I was looking (for the first time) he was showing me that he was writing but he wasn't. Then the teacher went to him and held his hand again to write.

Ali's School Reports

Appendix 15 :

A. Grade 2 first semester's marks

منطقة : دبي التعليمية

مدرسة : الخلفاء الراشدين للتعليم الاساسي

هاتـف : 04-2614419

فاكس : 04-2616556

دولة الامـارات العربية المتحدة

وزارة التربيـة والتعليـم

الإدارة التربوية والتعليمه

إدارة التعليم العام

درجات التقويم الاول   2006 / 2007م

الصف : الثاني

الشعبة : 02

اسم الطالـب :

الدرجات بالحروف	درجات التقويم	النهايات		المــــواد
		الصغرى	الكبرى	
ست وثمانون	86	50	100	التربية الاسلامية
خمس وخمسون	55	50	100	اللغة العربية
احدى وأربعون	41	40	100	اللغة الانجليزية
ثلاث وستون	63	40	100	التربية الوطنية
سبع وستون	67	40	100	الرياضيات
أربع وسبعون	74	40	100	العلوم
أربع وثمانون	84	0	100	معدل مواد النشاط
أربعمائة وسبعون	470	260	700	المجموع الكلي
				الترتيـب

ملاحظات رائد الفصل:

_____

_____

_____

مدير المدرسة

خاتم المدرسة

طوبى محمد علي

2007/05/17

رائد الفصل

الاسـم   امنه راشد المنصوري

التوقيع   _____

B. Grade2 second semester's marks

دولة الامارات العربية المتحدة
وزارة التربيـة والتعليم
الإدارة التربوية والتعليمية
إدارة التنظيم العام

مدرسـ

فاكس : 04-2616556

درجات التقويم الأول 2006 / 2007م

الصف : الثاني

الشعبة : 02

اسـم الطالـب :

الدرجات بالحروف	درجات التقويم	النهايات		المادة
		الصغرى	الكبرى	
ست وستون	66	50	100	التربية الاسلامية
ست وخمسون	56	50	100	اللغة العربية
أربعون	40	40	100	اللغة الانجليزية
سبع وسبعون	77	40	100	التربية الوطنية
خمس وخمسون	55	40	100	الرياضيات
خمس وستون	65	40	100	العلوم
احدى وتسعون	91	0	100	معدل مواد النشاط
اربعائة وخمسون	450	260	700	المجموع الكلي
				الترتيـب

ملاحظات رائد الفصل:

بارك الله فيك والى الامام دائما

مدير المدرسة
طوبى محمد علي

خاتم المدرسة

2007/04/12

رائـد الفصـل

الاسـم   امنه راشد المنصوري

التوقيع _____

Appendix 16

Special classroom report

Appendix: 17

Grade 2 report

بطاقة درجات نتيجة العام الدراسي   2006 / 2007م

للصف الثاني

منطقة : دبي التعليمية   مدرسة :

الشعبة : 2س02   اسم التلميذ :

الملاحظات	درجة نتيجة آخر العام		النهايات		المـــواد
	بالحـــــــروف	بالأرقام	الصغرى	الكبرى	
	احدى وسبعون	71	50	100	التربية الاسلامية
	ثلاث وخمسون	53	50	100	اللغة العربية
	ثلاث وأربعون	43	40	100	اللغة الانجليزية
	سبعون	70	40	100	التربية الوطنية
	احدى وستون	61	40	100	الرياضيات
	ثمان وستون	68	40	100	العلوم
	تسع وثمانون	89	0	100	معدل مواد النشاط
	ربعمائة وخمس وخمسون	455	260	700	المجمـوع الكلـي
		19			الترتيـــب
تفتح المدارس ابوابها يوم		27	-----	-----	عدد التلاميذ
الموافق		0	-----	-----	عدد ايام الغياب بعـــذر مقبول طوال العام
		0	-----	-----	الدراسي بدون عذر مقبول

راسـب	ناجـح وينقـل الـى	نتيجة التلميذ في آخر العام
	الصـف الثالث	

مديرة المدرسة	المراجـع	رائـد الفصـل	
			الاسـم
2007/05/24	2007/05/24		التوقيع :

Appendix 18:

Appreciation Certificate

من منبع الصدق نهديكم أحبتنا
شكراً ووورداً وتقديراً وأشواقا

تتقدم مدرسة الخلفاء الراشدين
بتقديم هذه الشهادة للطالب

وذلك لمشاركته في أسبوع المكتبة المدرسية
وفوزه في مسابقة أجمل مجلة حائط

مع تمنياتنا له بدوام التوفيق والتقدم

مطابة مركز مصادر التعلم

مديرة المدرسة
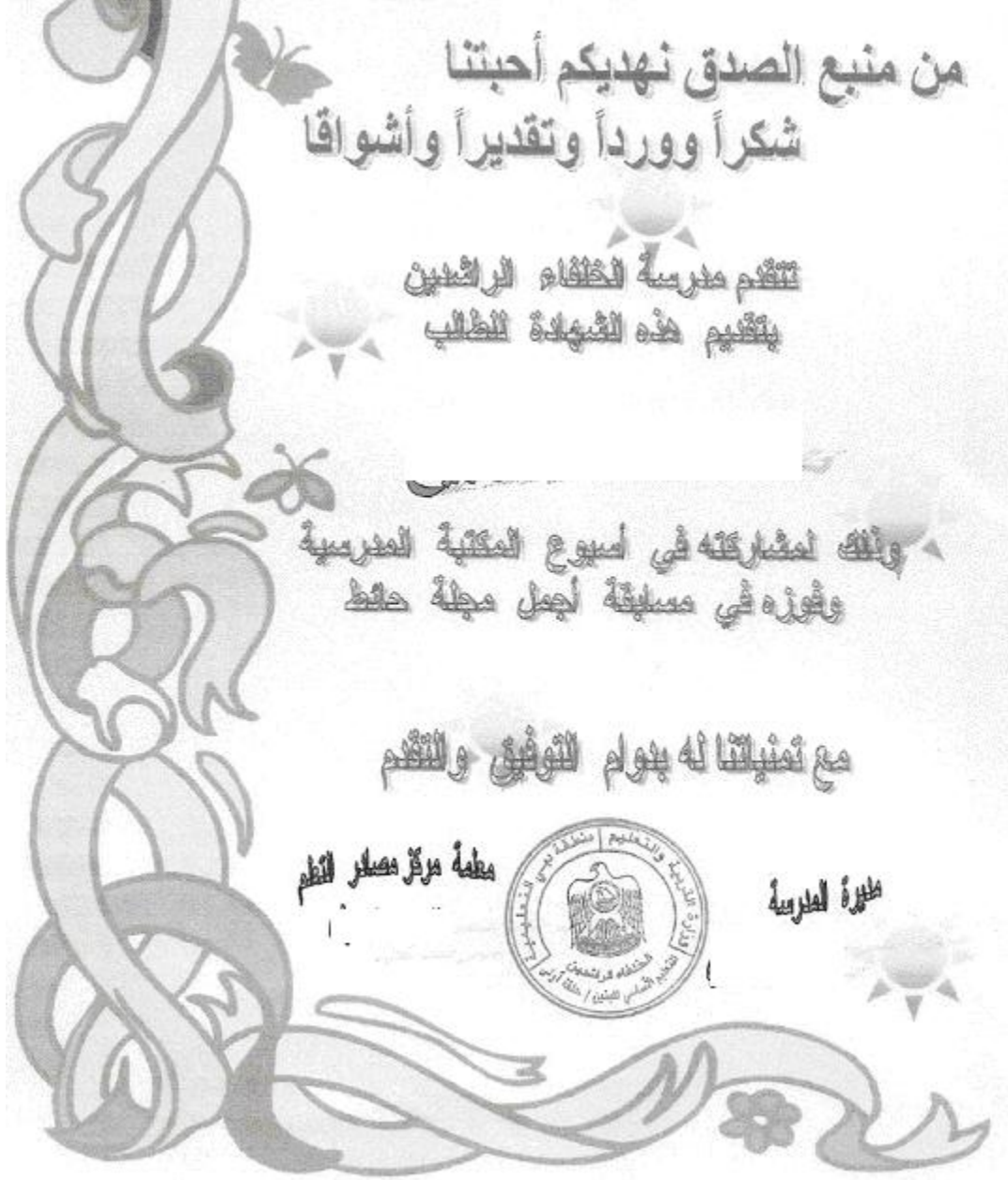
Regulations and Legislation Forms

Appendix 19:

Entrance and Acceptance Form

Acceptance in the government school

Appendix 20:

Referral Form

منخفض

وزارة التربية و التعليم
منطقة دبي التعليميّة

<u>نمـــــــــوذج تواصـــــل</u>

ولي أمر الطالب .   2/2 . المحترم

الســـلم عليكم ورحمة الله وبركاته.....
حرصا منا على مصلحة ابنكم ، وسعيا لتحقيق مستوى تحصيلي أفضل ، فقد نقرر إلحاق ابنكم بغرفة المصادر
بالمدرسة اعتبارا من يوم..الموافق / /2007م حتى يتلقى الخدمات التربوية و التعليمية الملائمة بما يتناسب مع
قدراته و احتياجاته و مما يساعد على مواصلة تعليمه بالمستوى المطلوب .
كما نرجو منكم مراجعة المدرسة ، و التواصل مع معلمة غرفة المصادر لمناقشة الأمور المتعلقة بالطالب بما
يحقق التكامل في الخدمات التربوية .
و فقنا الله جميعاً لما فيه الخير و السداد ......
مديرة المدرسة   معلمة غرفة المصادر

اقر أنا ولي أمر الطالب ....
بالصف
بالــــافقة على أن يلتحق ابني بفصل التربية الخاصة و ذلك لضعف مستواه الدراسي ، مدركا انه سيتلقى العناية و
الرعاية بما يتلاءم مع قدراته و يحقق المستوى الدراسي المطلوب.

لمن يرغب بالتواصل مع معلمة غرفة المصادر ، الرجاء ملء البيانات و إرسالها لمعلمة غرفة المصادر
اسم ولي الأمر :
رقم الهاتف : ٠٥٠-٧٧٦٦٣٣٤

معلمة غرفة المصادر

Appendix 21:
Teacher Consent

طلب موافقة المعلمة

السيدة المعلمة المحترمة:

أنا الباحثة منى أحمد كاظم طالبة في الجامعة البريطانية في دبي، أقوم بإجراء بحث الذي يدور حول مدى تقدم التلاميذ الذين يعانون من صعوبات التعلم في الصف الدراسي.

الرجاء الموافقة على اشتراك التلميذ... .... في البحث حيث سأقوم بملاحظته في الصف. إن لهذه الموافقة أثرا كبيرا في نجاح البحث والمساهمة في تقديم تعليم أفضل لأبنائنا.

جميع المعلومات ستكون في سرية تامة وسيتم استخدام أسماء مستعارة بدل أسماءهم الحقيقية في البحث.

أشكركم على تعاونكم.

اسم المعلمة: . التاريخ: 2007/3/28

أوافق : .... لا أوافق: ....

التوقيع: ....

* الرجاء إرجاع هذا القسم من الورقة

Form

Appendix 22:

Entrance and Acceptance Form

مــــادة (٢) أهـــداف التربيـــة الخاصـــة :

(١) علاّج مشكلات الطلاب النفسية والسلوكية والاجتماعية والمعوقات الدراسية التـــــي تحول دون تطورهم التعليمي والتربوي .

(٢) تحقيق معنى انسانية التربية التي تهدف الى الاهتمام بالانسان وتحقيق سعادته .

(٣) العمل على تنمية قدرات الطلاب الدراسية ليتمكنوا من مواكبة المستوى الدراســـــي للطلاب العاديين والالتحاق بفصول المدرسة العادية .

مـــــادة (٣) أســـــس فتح الفصول وموقعهـــا :

١ – تفتح هذه الفصول في مدارس المرحلة الابتدائية ....

٢ – يكن موقع هذه الفصول مناسبا من الناحية الصحية ....

٣ – أن تكون قريبة قدر الامكان من الفصول العادية ....

٤ – أن تكون مناسبة من حيث الاتساع ، ومكيفة ، ومفروشة بالموكيت .....

٥ – تمتد خدمات الفصل الواحد لتشمل طلاب المدرسة الواحدة أو عدة مدارس تقع فـــي منطقة جغرافية واحدة حسب الحاجة ....

مـــــادة (٤) الاحتياجـــــات :

تزود هذه الفصول بكافة الألعاب والأدوات التدريبية والوسائل التعليمية التي تحقق أهـــداف هـــــذه الفصول .

مـــــادة (٥) أســـس اختيـــار الطـــلاب :

(١) يقبل بهذه الفصول الفئات التالية :

أ – بطيئـــو التعلم .

ب – المتأخرون دراسيا .

ج ـ الحالات التي تعاني من مشكلات تعوقها عن التكيف ومتابعة العملية التعليمية داخل الصف العادي مثل :

* حالات صعوبة النطق وعيوب الكلام .
* حالات صعوبة السمع أو البصر .
* حالات الاضطرابات النفسية أو الانفعالية أو الاجتماعية أو السلوكية .
* حالات أخرى يرى فريق التربية الخاصة ضمها الى هذه الفصول وتدخل ضمن أهدافها أو امكانياتها .

(٢) يتم الاختيار الاولي للطلاب مع بداية العام الدراسي من مجموع الطلاب المرشحين من رياض الاطفال ، والصفوف : الاول والثاني والثالث الابتدائية وذلك بعـــــد الدراسة الشاملة للطالب من قبل لجنة تشكل داخل كل مدرسة على الوجه التالي :
* مدير مدرسة * الاخصائي الاجتماعي * مدرس الفصل * ومدرس التربية الخاصة .

(٣) يتم الاختيار النهائي للطلاب المرشحين من قبل لجنة تشكل على النحو التالي :
أ ـ موجه فصول التربية الخاصة بادارة الخدمة الاجتماعية أو بالمناطق والمكاتـب التعليمية .
ب ـ الاخصائي النفسي بادارة الخدمة الاجتماعية أو المنطقة أو المكتب التعليمي .
ج ـ الاخصائي الاجتماعي في مدرسة الطالب المرشح .

(٤) الدراســـــة الشاملـــة للطالـب المرشـــح :
أ ـ تأريخ التاريخ الشخصي (النمو والتطور الجسمي والعقلي والانفعالـــــــــي والاجتماعي) .
ب ـ تاريخ الأسرة (الحالات المرضية والقصور الجسمي والعقلي في الأسرة) .
ج ـ الفحص الطبي الشامل .
د ـ الظروف التي يعيش فيها الطالب .
هـ ـ الفحص النفسي (اختبارات الذكاء اللفظية والأدائية ، والنضج الشخصـــــي والاجتماعي) .

(٥) الشــــروط العامـــــة للقبـــول :
أ ـ أن يثبت الفحص الطبي لياقته للدراسة .

ب – ان يكون لدية القدرة على التوافق العصبي والنفسي والاجتماعـــــي
وتوفر شروط الاستقرار الانفعالي والحركي .

ج – ألا تقل نسبة الذكاء عن ٧٠ – ٧٥ درجة .

د – ألا يكون لديه تعدد في الاعاقة .

(٦) تنهي اجراءات الحاق الطلاب الجدد بهذه الفصول بنهاية شهر ديسمبر من كــــل
عام دراســـي .

– يقتصر القبول في هذه الفصول على طلاب المدارس الحكومية المسجليــــن
في الصفوف الاول والثاني والثالث الابتدائية ورياض الاطفال .

مــــــادة (٦) تسجيــــل والحــــاق الطلبـــة :
======== === ==== ========= =======

(١) في جميع الاحوال يكون الالحاق بهذه الفصول بناء على اطلاع ولي أمــــر
الطالب ومواكبته لكافة مراحل دراسة الحالة ، مع بذل الجهود المهنية الاقناعيـــة
وفي حالة عدم موافقة ولي الأمر على الحاق الطالب بالفصول الخاصة يكـــــون
قرار اللجنة ملزما له .

(٢) تتم اجراءات الالحاق بمعرفة قسم التربية الخاصة بادارة الخدمة الاجتماعية......
وبالتنسيق مع الاقسام المختصة بقطاعي التخطيط والتقويم والشئون التعليميـــــة
والمناطق والمكاتب التعليمية .

(٣) يعتبر الحاق الطلاب بهذه الفصول الحاقا نهائيا بعد فترة اختبار في الفصـــــل
تحت اشراف وملاحظة فريق التربية الخاصة يقرر الفريق بعدها تناسب امكانيـــــات
الطالب مع امكانيات هذه الفصول .

(٤) تنتهي اجراءات الحاق الطلاب الجدد بهذه الفصول بنهاية شهر ديسمبر من كـــل
عام دراسي .

(٥) لايزيد عدد طلاب كل فصل عن اثني عشر طالبا في حالة تجانس الحالات ، ولا
يزيد عن ثمانية طلاب في حالة تنوعها .

مــادة (٧) المســتـوى الدراســي :

(١) يقوم مدرس التربية الخاصة بالتعاون مع موجه التربية الخاصة والاخصائي النفسـي بتحديد المستوى الفعلي للطالب عند التحاقه بالفصل بغض النظر عن مستوى صفـه العادي الذي نقل منــه .

(٢) يبدأ مدرس التربية الخاصة الخطة التربوية التعليمية وفق قدرات الطلاب مستخدمـا الطريقة الفردية في التعامل .

(٣) يقاس مدى اضطراد التقدم الدراسي للطالب عن طريق تقويم أدائه دوريا وتسجيـل هذه التقويمات في بطاقات خاصة .

مــادة (٨) أســس الانتقــال والنجــاح :

يتم نقل الطالب من صف دراسي الى الصف الدراسي الذي يليه وفق الأسس التالية :

١ – اذا حصل على درجة النجاح في المواد الدراسية المقررة .

٢ – طلاب التربية الخاصة بالصفوف : الاول والثاني والثالث الابتدائية الذين يتقدمـون دراسيا يتم اعادتهم الى الصفوف العادية عن طريق لجنة تقوّم مستواهم الدراسـي بقرار من مدير المنطقة أو المكتب التعليمي على النحو التالي :

أ – موجه فصول التربية الخاصة .

ب – مديـــر المدرســـة .

ج – موجه المرحلة أو مدرس فصل يرشحه مدير المدرسة .

د – مدرس فصل التربية الخاصة .

ويكون تشكيل اللجنة خلال النصف الثاني من شهر ابريل .

٣ – يجوز اعادة طالب التربية الخاصة الى الفصل الدراسي الذي نقل منه أو الـــذي يليه فقط فاذا لم يتيسر ذلك يحول الى مراكز تعليم الكبار .

٤ – لايجوز اعادة طالب التربية الخاصة الى صف دراسي أقل من الصف الذي الحـــق منه بالتربية الخاصة .

Appendix24:

MOE's rule about the
curriculum

٥ - يعود الطالب الى الصفوف العادية بناء على قرار اللجنة المشار اليها بعـــد
اعتماده من مدير المنطقة بشرط ألا يزيد عمره عن سنتين عن الحد الأقصـــــى
لسن القبول في الصف الذي سيلحق به طبقا للائحة القيد والقبول .

- المناهــــج الدراسيــــــة :

تطبق المناهج الدراسية العادية مع مراعاة :

تنوع طرق التدريس ، مراعاة الفروق الفردية ، تكرار الدروس ، تبسيط المنهج ، تطبيـــق
المبادىء التربوية ، تنوع وتعدد الوسائل التعليمية ......

- جهـــاز التربيــة الخاصـة الوظيفـي :

(١) يقوم بالتدريس في هذه الفصول مدرسون مؤهلون علميا وفنيا ....

(٢) يقوم موجه التربية الخاصة بمتابعة العمل في هذه الفصول ......

(٣) يقوم بالاشراف الفني رئيس قسم التربية الخاصة بادرة الخدمة الاجتماعية التربوية ...

(٤) يقوم الاخصائيون النفسيون في المناطق وقسم الارشاد والخدمات الاجتماعيـــــــــة
بدراسة حالات طلاب التربية الخاصة .

- العلاقــــة بمراكـــز رعايـــة المعوقيـــن :

(١) الحاق الحالات الطلابية التي تعاني من التخلف العقلي الى مركز رعاية وتأهيـــــل
المعوقين التابع لوزارة الشئون الاجتماعية .

(٢) الاستفادة من امكانيات المركز في مجال الخدمات التشخيصية والعلاجية لاعاقـــات
السمع ، واللغة والكلام ، والجهاز الحركي ، ولاعاقات أخرى .

تدرج حصص النشاط (التربية الرياضية - الفنية - الموسيقية) لفصول التربية الخاصـــة
ضمن الجدول المدرسي لمدرس هذه المواد .

Appendix 25:

Teachers Teaching Strategies

Teacher B's and Teacher A's

<div dir="rtl">

قائمة أساليب التدريس

عزيزتي المعلّمة : هذه قائمة أساليب تدريسيّة تتبعها المعلّمة مع الطّالب الذي لديه صعوبات التّعلم للإرتقاء بمستواه التّعليمي في الصّف الدّراسي , و بإمكانك إضافة أساليب إضافيّة أخرى ترينها مناسبة

الرّجاء ترتيب هذه الأساليب (بالأرقام) حسب أهميّتها :

أخصص فترة أطول لمساعدته خلال الدّرس . ⟨خلال حصص الانشطة⟩ | 7

أمنحه أيّام أكثر من غيره من التّلاميذ لإنهاء الواجبات المنزليّة . | 6

أعيد شرح الدّرس باختصار للتّلميذ خلال الدّرس . ⟨خلال حصص الانشطة⟩ | 5

أجلس التّلميذ في المقعد الأمامي حتّى يكون تحت نظري . | 1

أعيّن للتّلميذ زميل له لمساعدته في الصّف ⟨كان يتضايق⟩ |

أدقق على أعماله الصّفيّة أكثر من مرّة في الحصّة . | 2

أبسّط له الأسئلة بما يناسب مستواه . | 3

أمنحه وقت أطول للإجابة على الأسئلة الشّفويّة . | 4

⟨اجلسه بجانب تلميذ مهنيت جمية الصف⟩ |

⟨بالضعف منها وجهه له العمليات⟩ |

⟨التشجيع حة الوقت ابناء⟩ |

.... |

.... |

.... |

أشكرك عزيزتي المعلّمة على تعاونك و منحنا جزء من وقتك .

</div>

قائمة أساليب التدريس (المتميز)

عزيزتي المعلّمة : هذه قائمة أساليب تدريسيّة تتبعها المعلّمة مع الطّالب الذي لديه صعوبات التّعلم للإرتقاء بمستواه التّعليمي في الصّف الدّراسي , و بإمكانك إضافة أساليب إضافيّة أخرى ترينها مناسبة

الرّجاء ترتيب هذه الأساليب (بالأرقام) حسب أهمّيتها :

أخصّص فترة أطول لمساعدته خلال الدّرس .	7
أمنحه أيّام أكثر من غيره من التّلاميذ لإنهاء الواجبات المنزليّة .	3
أعيد شرح الدّرس باختصار للتّلميذ خلال الدّرس .	3
أجلس التّلميذ في المقعد الأمامي حتّى يكون تحت نظري .	1
أعيّن للتّلميذ زميل له لمساعدته في الصّف .	2
أدقّق على أعماله الصّفيّة أكثر من مرّة في الحصّة .	4
أبسّط له الأسئلة بما يناسب مستواه .	5
أمنحه وقت أطول للإجابة على الأسئلة الشّفويّة .	6

................أطلب منه أن أعمل على أعماله إضافيّة للتّلميذ.......... مستوى □

................أساعده في تحسين تحضيري لدروس..... مع مستوى بالكيف. □

.... □

.... □

.... □

Ali's Drawings

Appendix 26:

Ali's drawings

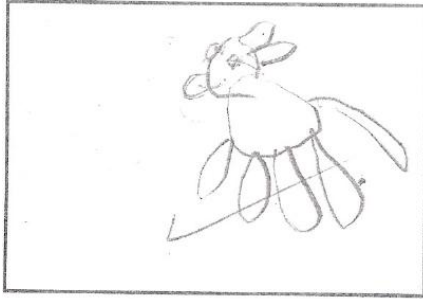## 1. Ali's drawing diagnosed as a drawing of (9+ - 10) years old
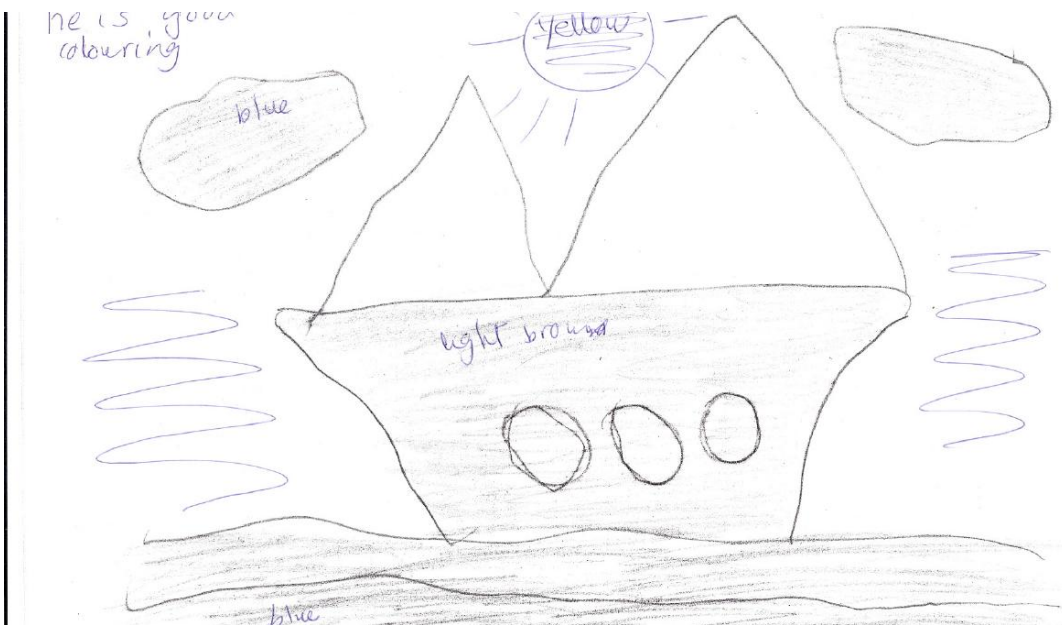

1. Draw and color.

This is me.

2. Animal drawing with details

5. أَكْتُبُ أَوْ أَرْسُمُ كَيْفَ يُمْكِنُ أَنْ يُوَفِّرَ حَيَوَانٌ أَخْتَارُهُ بَعْضَ حَاجَاتِ الإِنْسَانِ .

3. Ali's drawing was detailed and the colours he used was align with the colours in reality, such as the see was blue, the sun was yellow, the boat was light brown and the clouds were blue

Medical Report

Appendix 34:

Ali's Medical Report

<table>
<tr><td>الكحّال لطب العيــون
Kahhal Eye Center</td></tr>
</table>

تقريـر طبــي
Medical Report

عناية / د / مازن

السادة / _____ المحترمين

السلام عليكم ورحمة الله وبركاته ،

إشارة إلى خطابكم رقم : _____ وتاريخ / / ١٤هـ (الموافق / / م٢٠٠)

Name: _____ بخصوص :

Med. Rec. No.: _98-765_ رقم السجل الطبي : _____ Age: _4 / _ العمر :

Date of (Latest) Visit: _____ تاريخ (آخر) مراجعة :

Diagnosis: (Print) _____ التشخيص :

① s/p vitrectomy for advanced Stage 9 retinopathy of prematurity R eye.

② retinopathy of prematurity Large stable scar s/p cryo therapy.

③ s/p lensectomy in eye for Cataract 5/19/2001

Treatment: (Print) — Tobradex × R eye العلاج :

Tobradex oint R eye) O.S. for two

+12.00 soft glasses on temporary

Sick Leave: _____ الإجازة المرضية :

Follow-up Plans: T/F for f/up المراجعة :

_____

_____

للإطلاع ولكم منا أطيب التحيات

د. حيدر عبد الرزاق الهديات