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Impact of Pull-Out Programs on SOD- A Case Study in a Mainstream School in Dubai

بحث دراسة حالة عن تأثير برامج غرفة المصادر على الطلاب من أصحاب
الهمم في إحدى المدارس العامة في دبي

by

SAINAB NASIRUDEEN

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of the requirements for the degree of

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Abstract

This mixed-method study investigated the impact of pull-out programmes on the academic, social, and emotional development of students of determination in a mainstream school in Dubai. It highlights whether the PO has a positive or negative effect on academic progress, and the social and emotional well-being of SOD. The academic impact of PO programmes is studied through quantitative data that were used to analyse SOD, CAT4, MAP, and Test-1 & -2, along with the survey. It includes three sections that measured the participants' responses to the PO programmes' impact on the academic, social-emotional development of SOD. Thirty-two respondents including subject teachers, learning support teachers, counsellors, and supervisors participated in the survey. To study the effect on social and emotional development, four participants were interviewed after the analysis of the survey data. This study looked into every important detail, and the ultimate conclusion was reached to offer the optimum recommendations. The results revealed that PO programmes were effective in terms of the academic growth and progress of SOD, while the social-emotional well-being depends on many other factors. Numerous recommended PO programmes have to combine with PI support and independent study activities.

Keywords: pull-out programmes, students of determination, academics, social-emotional development

نبذة مختصرة

تبحث هذه الدراسة ذات المنهجية المختلطة عن تأثير برامج غرفة المصادر على التطور الأكاديمي والاجتماعي والعاطفي للطلاب من أصحاب الهمم في إحدى المدارس العامة في دبي. كما و تسلط الضوء على ما إذا كان لبرامج غرفة المصادر تأثيراً إيجابياً أو سلبياً على التقدم الأكاديمي و الاستقرار الاجتماعي والعاطفي للطلاب من أصحاب الهمم. تم دراسة التأثير الأكاديمي لبرامج غرفة المصادر من خلال تحليل البيانات الكمية التي تم الحصول عليها من نتائج اختبارات عديدة من ضمنها اختبار مقاييس التقدم الأكاديمي و اختبار القدرات العقلية الأربعة و نتائج الامتحان الأول و الثاني، بالإضافة إلى البيانات الكمية التي تم الحصول عليها من الاستبيان و الذي يتضمن ثلاثة أقسام لقياس استجابات المشاركين فيما يخص تأثير برامج غرفة المصادر على التطور الأكاديمي والاجتماعي والعاطفي للطلاب من أصحاب الهمم. شارك في الاستبيان ٣٢ مشاركاً من معلمي المواد ومعلمي دعم التعلم وموجهي الارشاد و مشرفي الأقسام . بعد تحليل بيانات الاستبيان، تم اجراء مقابلة مع أربعة مشاركين و ذلك لدراسة تأثير برامج غرفة المصادر على التنمية الاجتماعية والعاطفية للطلاب من أصحاب الهمم. وقد بحثت هذه الدراسة في كافة التفاصيل المهمة و عليه توصلت إلى النتيجة النهائية التي مكنت الباحث من تقديم توصيات أمثل لمثل هذه البرامج. كشفت نتائج الدراسة أن برامج غرفة المصادر كانت فعالة فيما يخص التقدم الأكاديمي للطلاب، بينما يعتمد تأثيرها على الاستقرار الاجتماعي والعاطفي على العديد من العوامل الأخرى. و أخيراً، وصى العديد من المشاركين بضرورة دمج برامج غرفة المصادر مع برامج الدعم داخل الفصل و الأنشطة

الدراسة المستقلة

الكلمات الدالة: -برامج غرفة المصادر - الطلاب من أصحاب الهمم -التطور الأكاديمي و

الاجتماعي و العاطفي

Dedication

“A dream is not what you see in sleep, it is something that does not let you sleep” Dr.

APJ Abbdul Kalam

To my mom and dad, For your unwavering encouragement, support, and sacrifices that helped me on my path to this educational journey. Your tenacity and commitment to giving me chances have served as my beacon.

To my partner, For always being my pillar of support and inspiration. This accomplishment has been fueled by your love and faith in my strengths.

To my brother and sister, For all of the innumerable times of support, joy, and dreams together. This path has been made richer by your presence in my life, which has made the obstacles less difficult to overcome and the victories even greater.

My joy and pride! My kids!

For inspiring me and serving as a constant reminder of the value of togetherness. Your hugs, smiles, and compassion strengthened me on this rocky road. Hope mamma set an example for you trio!

Last but not least, to me, for all the early mornings and late nights, to the triumphs and the difficulties encountered head-on. This piece reflects the perseverance that keeps one moving forward in the face of adversity.

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List of abbrevations

SEND	Student with special educational needs and disabilities
SOD	Students of Determination
PO	Pull- Out
PI	Push- In
LST	Learning support Teacher
MOE	Ministry of Education
KHDA	Knowledge and Human Development Authority
IEP	Individualized Education Plan
MAP	Measures of Academic Progress
CAT-4	The Cognitive Abilities Test
IDEA	Individuals with Disabilities Education Act

Chapter 1: Introduction

1.1 Background of the Study

The United Arab Emirates (UAE) is one of the countries that strongly stands up for the rights of students with specific educational needs and disabilities (SEND). With over 7,500 athletes participating on a global scale, the UAE hosted the Special Olympics for the first time in the Middle East in 2019. This momentous occasion was an indication of the UAE's dedication to recognising the accomplishments and contributions of persons with disabilities, who are referred to as *people of determination* throughout the nation. It embraced this global movement by enacting a federal law in 2006 that was later updated in 2009 to protect the rights of those with special needs. The purpose of this law is to protect the rights of people with disabilities, particularly their rights to education.

The United Arab Emirates is a signatory to the UN Convention on the Rights of Persons with Disabilities (CRPD) and has endorsed Security Council Resolution 2475 (2019), which aims to safeguard and enable unhindered aid to individuals with disabilities in conflict zones. The first law in the UAE to protect the rights of people with determination (a term coined by the UAE government to empower and mainstream different-abled people) is Federal Law No. 29 of 2006. According to Article 12 of the law, all educational and vocational training, adult education, and continuing education institutions must offer people with special needs equal opportunities to enrol in regular or special classes, with a curriculum available in sign language, Braille, or any other appropriate method (MOHRE, 2024).

In the UAE, inclusive education for students with special needs is a relatively new idea that was first introduced through the MOE's 2010 School for All project (Alborno & Gaad, 2014). According to Alderson (2013), inclusive schools can only function effectively when all

adults and children, including the most challenged students, voluntarily participate. As per the Dubai Inclusive Policy Framework, personalised interventions must be given for students with severe levels of SEND, such as giving access to evidence-based interventions for students with particular learning challenges. Inclusion was defined as "a movement that was designed to bring special education services into the general education" by Albridge and Goldman (2002). Through offering additional adult help, a child in a mainstream school can receive special accommodations. "For a long time, it has been expected of mainstream schools to provide additional support to students with special needs" (Everard et al., 2004). The students are pulled out from the mainstream class to resource rooms in schools, where they receive one-to-one support to develop their skills so that they can perform better in inclusive classrooms. According to Fitch (2003), pull-out programmes have been part of the school system for decades. Their academic and social effects on students with learning disabilities have been widely debated by researchers, educators, parents, and students (e.g., Fitch, 2003; Hurt, 2012; Rea, McLaughlin, & Walther-Thomas, 2002). Therefore, this study will investigate the effectiveness of pull-out programmes in the academic, social, and emotional development of students of determination.

1.2 Rationale

The movement for inclusive education has two distinct facets, as claimed by Dyson (1999). The first is primarily focused on articulating a case for inclusion, which is sought, for example, within the context of human rights and social justice (e.g., the UN Convention on the Rights of People with Disabilities, 2006), and addresses principles like diversity, equality, fairness, and coherence. All children, especially those with special educational needs (SEN), should be encouraged to attend schools that provide equitable opportunity (Wilson, 2004). The

achievement of inclusion is the focus of the second aspect of the inclusive education movement. This aspect focuses on the political battle for the implementation of inclusion, or is concerned with what inclusive education looks like (Dyson, 1999). It addresses issues such as *do all children benefit from attending a regular school?*, *does inclusive education improve the academic and social results of children with SEN?*, or *how can we improve inclusive education?*. The discussions go on like that. In the meantime, passionate practitioners conduct studies in the field to sort out effective methods to *include* SEND in all areas concerning their needs and challenges. Unlike any other country, the UAE has very strong exposure to *internationalism* in all its areas, and thus its education system is also highly complicated. Even though all schools in the UAE are overseen by different governmental bodies such as the MOE, KHDA, SPEA, and ADEK, all have the same educational goals under the UAE's vision because of their curricula and cultural differences, whereby each school is like a new world. The same provisions have different names or varied implementation styles in each school. Push-in, co-teaching, and pull-out are the three widely used models in inclusive schools. Thus, those models' impact on SEND is a topic of interest.

When inclusion became popular, many questioned the overall growth and development of SOD. The mainstream school chosen for this study has only PO sessions for those SOD whose levels are three or more grades below. They are pulled out from all classes except art, PE, and ICT (i.e., they spend 80% of their school hours outside the mainstream classroom with their support teacher, who is a subject specialist). Several students preferred pull-out classrooms where they felt accepted since they "felt rejected and lost" in mainstream classrooms (Fitch, 2003). During his study, all teachers except one emphatically discounted the stigmatisation claim that has historically been a drawback to pull-out models (Fernandez,

2016). Students felt confident when learning in a less distractive environment (Meyers et al., 1990). Consequently, it is important to study the efficacy of PO programmes in student academic achievement and their social-emotional skills. In the UAE, students spend 7–8 hours of their day in school, which plays a vital role in the overall growth and achievement of all students, especially for SOD as this is the time for their maximum interaction. Therefore, it is important to study the school's provision (PO programme) and its impact on SOD. The perceptions of different professionals who work directly with SOD are also worth studying because this has a direct relationship with student achievement and growth.

1.3 Statement of the Problem

Every individual has the right to an education, as stated in the 1948 Universal Declaration of Human Rights (UDHR), which was adopted by the United Nations (UN). The concept of *the right to an education* for children with disabilities has evolved over the past 74 years from segregation in special schools to integrated education, or *mainstreaming*. The inclusion of all students in a typical classroom setting is known as inclusive education, which is a more recent trend that continues to be contentious on a national and worldwide level (Frederickson & Cline, 2002; Warnock et al., 2010). In inclusive classrooms, measures to support SOD have encountered a wide range of challenges as sometimes they fail to address students' individual needs. They struggle with behavioural difficulties, challenges in social relationships with peers, and with other academic skills or content appropriate for their grades. They are supported through PO programmes, where the child leaves the main classroom to attend a different location with support services. A subject teacher or learning support teacher may provide PO support to a child in addition to the special educator, who is competent to help meet the child's needs. The place where PO help is given is referred to as

the *learning support room* or *resource room*. The resource room programmes are required by the MOE to offer pull-out remedial instructional services that are intensive and small-group in nature for those students with severe needs. Exposing special education children to the general school environment has received more attention with the implementation of the Right to Education. But there is still uncertainty when it comes to meeting the needs of SOD and removing their barriers to learning. According to some educators, exposing children with impairments to their general education counterparts' environment would be beneficial. Based on other educators, removing pupils from class to help them achieve their unique objectives and goals is sometimes required. Thus, since opinions are changing and educators are facing challenges, it is important to understand the effectiveness of PO programmes. It is crucial to consider the possible consequences for the students' sense of self as they attempt to balance the academic and social demands of their general education classrooms and the pull-out programme, even though research is scarce on the affective outcomes of such programmes (Gubbins, 2013).

1.4 Research Purpose

By ratifying the CRPD in 2010, the UAE demonstrated its commitment to upholding the rights of individuals with disabilities in a variety of contexts, including the educational system (Gaad, 2011). The UAE's stance and the creation of the national project *School for All* were both influenced by the CRPD legislative framework. Thus, schools in the UAE are committed to including all the students in the mainstream classroom irrespective of their differences. Along with that, the MOE mandated the school to decide the right approach (inclusion provisions) for the student to have the best learning experiences to reach his/her maximum potential. So, this mixed-method study helps to shine light on the efficacy of PO

programmes in student academic achievements, such as growth in standardised assessments and progress in the core subjects' assessments. Many studies have compared inclusion and PO programmes, but this investigation addresses PO programmes as one of the provisions of inclusion that support the wholesome growth of SOD. It also researches PO programmes' impact on the social-emotional development of SOD. The study examined the thoughts and views of many stakeholders and assessed information received from various sources. This study sheds light on the unseen side of PO programmes, and professionals will get insight from this study regarding the positive and negative impacts of it. With a focus on the best interests of SOD, the author believe that this study helps clarify some of the benefits and minimise the drawbacks of PO programmes.

1.5 Research Questions

The current study's focal point is to understand the effectiveness of PO programmes in terms of the academic, social, and emotional development of SOD. The following three research questions served as the focal point for the analysis of the data, which was necessary to fulfil the study's objective.

1. What is the impact of pull-out programmes on the academic achievements of SOD?
2. What is the impact of pull-out programmes on the social and emotional development of SOD?
3. What is the Perspective of Different Professionals about the Efficacy of the PO Programme on SOD?

1.6 Significance of the Study

Inclusion provisions such as push-in and pull-out programmes are the backbone of SOD support in mainstream schools. Even though there are many studies out there that

compare push-in and PO programmes in academic achievements and other areas, there are only a few about the efficacy of PO programmes and their impacts. It has not yet been examined how the experiences of children with SOD in PO programmes may affect whether inclusion is successful or unsuccessful in the future. Children with disabilities are more likely to be stereotyped and stigmatised because cultural views about disability still centre on the idea that segregating students with disabilities is necessary to provide them with more specialised services (El Ghazo & Gaad, 2004; Arif & Gaad, 2008; Bradshaw et al., 2004; Gaad, 2004, 2011; Gaad & Khan, 2007). According to Kloo et.al (2009), the learning-disabled student was not given the proper education through inclusion. So, by examining how PO sessions affect SOD, this study adds to the larger discussion about inclusive education in the UAE context. The results of this study are intended to guide policy formation, professional development initiatives for teachers, and instructional techniques to create an atmosphere that caters to the various needs for learning of each pupil. Thus, this study will be a valuable addition to the existing literature.

1.7 Structure of the Dissertation

This research encompasses five chapters. The first discussed the background of the study, rationale, statement of the problem, research purpose, research questions, and significance of the study. Following that, Chapter 2, the literature review, analysed the existing literature about pull-out programmes and their impact. This chapter also added the conceptual and theoretical framework of the current topic, along with empirical studies showing the academic, social, and emotional impacts of PO programmes on SOD in the UAE and around the world. The next chapter, the research methodology, discusses the research design, participants, setting, methods of data collection and its procedure, data analysis, ethical

consideration, validity and reliability, and the limitations of the study. The findings and results from the data gathered are highlighted in the fourth chapter, with the necessary tables and figures. The last chapter concludes the study and includes recommendations and the implications for future research.

Chapter 2: Literature Review

2.1 Introduction

The purpose of this chapter is to provide a foundation for the research questions through a thorough existing literature analysis. This mixed-method study was conducted to determine the effect of pull-out sessions on the academic, social, and emotional well-being of SOD. This chapter reviews various previous literature that addressed the merits and demerits of certain inclusion provisions provided by a mainstream school. It also analyses the current laws and regulations in the UAE, the issues and challenges faced by supporting SOD, and highlights the successes and shortcomings of pull-out programmes in the schools.

PO programmes fall into the category of administrative models (Renzulli, 1987). The analysis of the literature revealed a multitude of earlier studies comparing the pull-out model's effectiveness against the inclusion approach. The research included in this evaluation of the literature concentrated on the student impact, teacher opinions of the programmes, and student accomplishment. The evaluation also emphasised the advantages and disadvantages of the pull-out programmes.

2.2 Students of Determination

Federal Law 29 (UAE) defines students of determination (SOD) as:

every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensational, mental, communicational, educational, or psychological faculties to an extent decreasing the possibility of satisfying his ordinary requirements in the conditions of people without special needs.

In 2017, His Highness Sheikh Mohammed bin Rashid Al Maktoum, the Vice President, Prime Minister, and Minister of Defense of the United Arab Emirates, as well as the

Ruler of Dubai, coined the phrase *people of determination*. In Article 3 of Law No.2/2014, the Emirate of Dubai elucidates the concept of disability in its progressive form and replaced *People with special needs* with *People with determination* as a spearhead of human rights protection (Community Development Authority, n.d.). People of determination (POD) refers to those who require assistance due to a disability that restricts their intellectual and/or physical skills. These can have an impact on academic abilities and, in some cases, psychological repercussions, limiting their ability to achieve the typical criteria (ADPHC, 2023). As a continuation of this, schools in the UAE address students with special educational needs and disabilities (SEND) as students of determination (SOD) or student with determination (SWD). Since this study is conducted in the UAE, SEND is addressed as SOD throughout this research.

2.3 Educational Provisions for SOD in the UAE

Federal Law No. 14/2009 states that SOD have the full right to be educated alongside their peers in public and private schools. The UAE government has been committed to including persons with special needs, and it was one of the first governments in the area to ratify "the UN Convention on the Rights of Persons with Disabilities in March 2010" (Gaad, 2015). The six cornerstones of the National Policy for Empowering POD are outreach; social protection; family empowerment; public life; culture; and sports; health and rehabilitation; education; vocational rehabilitation; and employment. In education, to meet students' needs, the government insists on modifying the school curricula and offering an integrated education system in public and vocational schools. Additionally, learning materials, relevant supporting technologies, and trained teachers and specialists will be provided (MOCD, 2016). According to the School for All initiative by the MOE, every school in the UAE should have one special

education teacher whose primary tasks include coordinating with teachers to give specialised learning to SOD. He or she also coordinates with the parents to include them in the Individual Educational Plan and to promote awareness among them about the special education services and provisions.

According to Baker et al. (2015), students with intellectual disabilities can achieve a high quality of life in a variety of areas of their lives if they receive the right kind of support. For such students, the curriculum and teaching strategies should be adjusted to support them in reaching their full potential in both academic and practical domains, such as independent living.

2.4 Pull-Out Programmes

Debates are now shifting from *how do we support SOD?* to *where is the ideal place to meet the individual needs of SOD?*. SOD who are 3–4 grade levels below are always put in intensive one-to-one support through inclusion provisions. Such as *PO programmes*, *Resource programmes*, *resource rooms*, or *magnet programmes* are other names for pull-out initiatives (Gubbins, 2013). A unified specification of the model is missing, although pull-out programmes are mostly used. Pulling away a few selected pupils from general education classes and teaching them in a different place is the literal meaning of the term *pull-out*. There are differences in the frequency of student departures from the classroom, the week-long duration of absences, the size of the class, and the use of multi-grade or single-grade classrooms. Variability can be found in just six definitions (Colx & Daniel, 1984; Davis, Rimm, & Siegle, 2011; Gubbins et al., 2002; Moon, 1995; Olszewski-Kubilius & Limburg-Weber, 2010; Rogers, 2002).

A few factors to consider are (a) the duration of the programme (which can range from less than an hour to a full day or longer); (b) the kinds of activities offered – some provide broad descriptions, like enrichment or extension activities, while others specify the content, process skills, or instructional strategies, like building thinking skills, creative problem solving, independent learning, or independent projects; and (c) the people who teach the programme.

The pull-out approach was the more traditional way to represent special education provision. Students with disabilities were educated in a special education environment separate from their non-disabled peers. McLeskey et al. (1999) characterised the different degrees of pull-out: (1) a resource room that provided special education instruction for 21–60% of the school day; (2) a separate class that provided special education instruction for more than 60% of the school day; and (3) a separate school that was a setting apart from the home school that a student attended for more than 50% of the school day.

Many people believe that regardless of any moderate, severe, or even profound disabilities some children may have, they should all be educated alongside their classmates (McCarty, 2016). Some contend that for those who require assistance beyond the scope of a general educator, segregated special education classrooms are the most advantageous. The education of children with special needs can be facilitated or hindered by mainstream educational reform programmes aimed at raising standards. Higher standards and inclusivity are two policy development strands that don't always go along well. This is very common. One could argue that since schools are held responsible for the academic achievement of every student, greater standards are beneficial for all children. Conversely, some have stated that insensitive educational systems are the reason behind children's learning challenges.

Students in academically selective circumstances have worse academic self-concepts than students with similar abilities in non-selective environments, as Marsh et al. (1995) have repeatedly shown through several research investigations. Marsh et al. (1995) refer to this occurrence as the Big-Fish-Little-Pond Effect (BELPE). Neihart (2007) confirms the divergent findings from self-concept analysis. Study after study that she reviewed showed that students in full-time gifted classrooms had lower self-concepts than students in part-time options; however, the study that she reviewed (Vaughn et al., 1991) showed that enrolment in a pull-out programme had no discernible effect on self-concept.

Therefore, when there is a difference between what a school system typically gives and what the child needs to assist their learning, it is common for children to be labelled as having *additional support needs*. According to Florian (2007), professionals typically concentrate on what is "additional to or different from" the generally available provision rather than what might be done to increase accessibility to education for all. Kaufman et al. (2005) state that for teachers who have received the necessary training to effectively teach diverse children, the students must be grouped homogeneously. Seldom are concerns regarding this kind of provision's viability sufficiently addressed. Moreover, others claim (Kaufman et al., 2005) that specialised training is necessary and that specific teaching approaches exist for children with various types of disabilities. These viewpoints have the unfortunate result of making the majority of mainstream educators doubt their abilities and competence to handle this kind of work, believing that a plethora of *experts* are available to work one-on-one with these pupils or in smaller, more manageable groups (Rouse, 2008).

General education can be described as the classroom atmosphere where children without disabilities teach (Osborne & Russo, 2014). Inclusion is educating all students,

regardless of their preparedness or ability, including those with and without disabilities (Hurder, 2014). The least restrictive environment (LRE) is a guideline requiring school districts to provide, to the greatest extent possible, general education instruction for students with disabilities in the same setting as their counterparts without disabilities (National Dissemination Center for Children with Disabilities, 2010).

Additionally, different instructors' opinions on the benefits and drawbacks of pull-out programmes were found in earlier research (VanScoy, 1997). The literature covered the following advantages of pull-out programmes: three factors made the instruction in small groups more intensive: (a) specialised resources were provided; (b) the instruction was focused; and (c) the pull-out programme could better address each student's needs at their level than the regular classroom. The drawbacks of pull-out programmes were also noted, though: (a) students who were pulled out missed a significant portion of the regular academic curriculum; (b) there was a lack of communication and interaction between resource teachers and classroom teachers; and (c) scheduling conflicts made things chaotic for both groups of teachers.

Across seven studies (Beam, 2005; Berman, 2000; Eskin, 1999; Gale, 2005; Nicholas, 1996; Popp, 2001; Redmon, 2007), the achievement of students with disabilities in general education classrooms did not significantly differ from that of their peers in special education pull-out classes. Ten studies (Battista, 1999; Brewton, 2005; Brown-Abdelmageed, 2007; Emmendorfer, 2004; Hall, 1997; Johnson, 2007; Miller, 2003; Rauch, 2002; Ritter, 1999; Siegel, 2007) show that students with disabilities in inclusion classrooms performed better than their peers in pull-out classes. One study (Zigmond et al., 1995) found that students in the

special education pull-out classroom performed better than their peers in the general education setting.

Is how much time is spent in the PO very important? As much as 20% of the school week may be spent with students participating in pull-out activities; this could constitute a "nontherapeutic educational dosage", according to Gallagher (2000). What takes place in the remaining 80–95% of the time? For SOD, meeting their cognitive and affective needs both within and outside of the conventional classroom requires careful planning and monitoring of the curriculum and teaching practices. Pull-out programmes are not enough, according to Rogers (2002), and they will probably never be deemed an adequate distinction for bright or talented children. In practically every academic field, their needs are daily. It is insufficient to draw out once or twice a week (Rogers, 2002).

2.5 Academic Achievement

According to Hurt (2012), the PO programme is taking children from their classroom for individualised or small-group education that is tailored to the particular learning needs of each student. Pull-out programmes ought to entail more than just a small time investment: they should showcase collaboration with classroom instructors and the standard curriculum; they must encompass more than just an arbitrary selection of enjoyable activities or process training skills; and they need to be rooted mainly in differentiated teaching approaches and resources that embody both vertical acceleration and horizontal enrichment (Renzulli, 1987). According to Rea, McLaughlin, and Walther-Thomas (2003), general education classrooms frequently were unprepared to accommodate the needs of children with disabilities. It has also been observed that resources and specialised support services are crucial for the advancement of SOD.

The separate classroom approach, which allows talented students to interact with classmates of comparable ability and receive more challenging and appropriate learning than they may receive in a mixed-level class, is supported by an ample amount of research. In general, research indicates that the adoption of grouping techniques in conjunction with suitable curricula and teaching/learning strategies in the classroom can enhance the academic performance of all students (Gentry, 2014).

According to Klinger et al. (1998), pull-out programmes were made possible under IDEA and could be chosen by children with disabilities as long as there was a continuum of services available to meet their needs. The authors observed that despite the general education teachers' extensive training and professional development in this field, some children enrolled in these classes showed very little reading progress.

Additionally, a review of the literature showed that the pull-out programme had advantages as well as disadvantages. One advantage, according to Klingner, Vaughn, Schumm, Cohen, and Forgan (1998), was that students with learning difficulties might receive customised or small-group attention, which would increase their academic success. Among the disadvantages were social problems with stigmatisation and logistical problems with planning and coordination (e.g., Klingner et al., 1998). Numerous researchers revealed that there is still disagreement over whether the pull-out programme is a good alternative for children with learning difficulties, despite its advantages and disadvantages (e.g., Klingner et al., 1998; Richmond et al., 2009).

Rea, McLaughlin, and Walther-Thomas (2002) evaluated the pull-out approach in one school and with inclusion (co-teaching and collaborative planning) in another. According to their research, the pupils enrolled in the inclusive programme outperformed those in the pull-

out programme in core subjects. Additionally, compared to the students in the pull-out programme, the students in the inclusion programme had higher attendance rates and improved attitudes towards learning. However in a related study, Richmond et al. (2009) examined PO with inclusion (with assistance) in terms of the pull-out children's higher level of letter–word recognition, which indicates that they got more skill-building instruction in their pull-out programme, while they found no differences in their accomplishment scores in arithmetic or reading.

2.6 Assessments

Within the academic, cognitive, or affective domains, some studies have examined the link and/or predictability between one or more assessment types (Chen et al., 2012; Donati, Meaburn, & Dumontheil, 2019; Gonzalez, 2015; Hong, 2018). The Measures of Academic Progress (MAP), Cognitive Ability Test (CAT4), and Pupil Attitudes towards Self and School (PASS) are three assessment types used in US-curriculum schools in the United Arab Emirates (UAE) to gauge students' achievement, aptitude, and attitudes towards learning (Hadi, 2021).

2.6.1 CAT-4

The CAT4 assessment measures developed abilities in verbal, non-verbal, mathematical, and spatial reasoning – areas known to influence learning and accomplishment. It gives a precise picture of what students may achieve in these areas. The four test batteries that make up CAT4 evaluate the key categories of mental processing that are important to human cognition. By evaluating the other primary categories of reasoning ability that are known to influence learning and performance, CAT4 uncovers latent potential. A comprehensive profile of the entire child is provided by CAT4. It is conducted for those

between 6–17+ years. The outcomes of CAT4 can be used to guide instruction in both groups and one-on-one settings, as well as to establish goals and track student success in groups (GL Education, 2024).

2.6.2 MAP

MAP tests offer insightful information about students' academic proficiency in the English language, reading, maths, and science. Early strength and weakness identification enables teachers to modify their teaching strategies to target particular areas where pupils might need more assistance. Teachers can create customised learning plans for pupils based on the findings of the MAP assessment. Students' academic performance can be improved with this customised strategy (NWEA, 2017). MAP tests can identify particular areas in which a student might be having difficulty. Teachers can use this information to put focused intervention tactics into practice, including providing more tutoring or support services. Periodically administering MAP assessments enables the school to monitor pupils' academic development.

2.7 Social-Emotional Development

To maximise student potential, all mainstream schools must guarantee that all students with disabilities (SOD) have equitable access to high-quality education. Regardless of their unique needs, SOD children must be included in regular classroom settings (KHDA, 2017). To build friendships, leadership qualities, and social competence, Geisthardt and Munsch (1996) proposed that students with disabilities needed to socially interact with their typically developed classmates. Geisthardt and Munsch (1996) noted that these characteristics provided students with disabilities the means to participate socially in the community and at school.

Many educators challenged the notion that students who require more services should always be taken out of their regular classes and placed in a special education classroom or resource room (Stanovich, 1999; Salend & Duhaney, 1999; Wladron & McLeskey, 1998). They emphasised that pull-out services lead learning to becoming fragmented and are stigmatising (Friend & Bursuck, 2002). While children get individualised attention, studies found they may also experience negative effects since they miss out on classroom education and may experience stigma or inferiority complexes for being pulled out of their regular class (Meyers, 1990).

Research and developmental theories have shown that children form working models of the world based on their interactions with their adult caregivers (Bowlby, 1982). Parents have a significant influence on their children's development, particularly in the early years of life. According to Parke and O'Neil (1996), social skills and academic success are just two of the many areas where parents can have an impact on their children's development (Ahmed et al., 2010). These research findings suggest that attitudes are probably related to the those of their children. Whenever a child starts school, peers and teachers take on a greater significance in his or her life. Several developmental areas, including social and academic results, have been addressed in the extensive research on teachers' effects on pupils (Dempster & Neumann, 2011).

In inclusion settings, children with severe learning disabilities received social support from their classmates who were not impaired, according to Salend and Garrick-Duhaney (1999). However, these interactions were more sympathetic and not based on genuine friendships (Fernandez, 2016).

According to the least restrictive environment (LRE) mandate in IDEA, students with learning disabilities should be taught in general education classrooms unless their disabilities prevent them from functioning in the general classroom without the assistance of aides or additional services (e.g., Meyers et al., 1990). Owing to this law, students with learning difficulties might now acquire the social skills necessary for success. In addition, a review of the literature showed that the pull-out programme has advantages and disadvantages. Klingner et al. (1998) noted that the advantages included giving students with learning difficulties individualised or small-group attention, hence boosting academic success. The problems with organising and preparing in operations as well as social stigmatisation were some of the negatives (e.g., Klingner et al., 1998). Much research, however, revealed that there is ongoing debate on whether the pull-out programme, with its advantages and disadvantages, is still an effective choice for students with learning impairments (e.g., Klingner et al., 1998; Richmond et al., 2009).

2.8 The Medical Model vs Social Model of Disability

The medical model and the social model of disability are two opposing viewpoints that influence how society views and deals with disabilities. Policy and advocacy initiatives have been influenced by these models, which offer various frameworks for comprehending the experiences of those with disabilities. According to the medical model, a person's limitation is a personal health problem or disability that requires medical specialists to identify and treat. It puts the onus of adapting to societal standards and norms on the individual (WHO, 2001; Shakespeare, 2006).

According to the social model, societal norms and barriers have a significant impact on an individual's challenges rather than being entirely a product of their impairment. To enable

people with disabilities to fully participate in society and be included, it demands that social and environmental barriers be removed. According to that, disability is not the same as impairment; rather, it is a social construct. It emphasises how critical it is to concentrate on the flaws in the educational system to achieve the *participatory parity* standard. Defining inclusive education under this principle emphasises how crucial it is to provide every child with equal treatment throughout the educational process. Now, the focus is on improving the educational system by empowering schools to create and enhance instructional strategies that enable these children to engage socially on par with others (Hornby, 2011).

2.9 The Zone of Proximal Development

According to Vygotsky (1962), growth cannot be separated from its social and cultural environment, which means that comprehending his idea of mediation – which revolutionised our knowledge of how learners develop – is the only method to investigate mental processes. The most crucial aspect of a learner's psychological development is social contact with cultural artefacts, as Vygotsky (1982) emphasises. Everything we use, from basic items like a pen, spoon, or table to more complicated items like language, customs, beliefs, the arts, or science are considered cultural tools or artefacts (Cole, 1997; Vygotsky, 1982). The goals and practices that pupils ought to pursue are referred to by Vygotsky as the Zone of Proximal Development (ZPD). The difference between what children can accomplish on their own and what they can accomplish with the help of a more knowledgeable person (MKO) is known as the ZPD. An MKO does not always have to be an instructor; it might also be a fellow pupil or a thoughtfully chosen resource. This idea is frequently referred to as *scaffolding*, and it must be removed once it is no longer required, much like the support system for a newly constructed building. Students can advance in this manner by following a set of precisely laid

out steps. Each support that plays a role in child's cultural development occurs at both the social and individual levels. The ZPD, according to Vygotsky, is the difference between the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers and the actual development level as established by independent problem-solving.

According to Roosevelt (2008), the primary objective of education from a Vygotskian perspective is to keep students in their ZPD as much as possible by assigning them engaging and culturally relevant learning assignments and problem-solving activities that are just a little bit harder than what they can complete on their own. This means that students will have to collaborate with a teacher, an adult, or another peer who is more proficient than they are to complete the assignment. PO programmes support teachers to simplify, and reteach concepts with real-life examples to reach the ZPD of SOD. The theory behind this is that once the work is finished collaboratively, the learner will probably be able to finish it alone the next time, raising their ZPD for that specific task in the process. The learner's new ZPD then demands a higher task difficulty level, and thus this procedure is repeated there.

2.10 Skinner's Behaviourism Theory

One of the most important psychologists of the 20th century was the American social scientist and psychologist B. F. Skinner. In addition to developing the first behaviourism theory and demonstrating the effectiveness of positive reinforcement in learning, Skinner also created the first psychological tests with quantitatively reproducible and predictable results. The theory of operant conditioning, first reported by B. F. Skinner in the 1930s, holds that learning and behaviour modification are the results or outcomes of punishment and reinforcement. Reinforcement strengthens a response since it makes a desirable behaviour

more likely to occur again in the future. He thinks that a person's reaction to external stimuli, or events, is what ultimately causes a change in behaviour in humans. An outcome is produced by a reaction, such as a linguistic explanation or the solution to a maths problem. A person is trained to respond when they receive praise for adhering to a particular stimulus–response pattern (Catania, 1984). Families and young children with developmental delays and disabilities have benefited greatly from the viewpoint of behaviourism.

2.11 Constructivism Theory

Constructivism is a learning theory that supports the idea that knowledge is best acquired by activity, reflection, and creation, according to Jean Piaget. Piaget is interested in how concepts and experiences combine to form new knowledge. Constructivism is not a theory but a method of instruction (Algahtani, 2017).

Since information cannot be transferred from one person to another like a commodity, the role of the instructor in the classroom is crucial. According to recent research, teachers should design their lessons with the needs of the student in mind, especially when working with children who have intellectual disabilities (Akpan & Beard, 2016). The authors contend that student-to-student interactions and collaboration are unavoidable, aside from making sure the learning process is created in the social context. Every learner creates meaning at their level through these interactions to connect with previously acquired knowledge.

As mentioned by many of the participants in this study, SOD are given opportunities to participate in group activities for project-based learning (PBL) (i.e., one of the areas developed based on constructivist theory). Constructivism's basic principle is that education ought to be meaningful and relevant to real-world issues (Parker et al., 2015). For example, the constructivist model recommends giving children real money to spend in class or at the school

store, rather than making them solve maths problems like creating change for a dollar. This is because it can be difficult for students with intellectual disabilities to cement concepts to memory.

Teachers can fully address the deficiencies in cognitive functioning and adaptive traits when they integrate behaviourism with constructivism because of its holistic nature, which impacts the learning process. According to Giangreco (2017), this is accomplished by offering guidance in a number of skill areas outside of the core curriculum.

Chapter 3: Methodology

Understanding and effectively meeting the varied needs of SOD has emerged as a critical area of concentration in the field of inclusive education. The effect of individualised interventions, like pull-out sessions, becomes a crucial topic of study, as educators and researchers work round the clock to improve the learning opportunities for every student. To provide insightful information to educators, lawmakers, and stakeholders engaged in inclusive education, this mixed-method study explores how well pull-out sessions meet the unique needs of SOD. Experts have expounded upon methodological pluralism and highlighted its application in obtaining diverse data on social processes (Olsen, 2004).

3.1 Research Design

According to Cohen et al. (2018), research is an activity that is guided by a broad research topic that establishes the parameters and goal of the investigation. To fully understand the research topic, this study employed a mixed-methodologies approach, which is a strategy for gathering, processing, and *mixing* both quantitative and qualitative data at some point during the research process within a single study (Creswell, 2002). Mixed methods not only broaden the researcher's toolkit but also provide the chance to combine different research traditions and offer extra viewpoints and insights that go beyond the purview of any one approach (Shady, 2010). An embedded mixed-method research design is used for this study. The researcher combines the collection and analysis of both quantitative and qualitative data within the framework of a conventional quantitative or qualitative research design, as stated by Creswell and Clark (2010). Interview-based qualitative data collection sheds light on instructors' varying subjective experiences.

A mixed technique is particularly difficult since it can be challenging to combine these two approaches, particularly if the researcher is not experienced in using them both. Survey questions have drawn criticism because they lead to the acquisition of fictitious data. In light of this, the current study overcame this constraint by ensuring that all aspects were covered by the survey questions, following the objectives of the research (Saunders et al., 2012).

Simultaneously, the data obtained from surveys and academic achievement metrics offer quantitative perspectives on the comprehensive impact of pull-out sessions on the academic development of SOD. The researcher gathered and examined both quantitative and qualitative data to assess this embedded mixed-methods case study.

3.2 Participants

Thorough planning is essential for research since it involves determining the parameters of the best research approach to use for the investigation – qualitative or quantitative – as well as how to find and contact participants (Guthrie, 2010). The non-probability convenience sampling method is used for this research. A sample that has components chosen from the target population based on their accessibility or convenience to the researcher is referred to as a *sample of convenience* (Ross, 2005). The sample population is treated as homogenous depending on the nature of the current study. The ideal sample size depends on the goals of the research and the characteristics of the population, and thus there is no definitive answer (Cohen, Manion, & Morrison, 2018).

The current study is conducted in two phases, i.e., phase 1- survey, and phase 2- interview. During phase 1, the survey was sent to 50 participants including subject teachers, LSTs, Counsellors/SEND specialists, and supervisors. From that, 12 subject teachers, 11

learning support teachers, 3 supervisors, 4 counsellors, and 2 SEND specialists gave their consent to participate in the survey and record their responses (see figures 1 & 2).

Figure 1

Consent for Survey

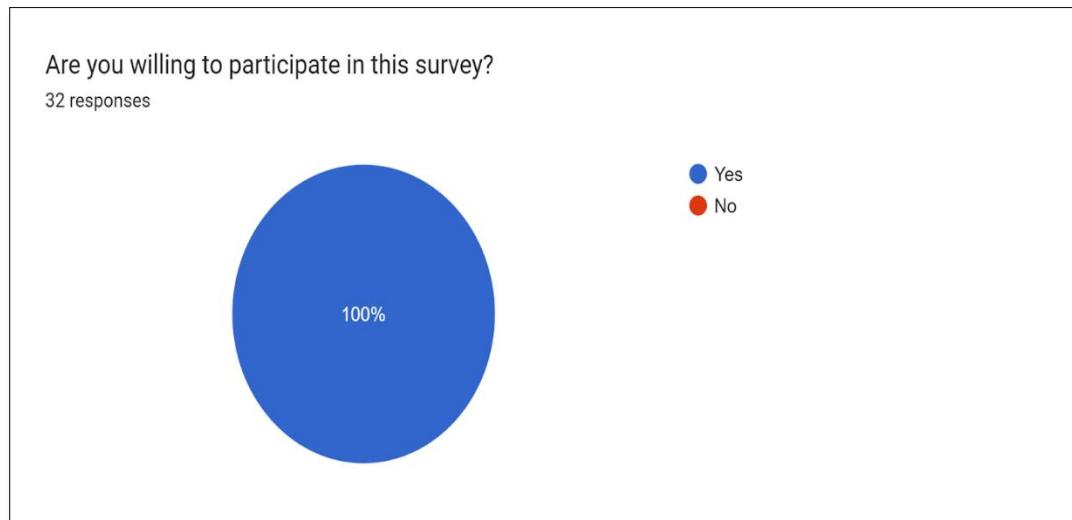
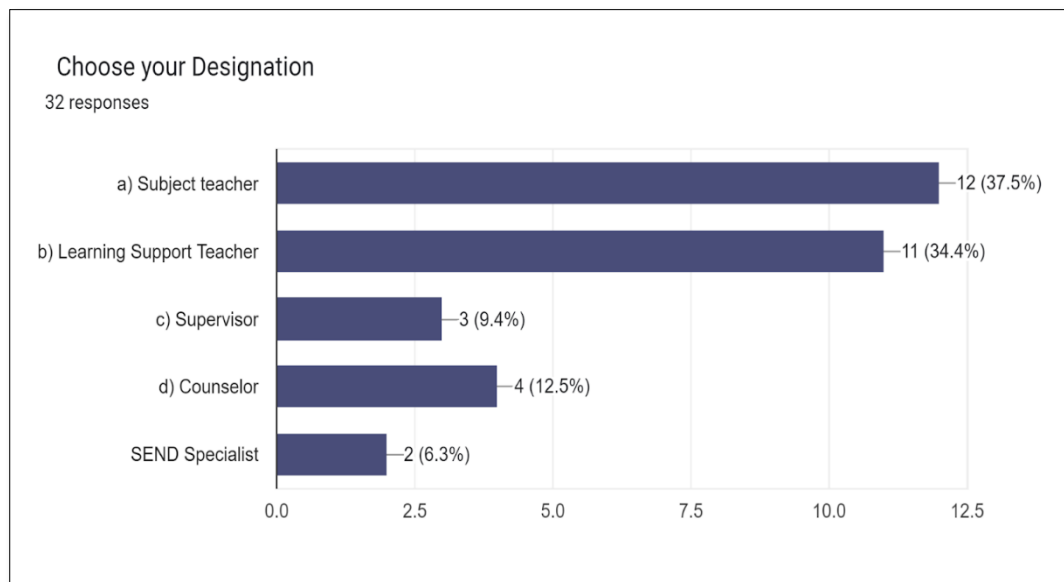


Figure 2

Designation of Each Participant in the Survey



For phase 2, one person from each category and the Head of Inclusion were chosen for the interview based on their willingness to participate in the study. Out of five, only 4 participants gave consent for the interview. Participants who work directly with SOD and from grade 4 onwards partake in this research because the selected school has PO programmes from grades 4 to 8 only. Even though the parents are not directly involved in the current research, they were informed about the study, and consent forms were sent to ten parents of SOD. Seven parents gave consent to use their child's data as part of the study.

3.3 Setting

The current research was conducted in a mainstream school in Dubai. The student population is 2,472 and 282 SOD are enrolled in the school inclusion register, i.e., 11% of the student population are SOD. The school's inclusion policy fosters the UAE vision for 2021 that 90% of Emirati students will complete their high school education, with an increasing number of students going on to study at university. It has a full-fledged inclusion department that ushers inclusive practices around the school. Its inclusion vision and mission closely complement and are developed from the inclusion vision and purpose of KHDA and its supplements. It has got a *good* rating for its inclusion provisions in the last KHDA inspection.

The school has *resource rooms* in each section, where SOD are taken by the LSTs for the PO programmes. As per one of the senior leadership members of the school, it is fully inclusive, and SOD learn with their non-disabled peers through a complete PO programme that is, PI support with various other provisions that cater to the individual needs of SOD. One of the school's strengths mentioned by KHDA is the role of specialist teachers, where they effectively support students of determination in overcoming learning difficulties to make good progress (KHDA - Schools, n.d.).

All the participants chosen for this study are working in the same school and work directly with SOD. The school gave a complete PO provision for SOD, who are two or more grade levels down as per their statement of special education needs, which is a legal document that specifies additional or special resources to be provided for a child (Fox, 2009). Students are pulled out from all the periods except art, PE, and work experience. They are brought to resource rooms with or without the same ability group and LST gives modified lessons based on their IEP.

3.4 Data Collection

The current study is conducted from September 2023 to February 2024. For studying the academic progress of SOD (RQ1), the researcher analysed the two consecutive MAP results (autumn and winter) and compared the results of summative assessments (Test-1 & -2) in one term. The researcher also looked into the CAT-4 data of SOD to triangulate the data. An informed consent form in both Arabic and English was sent to the parents for approval to collect the assessment data of SOD.

For RQ2 and RQ3, a Likert scale survey and semi-structured interviews are used to understand the teachers' perspectives on the effectiveness of PO programmes and the social-emotional development of SOD. Olsen (2004) claims that combining techniques like surveys and interviews provides a more thorough kind of triangulation. Google Forms are used to conduct the survey. The survey has three sections: the social well-being, the emotional well-being, and the academic achievement of the student. Each section includes five statements in which the participants can show their level of agreement on a scale of 1 to 5 (where one means strongly disagree and five means strongly agree). Identical web and paper-based survey are used at the convenience of the participants. According to Creswell (2018), the survey offers a

quantitative or numerical depiction of a population's trends, attitudes, or opinions. This study employs a similar survey focused on the opinions of teachers, LSTs, counsellors/SEND specialists, and supervisors about the PO. The researcher combined a Shady (2011) survey that was adopted with some adjustments for this study. Shady created her survey to capture teachers' opinions on the PO programmes (Shady, 2011).

Semi-structured interviews were used to study the effect of PO programmes on the social skills development of SOD. Five open-ended questions were asked of the participants, including their suggestions, during the interview. The interview questions were arranged by doing a review of the literature and conducting some trial interviews. A combination of open-ended and semi-structured questions was used in the interviews. The interviewed professionals were asked about the correlation between PO and SOD's social-emotional life, interaction with classmates, the future of the PO session, barriers and challenges, and parental satisfaction. The interviews were recorded along with notes taken by the researcher. Following the completion of the interviews, the information was transcribed in preparation for the data analysis.

3.5 Procedure

The research employed trustworthiness quality criteria and adhered to the protocols outlined by Wallen and Hyun (2012). The research proposal was submitted to the dissertation supervisor and then to the university research ethics committee. After getting approval from the ethics committee, the researcher officially informed the school authorities via email and gathered permission to conduct the study. After that, the parents of SOD were informed, and signed consent forms collected through the section supervisors. Thenceforward, a survey was sent to the participants with informed consent. The researcher then chose a subject teacher, LST, counsellor, supervisor, and inclusion head for the semi-structured interviews. After the

signature of the voluntary participation consent forms, they were interviewed and the researcher recorded those with the consent of the participants. All interviews were conducted on the school campus at a time mutually agreed by the researcher and participants. The processes described by Lincoln and Guba (1985) were followed in the organisation and transcription of the field notes. Member checks were employed to verify the accuracy of the data submitted by the participants (Fraenkel, Wallen, & Hyun, 2012). This was achieved by emailing or contacting the participants after the interviews were evaluated, in addition to reading back to them the information they had provided after the interviews.

Along with this, the researcher collected the MAP, CAT-4, and summative assessments data of each SOD. Utilising survey data, assessment data, and triangulation-trial interviews to build the set of questions used in the study (case study) improved the validity and reliability. Then, the data were chunked, coded, and analysed using Microsoft Word and Excel.

3.6 Data Analysis

Since this study employed a mixed-method approach, both quantitative and qualitative data analysis methods are used in the data analysis. The quantitative data from standardised assessments, summative assessments, and survey were coded and analysed through Microsoft Excel.

Using content analysis methodologies, qualitative data analysis through coding was conducted. This helped identify the similarities and contrasts that arise in response based on each academic, social, and emotional theme. After the data collection process was finished, the data analysis started right away. When it comes to the data analysis process, qualitative

data do not have a single procedure; instead, one must learn the process via practical application (Saunders et al., 2004).

Another important factor in streamlining the data analysis process was segmenting the interviews. In light of this, it was simpler to interpret the entire interview process using abstraction levels similar to those that were employed to create the first draft of the model. The researcher made sure that the approach used remained thorough and systematic throughout the study. Before moving onto the transcripts, which were further separated by the predetermined themes, the interviews are recorded and their perspectives transcribed. The researcher examined the transcripts twice after the interviews before compiling an overview of each one.

3.7 Ethical Consideration

The participants in this study are provided with clear and understandable information about the research objectives and their rights as participants. This research ensured the privacy and confidentiality of all participants. A consent form with confidentiality assurance was sent to all the participants before the study. All these details are mentioned in the consent forms. To mention the details about SOD they were denoted with the alphabetical letter S with numbers, i.e., S1, S2, etc., throughout the study. The parents of SOD were informed and the researcher took permission from them before the onset of the study. No personally identifiable data was collected/disclosed throughout the research. A pilot study is conducted with two participants to assess the feasibility of the research methods. The initial step in the complete research methodology is a pilot study, which is typically a smaller-scale investigation that helps with planning and modifying the larger study (Thabane et.al. 2010).

Each returned survey was numerically coded, and the answers were kept private, to safeguard the confidentiality of the participants. While discussing the findings of the interviews, each respondent was mentioned with the alphabet *R* with a number, i.e., R1, R2, etc.

3.8 Validity and Reliability

Triangulation of the survey and participant interviews was used to strengthen the validity and reliability of the study's collection of responses. The qualitative phase of the study has four main forms to validate the findings, i.e., assess the veracity of the data and see if it corresponds to reality (Merriam, 1988): triangulation is the process of combining different sources of information (interviews, documents, and artefacts); member checking is asking the participants for feedback on the validity of the categories and themes they identified; providing rich, detailed descriptions of the findings is step three; and an external audit is asking someone outside the project to thoroughly review the study and report back in step four (Creswell, 2003). This approach is thought to provide better validation since it brings together several points of view, giving the examined problem depth (Olsen, 2004).

According to Lincoln and Guba (1985), credibility, transferability, dependability, and confirmability ensured trustworthiness. The participants' comparable answers to the research questions increased the credibility. Transferability might only apply to Dubai's elementary schools. The queries were rephrased when needed to ensure dependability. Confirmability was attained by reading back to the respondents their responses and allowing them to edit or supplement them.

3.9 Limitations of the Study

Even though the current research was very insightful for the practitioners in the respective field, the empirical findings reported in here should be considered in the light of some potential limitations. The findings can't be generalised since the study was conducted only through a sample from one school. The information sources used in the study are what confine it. Due to the time constraints, input from the parents was not collected to study the impact of PO sessions. Since they are the primary stakeholders, the researcher believes that parents' opinions might add a broader perspective to the study. The next step on a comprehensive scale is that the viewpoint of SOD must be included in research like this. Unknown bias may have been introduced to some extent by the researcher's personal special education experience. Only English-speaking professionals were included in the study, since the survey and medium of the interview were in English.

Chapter 4: Data Analysis and Finding

This chapter's goal is to present the study's data analysis. Gathering data and summarising it to provide findings are the two main components of data analysis (Creswell, 2017). All of the survey data were arranged and graphed using Microsoft Excel. The information acquired for each research question and the conclusions were summed up here. Using Microsoft Word, all of the information gathered from the interviews was arranged and subjected to thematic analysis. Following each research question, the information has been organised into sections.

4.1 RQ1- What is the Impact of PO Programmes on the Academic Achievement of SOD?

To understand the effect of PO programmes on the academic achievements of SOD, the researcher used two areas of measurement. Firstly, by analysing various assessment data of SOD, and later through section 3 in the survey.

Table 1 represents the student profile, it gives insights into the type of need and how long they have been in the PO programme in the current school. Below, details are gathered from the school records with the permission of the parents.

Table 1

Student Profile

	Type of SEND	Duration in PO programme	Nature of the PO programme
S1	Medical Condition – Epileptic Disorder	2 years	Pulled out from all periods except PE, art, and work experience
S2	Speech and Language Disorder (SLD)	1 year	Pulled out from all English subject classes
S3	Intellectual Disability (ID)	1 year	Pulled out from all English subject classes
S4	Intellectual Disability (ID)	1 year	Pulled out from all English subject classes
S5	Dyslexia (Reading Difficulties)	1 year	Pulled out from all English subject classes
S6	Medical Condition	5 years	Pulled out from all periods except PE, art, and work experience

S7	Attention Deficit Hyperactivity Disorder (ADHD)	5 years	Pulled out from all periods except PE, art, and work experience
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From Table 1, it's clear that all SOD in PO are diverse in their needs. All the students are from different grades, ranges from 4–8. As per the school inclusion record, all of them are academically 3–4 grades below while comparing to their typically developed peers. The MAP and CAT-4 data validate the aforementioned statement.

4.1.1 Assessment Data

The standardised assessment data included in this study are CAT-4 data to understand the student's learning bias and academic potential, comparing two consecutive MAP results of SOD, and comparing the results of Test-1 and Test-2 in one term. See the below tables and figures for further details.

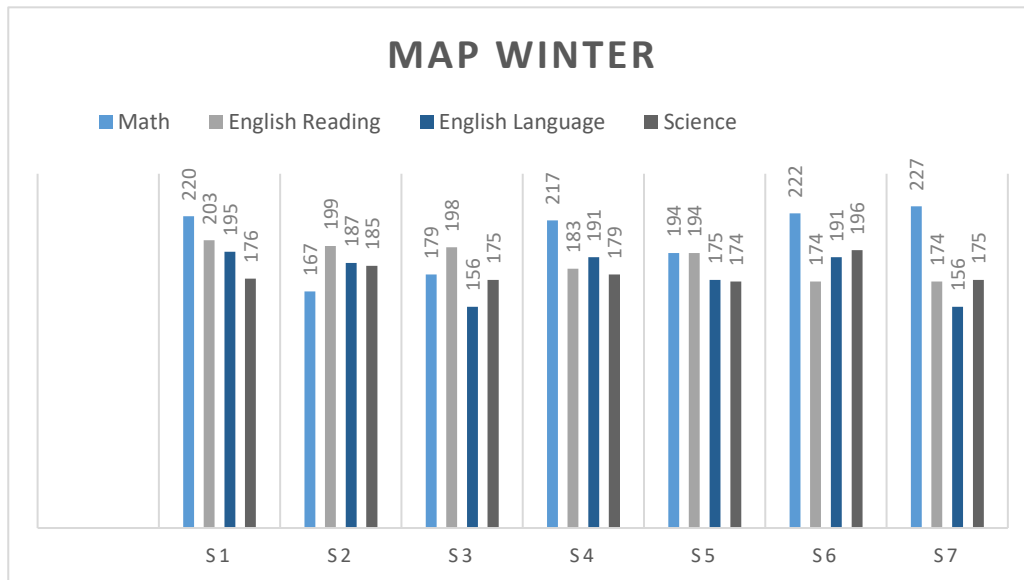
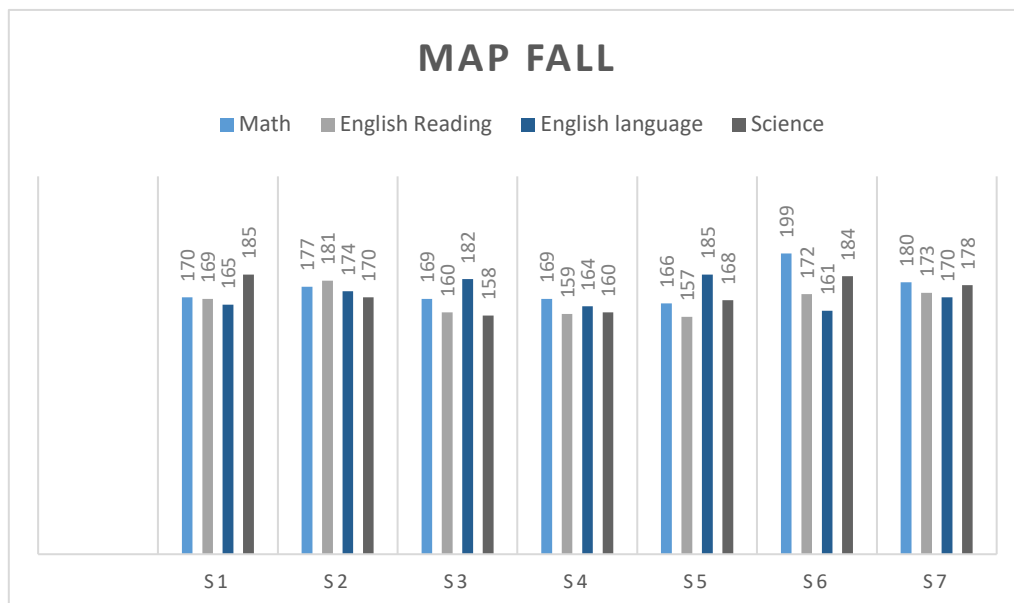
Table 2

CAT-4 Data

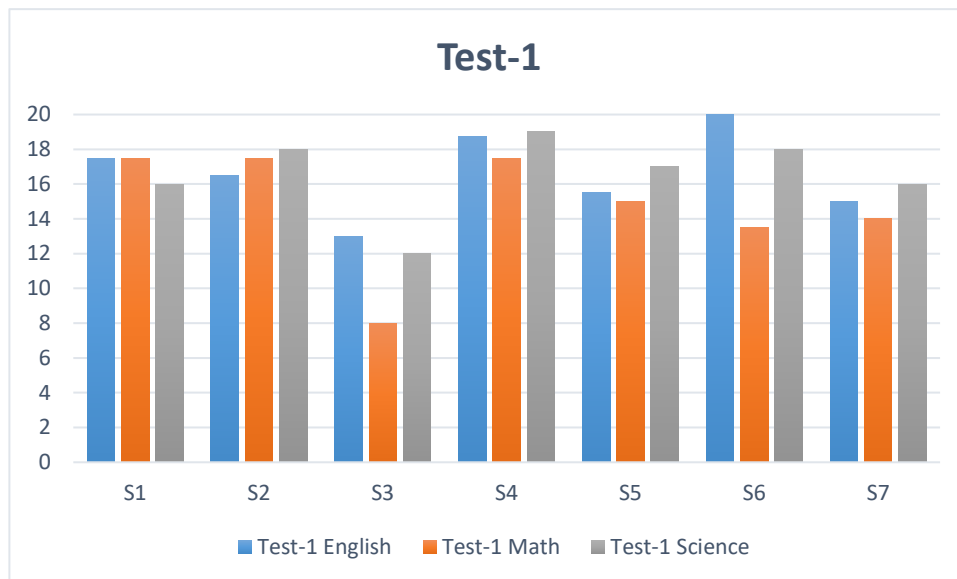
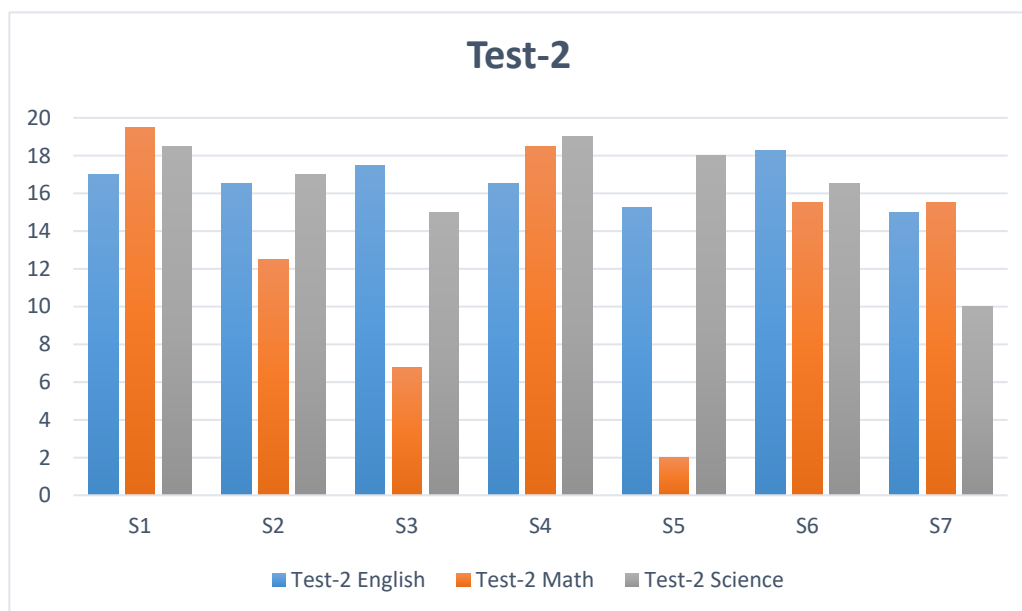
S1 1	No bias or even profile						السمات الشخصية المتعادلة / بدون تحيز					
	Verbal		Quantit		N-Verb		Spatial		Mean			
	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine
	70	100	79	2	80	2	77	2	77	2		
S2	No bias or even profile						السمات الشخصية المتعادلة / بدون تحيز					
	Verbal		Quantit		N-Verb		Spatial		Mean			
	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine
	84	100	94	4	77	2	96	4	88	3		
S3	No bias or even profile						السمات الشخصية المتعادلة / بدون تحيز					
	Verbal		Quantit		N-Verb		Spatial		Mean			
	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine
	81	100	86	3	74	2	83	3	81	3		

S4	No bias or even profile						السمات الشخصية المتعادلة / بدون تحيز					
	Verbal		Quantit		N-Verb		Spatial		Mean			
	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine
	82	100	82	3	91	4	77	2	83	3		
S5	No bias or even profile						السمات الشخصية المتعادلة / بدون تحيز					
	Verbal		Quantit		N-Verb		Spatial		Mean			
	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine
	81	100	78	2	84	3	83	3	82	3		
S6	Mild spatial bias						التحيز المكاني الخفيف					
	Verbal		Quantit		N-Verb		Spatial		Mean			
	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine
	62	100	81	2	75	2	88	3	77	2		
S7	Moderate spatial bias						التحيز المكاني المعتدل					
	Verbal		Quantit		N-Verb		Spatial		Mean			
	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine
	62	100	76	2	74	2	91	4	76	2		

4.1.1.1 CAT-4 Data. Table 2 sheds light on the CAT-4 data of all SOD, who are in a complete PO programme for one or multiple subjects. This data help educators find the area of strength for the students and according to that, they can plan lessons to enhance the maximum potential of the students. All SOD who are in PO programmes have a mean stanine of 1 to 3 and are considered to be below average. Only two students have mild areas of strength in their competency, they are S6 who has mild spatial bias and S7 who has moderate spatial bias. Students with mild/moderate spatial bias show better performance and engagement when the lessons are made with visual elements (GL Education, n.d.). All other SOD have below average, no bias, or an even profile, which means they need intense one-to-one support with curriculum modification to excel academically.

Figure 3*MAP Fall***Figure 4***MAP Winter*

4.1.1.2 MAP. Figures 3 and 4 examine the two consecutive MAP results (autumn–winter) of SOD. The MAP tests assess the growth and measure the achievement of students in four main areas; they are maths, reading, language usage, and science. Regardless of how far pupils are above or below the grade level, MAP gives teachers precise, useful data to support the development of instructional techniques. Additionally, it links to the greatest number of sources of educational information, allowing the teachers to select from a wide variety of curricula. Therefore, the MAP test results play a vital role in measuring students' academic achievements. While analysing the above data, S4 and S6 showed progress from autumn to winter in the MAP tests. S3 and S5 demonstrated growth in maths, reading, and science, but negative growth in language use. On the contrary, S7 presented positive growth in maths and reading, and a decline in language and science. S1 and S2 showed progress in three areas, despite S1 showing a decline in science and S2 demonstrating a reduction in maths. Although only two students showed growth in all subjects from autumn to winter, four of them progressed in three areas. Therefore the data point out that PO sessions have a positive impact on the MAP results of SOD.

Figure 5*Test-1***Figure 6***Test-2*

4.1.1.3 Summative Assessments. Figures 5 and 6 compare the Test-1 and Test-2 results of SOD in one term. The results of three core subjects (English, maths, and science) are compared here. All 7 students are completely pulled out for the aforementioned subjects in all periods. Each student has a modified curriculum with a 40% reduction, and individualised learning objectives with accommodation are in place. They are all getting modified assessments with necessary exam accommodations. The below data visualise that S1 made progress across all subjects from Test-1 to Test-2. S2 maintained the same for English and science, but got low marks for maths. S3 and S5 show progress in English and science, but their marks declined in maths. S4 scored the same for science in both tests, got one high mark in maths, and demonstrated negative growth in English. S6 and S7 improved in maths but got low marks in the other two subjects. Overall, while studying the impact of PO programmes on the academic development of SOD, only one student showed progress in all subjects, three students progressed in two subjects, and others exhibited unstable growth.

4.1.2 Survey

Another quantitative method used to study the effect of PO sessions on academic skills is section 3 (statements 11–15) in the survey. There, the participants marked their level of agreement with five statements on a scale of 1–5 (see Table 3).

Table 3*Survey Section 3 Responses - Academics*

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	Pull-out sessions are effective in addressing the academic needs of students with special educational needs.	69%	22%	6%	0%	3%
		22	7	2	0	1
12	Students appear more engaged and motivated in their learning as a result of participating in PO sessions.	16%	47%	28%	6%	3%
		5	15	9	2	1
13	I believe that pull-out sessions are an essential part of building skills for SOD.	67%	19%	13%	0%	3%
		21	6	4	0	1

14	SOD completes and keeps up with all assigned tasks since they are attending the PO sessions.	41%	34%	16%	6%	3%
		13	11	5	2	1
15	SOD makes academic progress throughout the year as a result of PO sessions.	67%	19%	9%	3%	3%
		21	4	3	2	1

While analysing the data, 69% of the participants strongly agree that PO sessions are effective in addressing the academic needs of SOD (see Figure 7). About the learning process, 47% of the participants agree and 16% strongly agree that SOD appear to be more engaged and motivated in their learning as a result of participating in the PO programmes. 28% of the participants were neutral to that statement. Out of 32 participants, 21 strongly agree that PO sessions are an integral part of building skills for SOD. This statement is in line with the study conducted by Meyers et al. (1990), i.e., pull-out programmes offered an individualised curriculum with a focus on students' strengths and weaknesses, intense and structured instruction, and minimal distractions. Regarding classroom participation and the submission of assigned tasks, 13 participants strongly agree and 11 agree on SOD completing all assigned tasks since they are attending PO programmes. Concerning academic progress, 67% of the participants strongly agree that SOD makes progress throughout the year as a result of taking

part in the PO programmes. Only three participants disagreed with the aforementioned statement (see Figure 8).

Figure 7

Survey Statement 11

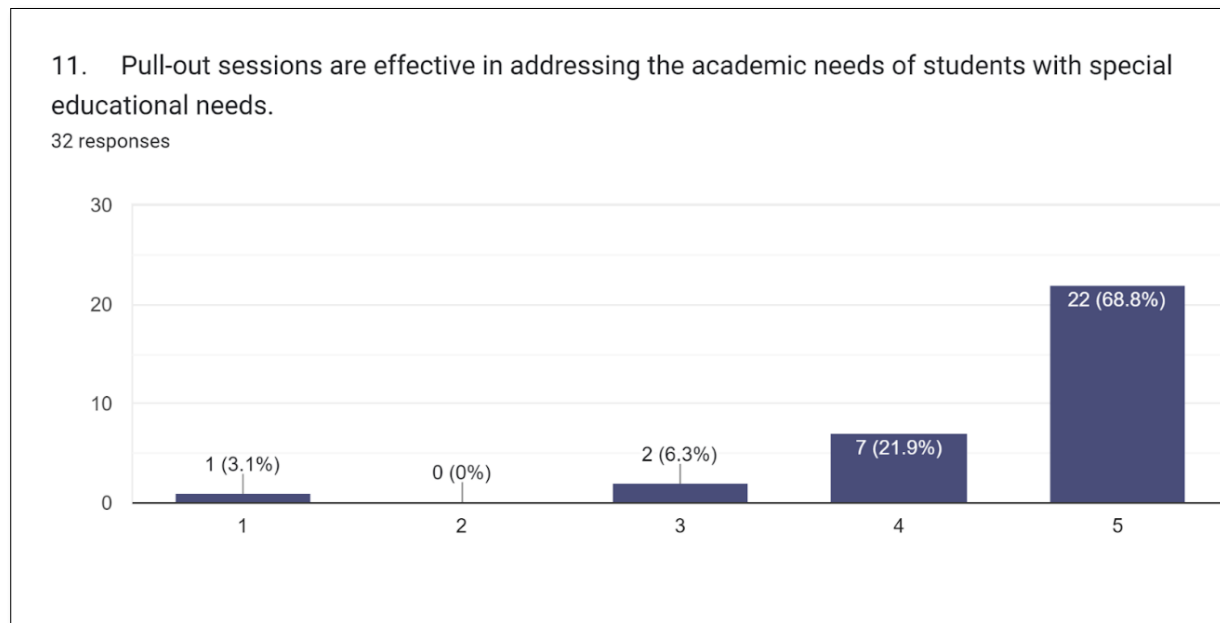
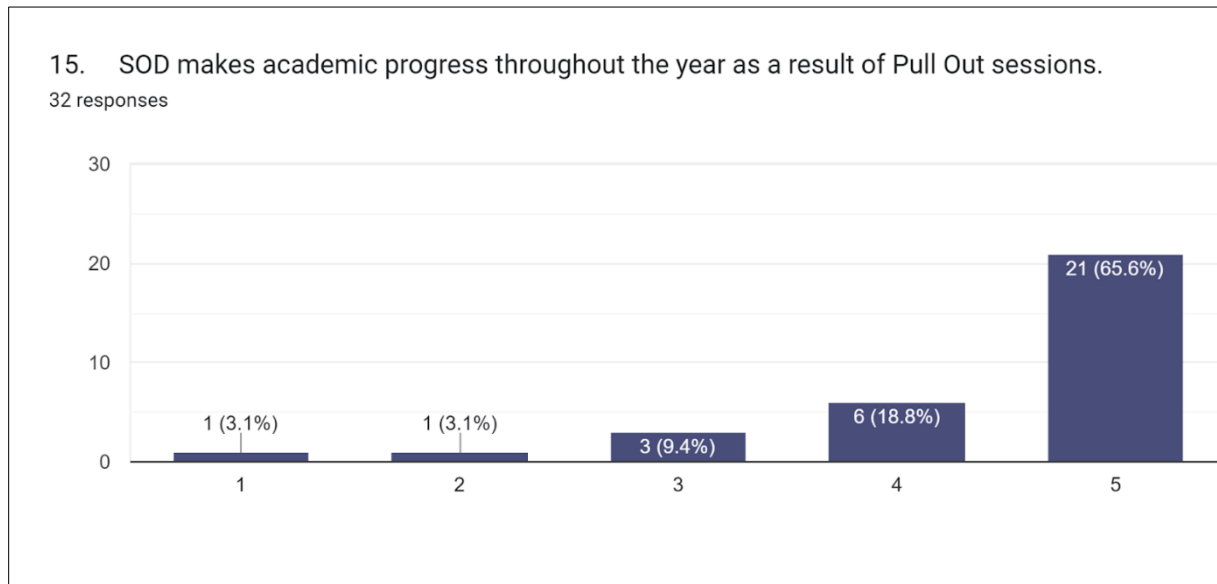


Figure 8*Survey Statement 1*

4.2 RQ2- What is the Impact of PO Programmes on the Social and Emotional Development of SOD?

The impact of PO programmes on the social and emotional development of SOD is studied through section 1 and 2 of the survey and semi-structured interviews. The results and findings are discussed below.

4.2.1 PO Programmes and Social Well-Being of SOD

Section 1 of the survey poses 5 statements about the relation between PO programmes and the social development of SOD, through which the respondents marked their level of agreement with each on a scale of 1–5. Table 4 shown below includes the 1–5 statements and their responses.

Table 4*Survey Section 1 Responses - Social Well-Being of SOD*

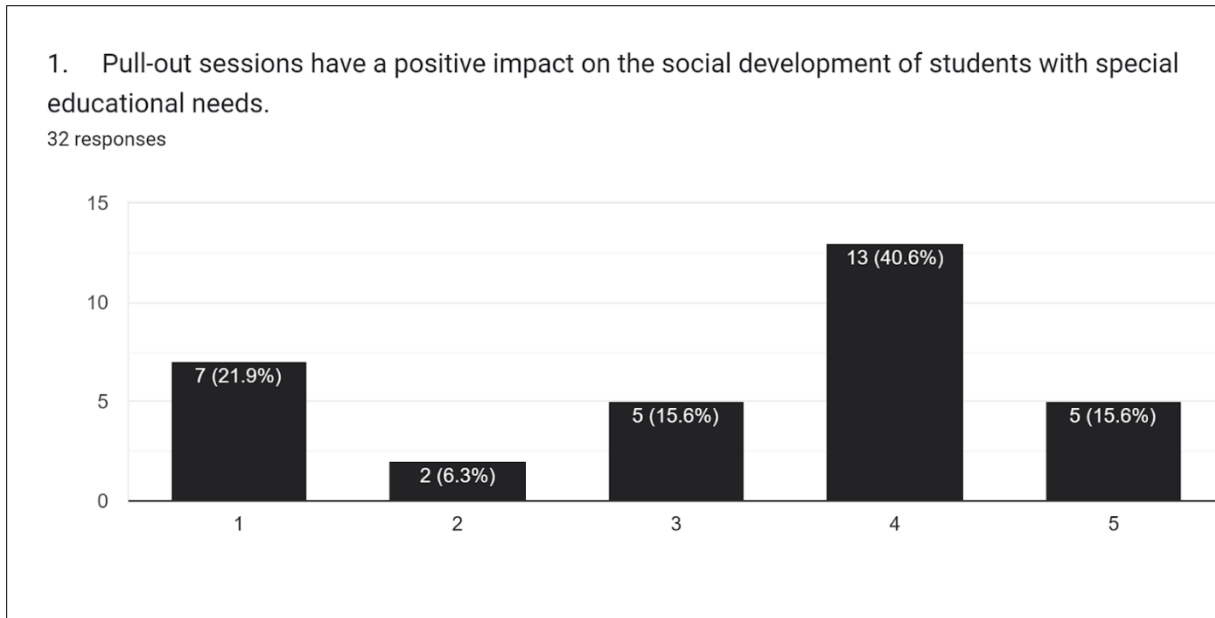
No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	PO sessions have a positive impact on the social development of students with special educational needs.	16% 5	41% 13	16% 5	6% 2	22% 7
2	My students' self-esteem has improved as a result of participating in pull-out sessions	19% 6	31% 10	28% 9	6% 2	16% 5
3	Students' social interactions with their peers have improved after participating in PO sessions.	13% 4	28% 9	34% 11	9% 3	16% 5

4	Students show increased confidence and willingness to participate in the classroom after attending PO sessions.	28%	31	22%	6%	12%
		4	% 10	7	2	4
5	SOD misses opportunities to make real connections with her/his classmates due to pull-out sessions.	38%	16	22%	16%	9%
		12	% 5	7	5	3

The above table summarises the responses about the impact of the PO session on the social well-being of SOD. 41% of the respondents agree that pull-out sessions have a positive impact on the social development of students with special educational needs (see Figure 9). It is important to notice that 22% of the participants strongly disagree and 16% were neutral to that statement.

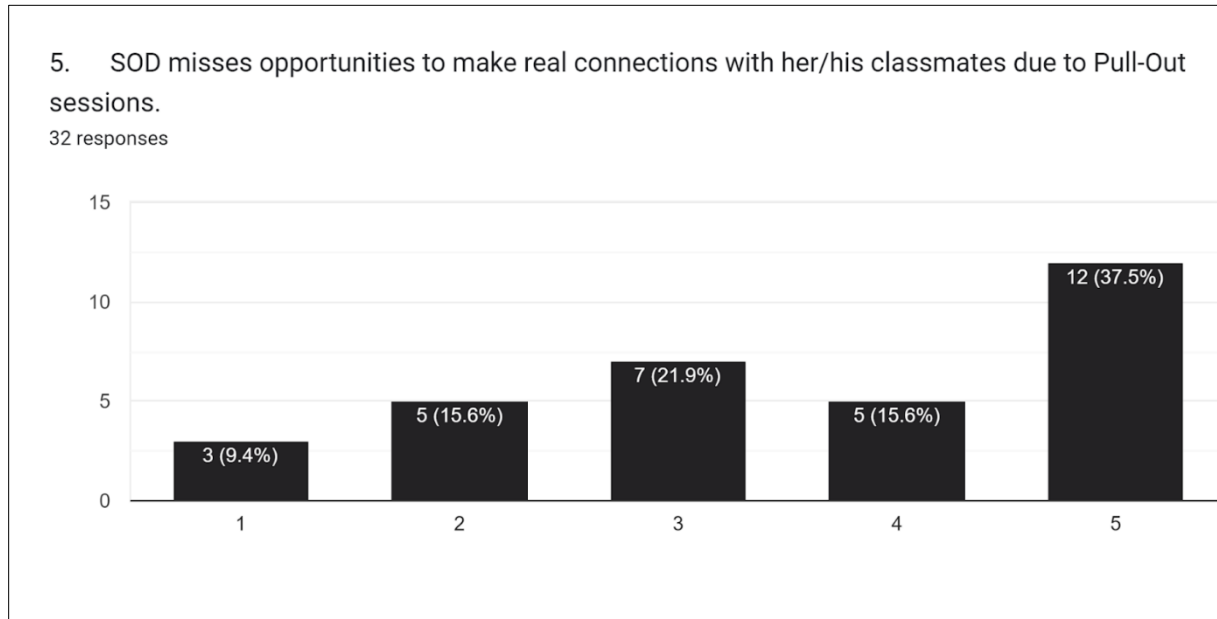
Figure 9*Survey Statement1*

Half of the participants agreed that the student's self-esteem has improved as a result of participating in PO sessions. However, 28% stayed neutral and others agreed with the previously mentioned statement. Concerning the PO session and social interaction with the



peers, 41% agreed and 25% disagreed. 34% of partakers marked a neutral response to that.

The next statement enquired about the student's confidence and participation in the class. For that, 59% of the participants agreed that SOD confidence and willingness to participate in the classroom increased after attending PO sessions. Despite that, 22% of the participants were neutral.

Figure 10*Survey Statements*

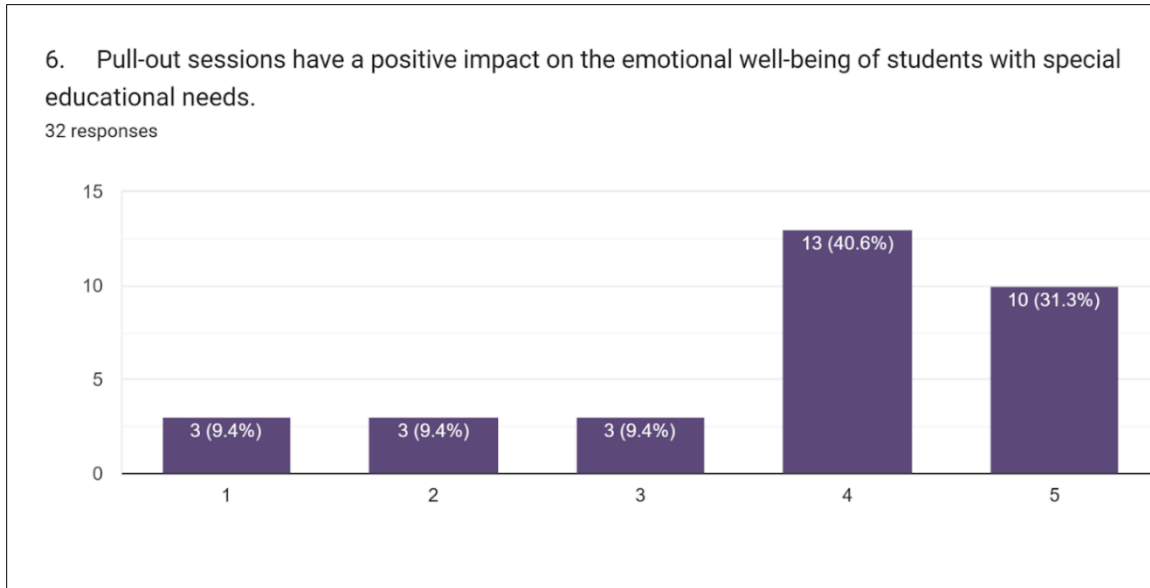
Lastly, about the fortuity to build relationships with classmates, 54% of the participants agreed that SOD did not get many opportunities to make real connections with her/his classmates since they are pulled out from most of the classes. 25% of the participants disagreed and 22% stayed neutral regarding the aforementioned statement (see Figure 10).

4.2.2 PO Programmes and Emotional Well-Being of SOD

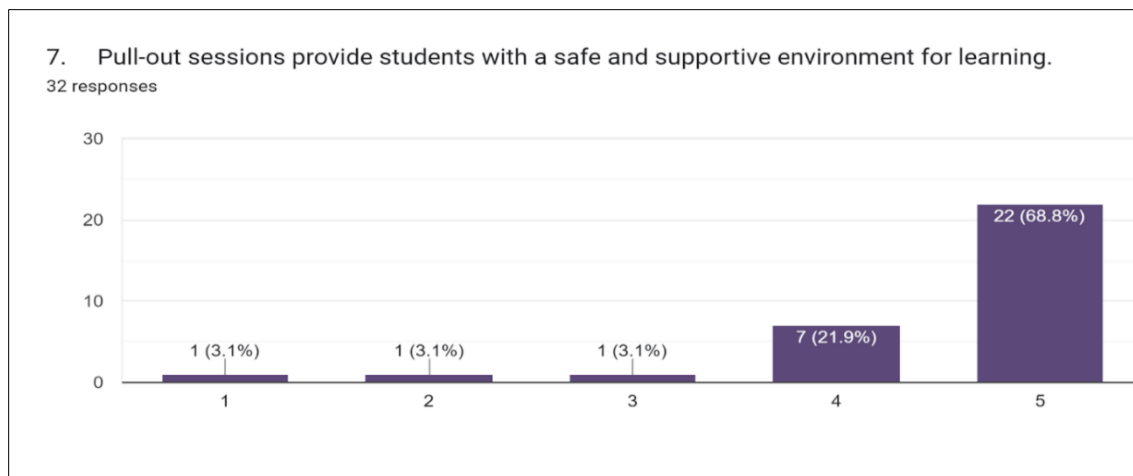
Section 2 of the survey assessed the correlation between the emotional well-being of SOD as a result of attending PO programmes (see Table 5).

Table 5*Survey Section 2 Responses - Emotional Development of SOD*

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	PO sessions have a positive impact on the emotional well-being of students with special educational needs.	31% 10	41% 13	9% 3	9% 3	9% 3
7	Pull-out sessions provide students with a safe and supportive environment for learning.	69% 22	22% 7	3% 1	3% 1	3% 1
8	SOD experiences reduced anxiety or stress levels as a result of participating in pull-out sessions.	41% 13	28% 9	22% 7	3% 1	6% 2
9	SOD exhibits higher levels of self-regulation and emotional control after participating in pull-out sessions.	9% 3	46% 15	34% 11	3% 1	6% 2
10	SOD seems reluctant to attend the pull-out sessions.	13% 4	22% 7	28% 9	31% 10	6% 2

Figure 11*Survey Statement 6*

While analysing the results, 72% of the participants agreed that PO sessions have a positive impact on the emotional well-being of SOD (see Figure 11). 9% were neutral and 18% disagreed with that.

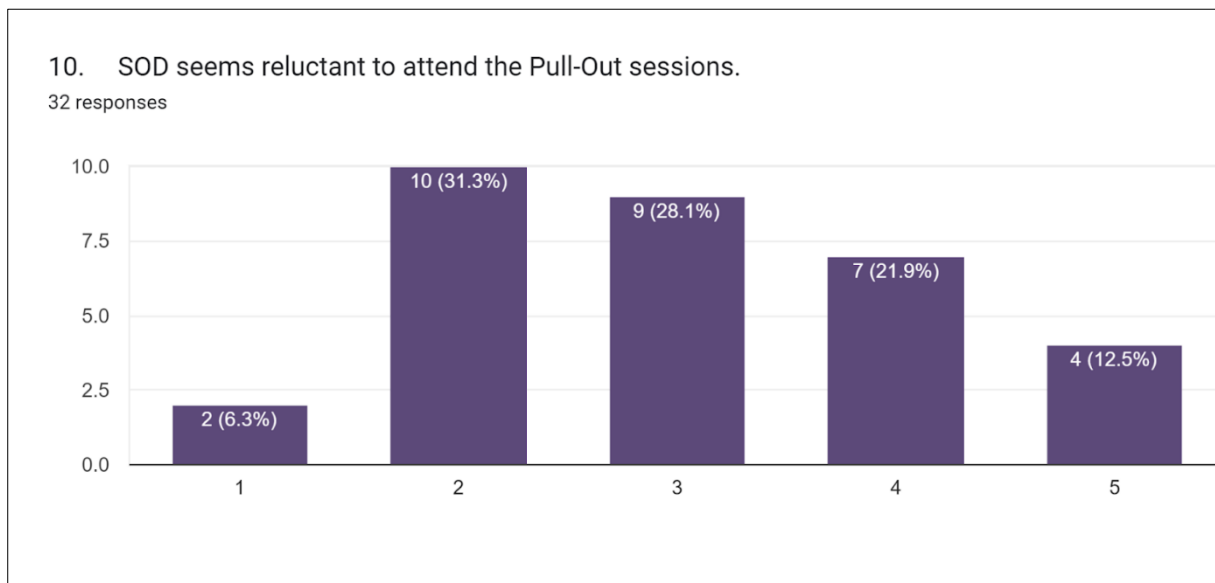
Figure 12*Survey Statement 7*

91% of the respondents agreed that PO sessions provide a safe and supportive learning environment for SOD (see Figure 12). It can be articulated that 29 out of 32 participants believe that during PO programmes SOD are given individualised support, whereby their needs were met and they feel safe in the welcoming environment.

Regarding the anxiety and stress levels of SOD, 22 participants approved that SOD experiences reduced anxiety or stress levels as a result of participating in PO sessions. Concerning self-regulation and emotional control, 55% of the participants agreed that SOD exhibits a higher level of self-regulation and emotional control after participating in PO sessions. 34% of the participants responded as neutral and only 9% disagreed with the previous statement.

Figure 13

Survey Statement 10



Finally, regarding the readiness of SOD to attend the PO programmes, 37% of the participants disagreed that SOD were reluctant to attend the PO sessions. 35% of the respondents agreed, and 28% were neutral to the statement (see Figure 13).

At the end of the survey, there was an area for the participants to write comments regarding the social and emotional impact of pull-out sessions on SOD. 12 participants wrote comments there. Some of the comments that match with the theme of the study are added below.

One of the responses is as follows:

Pull-out classes help SOD students excel academically, as specialised teachers focus on their unique needs, providing tailored materials and attention. However, there's a risk of SOD students feeling isolated or different when taking out of regular classes. Balancing pull-out with inclusive practices and counseling is crucial. To avoid isolation, it's essential to mix pull-out with push-in support. This helps SOD students feel part of the class, fostering a sense of belonging. Educators should encourage understanding among peers, promote inclusivity, and implement inclusive teaching strategies in regular classrooms. While pull-out sessions boost academics, it's vital to prioritize the social and emotional well-being of SOD students by maintaining a balanced and inclusive approach.

Another commented: "*Push-in sessions are more effective than pull-out sessions*". A third comment is that:

I believe that a lot of the students get bullied due to pullout sessions, they feel like they're different than others or feel like they're not the same level as everyone else. Some students bully students who get pull-out sessions as the stupid kids or the

students with no brains. This is a problem that I have been facing at my school, especially with boys. Girls are more sensitive about this case.

Another respondent believes that:

Pull-out sessions increase the student's academic knowledge, learning skills, and communication skills, but unfortunately influence the social relationships that students have with their peers.

4.3 RQ3- What is the Perspective of Different Professionals about the Efficacy of the PO Programme?

Semi-structured interviews were conducted to understand the viewpoint of various professionals who are directly working with SOD. Five open-ended questions were asked in the interview and at the end, the participants were asked for suggestions and feedback about the PO sessions that were not included in the questions. One professional from each category, that is, one LST, a subject teacher, a head of inclusion, and a SEND specialist, attended the interviews. The SEND specialist is taking the role of counsellor too in the girls section. All the respondents were mentioned with the alphabet *R* with numbers, i.e., Respondent 1 as *R1*. The questions were posed differently to each participant based on their designation and the level of support given to SOD.

4.3.1 Interview with R1

The interviewee has three students in the PO programme. She stated that those students must attend PO because their academic levels are way too low when compared with their classmates. She also commented that:

"students feel 'left out' and show resistance to being pulled out from the class. They don't think PO is important and want to be inside the class with their friends.

Social life is a real challenge for them, even though they want to make friends, they can't because they are pulled out from all the classes. It is like they have a wall between them and their classmates. As a result, their teamwork skills are too low. Since those SOD are interacting with adult teachers more than their age group, it affected their real-life connections too."

Regarding the attitude of classmates, R1 mentioned that their friends have a very welcoming approach and they include and support SOD while they attend the project-based learning (PBL) sessions in the class. She talked about the plans to reduce PO, slowly and gradually introducing the students back into the class. The most challenging part is the huge gap in academics and discipline. None of the students were trained for mainstream classroom-appropriate behaviours, and now along with other professionals, she is working to build up academic and positive behavioural skills for those SOD. Now one student is pushed back to class with LST support, once a week for all subjects. Concerning the barriers/challenges for the PO session, she said, *"Teachers who are giving pull-outs are very qualified, come up with new ways to support and engage SOD. A more spacious resource room and enough resource allocation will make sessions more interactive"*. Last but not least, she emphasised that the parents are so happy with the level of support given by the school.

4.3.2 Interview with R2

Two SOD are on PO provision in the respondent's class. From her words, they are pulled out from all periods by the assigned LST. R2 had only a few interactions with SOD; when sometimes the LST was absent, they stayed in the class. According to R2, the PO sessions are not negatively affecting them socially or emotionally. She states that:

"on the contrary, they are friends with everyone in the class. I think it depends on their personality too. One boy is shy by nature, he is like that with limited interaction with peers. On the other hand, [the] other one he is very social, talkative and active. He [has] got a very good friend circle in and outside the class."

While asked about the supportive strategies taken by the subject teachers to include SOD in the class, she explained an attempt made by her. That was a substitution period and both students were in the class where the lesson was about *protein syntheses*; it was way too high compared to their current academic level. So, she supported them by explaining in simple straightforward words. R2 noticed that they were not interested in the topic and she acknowledged that it was very complicated with tough terminologies. She concluded that mentally they couldn't grasp those at the same time. The researcher enquired about the barriers and challenges, and R2 replied:

"None of the schools trained us to deal with SOD. They just left us or threw you into the sea. They say it is inclusion, you have to include these students in your classes by law. I argued with my HOD, "I don't know how to write their IEPs, so give me some training/workshop on how to support them". Nothing happened. I had to figure it out myself."

According to R2, the PO sessions have to be conducted in groups for say 3–5 students in a session, as staying alone takes away their experience of being in a classroom. SOD should be included with same-ability students, i.e., low achievers to get a normal classroom environment. Also, focusing on one-on-one is not always healthy; there should be space for peer interaction because children are not only learning from the teachers but also through communication with their classmates. She believes that same-ability students learn better

together. Regarding parental support, R2 commented that since those students are on complete PO provision, she doesn't have any communication with the parents.

4.3.3 Interview with R3

R3, who attended the interview, has only one student currently in PO provision. Regarding the student's performance during PO sessions, she replied:

"Most of the time he doesn't want to come out of the class because he feels lonely. But when he comes out and engages with the topic in the resource room he forgets that. Whenever I go to class to call the student, I can see him on the mat in the corner of the class completely left out from his classmates. He can't understand the concepts the teacher is teaching in the class, it's far above his level. He always needs simplified, jammed with lots of hands-on activities."

R3 commented that PO sessions boost the confidence of her students in academics. Since he has shown progress, that helped him to play, work, and talk with others. Another noticeable thing R3 said about the student was that even though he became absent for many instructional days, he has attended the school whenever they have an event like a bake sale or camp, etc. Thus, R3 highlighted, *"If he is not social and has no emotional attachment with friends he tends to stay at home"*. While asked about the interaction with peers, R3 pointed out the occasion he worked with the class group and shared the cutting, pasting, and sticking activities with the team members for the project. R3 stressed the importance of pulling out the students who were academically weak and gave them one-to-one intense training in skill progression. She believes that if the student is confident academically, that will reflect in all other areas. One instance she mentioned in the interview was the happiness of her student

when he got 90.5% in the test; he was exceptionally excited to bring the answer sheet home to show his mother. She also shared her experiences with some students in push-in lessons, where they are afraid to say the answers out loud because of the fear of judgment/bullying, and they all are below-average students. As per R1, R3 also suggested more resources and spatial resource rooms because her student needs a lot of movement during the lessons. She also expressed that there was zero parental support, and that the student's homework and assignments are pending. After numerous reminders and messages, the teachers help the student complete the pending work. As per school policy, all communication with parents is through supervisors and counsellors, and R3 hardly meets the parents. R3 also mentioned that the last IEP meeting was only with the counsellor and they didn't get an opportunity to meet the parents in the current academic year.

4.3.4 Interview with R4

R4 first described the SOD identification process, through MAP, CAT-4 data, comments from the teacher specialists, parents, and the counsellor's observation. Then, they are put in specialist learning support programmes by the school through subject specialists for both PO and PI support. She added that PO programmes are aided by the additional benefits for SOD so that the child won't be given tasks way beyond what is expected from their grade level. R4 pointed out that most of the SOD exhibited progress academically or maintain their current level subsequently to attending the PO programmes. She also commented that it is not true in all cases, as student to student it's different depending on the support from the teachers and the combined effort from parents. According to R4, the whole academic team works along with the parents to ensure progress; then, the student is blended into the class. Some students remain in PO for a long time due to a lack of sufficient progress in skills. When R4 was asked

about the impact of PO programmes on the social and emotional well-being of SOD, her answer was:

"As an inclusion specialist, inclusion is all about including all students in the learning environment. I am 100% sure that there will be some effect on the social and emotional tendencies of the child because the students are excluded from the mainstream classroom. They are brought to different set-ups, there is a maximum of 1–4 students, and most of the time it is only 1–2 students. Support classes were given in the most restrictive environment. Most of the SOD do not have that kind of social relationships and they cannot make friends within their classroom. It affects their social-emotional well-being. This needs to be changed in the inclusion perspective because inclusion builds social relationships, it builds academics, and it stands for the wholesome development of the child."

She highlighted the attitude of other students towards SOD, which varies with gender and grades. It can be summarised as follows. Students in the lower grades also wish for the same support and attention given by the teachers to SOD. They had little idea about the additional needs of their classmate; instead, they were only looking for extra support and attention. In higher grades it's different; SOD don't want to be excluded or engage differently from their friends. They don't want to be treated as special. So, there develops some kind of bias between the students and SOD will feel it. Again, it is different between girls and boys. Girls don't like this extra support and special treatment. They hate this special attention. The R4 agreed that resource allocation was one of the barriers in the PO programmes. R4 concluded and suggested the following for the effectiveness of PO:

"PO is the mandatory part we can't deny that. Instead, we can plan it more flexibly. Some SOD are reluctant to be pulled out from the class, especially in middle and high school. To overcome this rebellious or win-win situation, coupling PO with PI will help, i.e., two PO, two PI, and one independent session inside the class; there, the subject teacher will assist the SOD along with other classmates. Based on compliance, cooperation, and participation, SOD can earn a break from either PO or PI, and it helps the smooth transition of students back to the mainstream class."

Chapter 5: Conclusion

5.1 Introduction

The current study investigated the impact of PO sessions on the academic, social, and emotional development of SOD. It adopted a mixed-method approach and the study was directed by three research questions. The results from the various sources have shown a clear indication of the effect of PO programmes. Most conclusions were seen to reiterate the main objective, synthesise the field with a wide range of actions, suggest additional research, and address real-world applications, consequences, or suggestions. These field-focused conclusions typically followed an argumentative format, or in one instance, a problem–solution text structure. It was also discovered that disciplines differed in terms of the structure and purpose (Bunton, 2005).

All SOD, whose data were collected for this study, were academically further down (3–4 grade lower) than their peers. 75% of the participants in the study opined that their students are not that *severe* to be placed in the complete PO programmes. They are not required to be placed in full PO programmes in separate resource rooms, nor are their growth restrictions mentioned in the official diagnosis report's recommendations.

Typically, all the LSTs and counsellors who attended this study took 10–20 PO sessions in a week. In general, the pull-out programme had been considered significant by all participants since it offered skills that they were unable to teach in the classroom. They also verified that the pull-out model offered specialised training that was not possible in the larger general classroom and a smaller, less distracting environment. The results showed that SOD had improved academically as a result of the PO programme. The study also indicated some of the adverse effects of the PO programme on SOD. Furthermore, the respondents put

forward some suggestions to improve the quality of the PO programmes. Therefore, in this chapter, the findings are discussed under the title of academic achievement and social-emotional development.

5.2 Impact of PO Programmes on the Academic Achievement of SOD

A programme can be considered sound if it meets the requirements of the students and makes the best use of the resources available at each school (Yin, 2009). The main advantage of the pull-out programme pointed out by unanimously by the participants was its effect on the positive academic growth achieved by SOD. The student data used in this study have shown that they all vary in diagnosis and needs. The only factor considered by the school before putting a student in a PO programme is his/her academic level, as mentioned by R1 and R4 during the interviews. Pull-out programmes were chosen by students with learning difficulties because they felt more comfortable learning in a less distracting setting (Klingner et al., 1998).

Intending to reach a valid conclusion about the impact of PO programmes on the academic development of SOD, the researcher triangulates all the data such as CAT-4, MAP, Test-1 & -2, the survey, and the interviews. All the respondents stated that the SOD in PO are all too low in their academics. This validated the CAT-4 reports of SOD, which has shown that all of them are between stanine 1–3, i.e., with below-average results.

The comparison of the two MAP results exhibited the growth and attainment achieved by each SOD. The data have shown that out of 7 students, 6 progressed in at least three areas from autumn to winter. One student progressed in all areas. As the interviewees mentioned, during the PO sessions students are given one-to-one training for MAP intervention programmes and practise individualised skill plans after each MAP test to ensure student progress. As a result of the No Child Left Behind Act of 2001, stringent regulations have been

put in place, including standardised testing, to ensure that all teachers are following the required standards and that all students are acquiring the necessary material (Harvey & Goudvis, 2000). Students with documented needs were also entitled to receive embedded and non-embedded test accommodation features during the MAP test. These are all reflected in their MAP data.

While the Test-1 and -2 results were compared, it is evident that 5 out of 7 students progressed from Test-1 to Test-2 in no less than two subjects. Even though S6 and S2 have shown progress in MAP, they demonstrated a negative growth from Test-1 to -2. Anyway, when we look into the whole picture, 71% of the students who attended PO programmes indicated positive growth in academic skills.

Bogeray (2001) investigated a small group PO programme, and whether it helps struggling readers in the second grade catch up to the typical reading levels of their grade in Manitoba, Canada, through the Literacy Groups Project. The findings showed that if the children were placed in groups based on their reading levels and given the right instructional resources, they could read at or near the grade level. This seconds the recommendation of R2 during the interview: *"put the SOD with the low achievers' group in the class rather than pulled out separately. I believe the same ability students learn better together"*.

The findings of this study might contradict other previous research, such as a study conducted by Patricia et al. in two schools which found that students in inclusive classrooms received better grades, comparable or higher scores on standardised exams, no more behavioural violations, and more days attended at a school than students in the pull-out programme (Patricia et al., 2002). Nevertheless, after triangulation of the data in the current research, it underscores the positive effect of PO programmes on academics. This was

confirmed by the rating of the survey participants for statements 11, 13, and 15, where 68% of the respondents strongly agree that SOD made substantial progress in academic skills as a result of their participation in the PO programmes. Students in the special education pull-out classroom fared better than their counterparts in the general education context (Zigmond et al., 1995).

The two most important components of special education are tailored instruction and effective teaching techniques, neither of which are limited to any one setting. Teachers should also keep in mind that studies have demonstrated that general education classrooms are not conducive to using the best teaching practices for students with disabilities (e.g., Zigmond, 1996). In light of the research evidence available to date, it is evident that placement decisions must be made based on whether a specific option will support the effective instructional practices necessary for a given child to meet his or her unique objectives and goals. As Badawieh et al. found out in their study, since there are 29 children in each classroom, it is difficult for teachers to meet the needs of every student. As a result, they are unable to provide one-on-one help for SEND pupils because they are too busy attending to the needs of the entire class (Badawieh, 2023). All the participants mentioned the high-quality intensive support given by LSTs to SOD, and that it has a positive correlation with their academic growth. Therefore, to the data collected throughout this study, the first research question can be answered as PO programmes have a significant positive impact on the academic development of SOD.

5.3 Impact of PO Programmes on the Social-Emotional Well-Being of SOD

While considering the nature of PO programmes in the current research setting, many respondents raised concerns about their impact on the social-emotional development of SOD.

As described by the participants, students are completely pulled out from all subject periods. That means, out of 30 periods in a week, the SOD that the study participants supported are pulled out from 26 periods, with 87% of their instructional time spent in the most restrictive environment away from their age groups. As R1 stated:

"Students feel left out and very reluctant to attend PO sessions. She was always with an adult teacher in the PO classes, which affected her social skills. Children play and learn together; for her, she doesn't know how to make friends, or how to appropriately interact in the group, which results in the isolation of the student. Even during the school trips she would like to stay with me or any other teachers rather than being in her peer group."

A study by Meyers et al. (1990) showed that there may be a stigma associated with PO programmes. Some students tend to bully SOD; this even happens inside the class while the students were asked to work in the differentiated groups. From the colour code they easily recognise low and high achievers, and call names to each other, as reported by R2.

R4 was absolutely sure about the negative impacts of PO programmes on SOD. She claimed that it depends on the grades and gender of the students. According to her, stigmatisation occurs mostly in higher grades and among girls. Some of the reasons stated by the interviewee are that the students hate exclusion; they don't want to be seen or treated as different. On the contrary, in lower grades SOD are very proud of their *special* support and their classmates also crave the same. Meyer (2001) found that students' self-esteem will decline as a result of pull-out. Only 50% of the participants agreed in the survey that PO programmes increase the self-esteem of the students, while 28% were neutral to that, and

others disagreed. So, from the findings of this study, the perceptions of the professionals are also important to assess the effectiveness of PO.

R2 commented that how students were affected depends on their personalities too. If the student is social by nature, PO sessions are not going to affect them. Some students are withdrawn or shy by nature; they are already vulnerable, and pulling them out of the mainstream classroom (natural setting) ceases the development of social skills. One participant's comment was, *"Zero opportunity to make social relationships"*.

During the interviews, R3 opined that PO sessions did not have any negative impact on her students. As said by her, *"If the student is academically good, naturally she will be confident in the class and while interacting with others"*. This idea was supported by many researchers in that students' confidence increases when they are trained in a minimal distracting environment (Meyers et al., 1990). Only one respondent strongly depicted that her student's social-emotional development was not affected due to PO. In fact, she reported that her student's confidence to interact with her peers was boosted since she improved in her academics. 59% of the participants in the survey also agreed that SOD confidence and willingness to participate in the classroom increased after attending PO sessions. Another positive aspect, according to 91% of the respondents, is that PO sessions offer a secure and encouraging setting for SOD learning.

54% of the participants in the survey concurred that because SOD is pulled out of most classrooms, they do not have many opportunities to form genuine friendships with their peers. Some respondents mentioned the engagement of SOD in the group activities while they were in the mainstream classroom, and how they enjoyed being in the group. This type of inclusive

classroom is beneficial to children where pupils exchange ideas, feel like they belong to the same group, and gain knowledge from one another (Fitch, 2003).

Essentially, after analysing the different data sources, PO programmes have both positive and negative impacts on the social-emotional development of SOD. Some respondents call PO programmes *exclusion in an inclusive setting*. As R4 mentioned, "*Complete PO programmes tend to deprive students of the natural learning environment*". Due to this, some students are reluctant to go to the specialised/resource rooms for PO. This was mentioned by R1 and R4 during the interviews, where sometimes it occurs as a win-win situation between support teachers and students. But this was disagreed by 37% of the participants in that SOD were hesitant to attend the PO sessions. Of those surveyed, 28% were neutral towards the remark and 35% agreed with it.

Lack of training and inadequate resource rooms are the challenges raised by the participants. The majority of private schools' inadequate resource allocation has made them accountable for helping children with special needs in particular (WHO, 2016). When compared to their public schools, the majority of private schools in the United Arab Emirates lack the infrastructure required to support children with special needs. Lack of appropriate training for instructors on how to deal with children with special needs is another prevalent issue while working with disabled children (Beacham & Rouse, 2012; Anati, 2012).

5.4 Recommendations for Practice

Individual needs-focused instruction is the cornerstone of inclusive education. This dedication to individualisation is at odds with the idea of *one best place*. This was pointed out by many respondents during the interview, in that *there is no final answer – flexibility is the key*. Rather than just putting students in complete PO programmes, it should be flexible like

two POs and two PIs with LST support, and one independent session in class without the LST. Zigmond (2003) provided support for the idea that the effectiveness of a special needs programme a school chooses to employ depends on how well it is implemented. Good programmes may be produced in any context, just as terrible ones can. Perhaps, what takes place in the setting matters more than the location itself?

The teachers claim that strict standards, an excessively prescriptive curriculum, and school rankings have a negative impact on school structures and make it challenging to implement and accomplish inclusive practices (Thomas & Loxley, 2007). The findings from the current study show a clear indication of a positive relationship between PO programmes and academic growth. For the social-emotional development, the present research showed a mixed response. It depends on many variables such as gender, grade level, and student personality.

To fully address these needs, pull-out programmes must be used in conjunction with other services such as PI support, the buddy system, independent study, and many more depending on the individual needs that can be provided both inside and outside of general education classrooms.

Therefore, after a thorough analysis of the previous literature and the findings of the current study, for the sake of the readers and future researchers, the recommendations of this study can be organised as below:

1. PO has to be changed into skill development programmes, where SOD can be part of skill-building intervention groups along with other typically or non-typically developed peers. This will give opportunities for SOD to socialise with others.

2. *Flexibility is the key*, and inclusion provisions must have an individualised approach. The proportion of inclusion services must be based on individualised needs.
3. Inclusion is a long process and there is no final answer; it aims at the wholesome development of SOD. So, while planning interventions, schools must opt for a balanced approach between the academic and social-emotional development of the student.

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Sahib Nazir ud-din sahib.nazir@drshah.com

Wed, Nov 29, 2023, 10:06 PM

Diez

[illegible]

The three main focal points of research at

1. What is the impact of pull-out programs on the academic achievements of SOD?
2. What is the impact of pull-out programs on the social and emotional development of the SOD?
3. What is the teachers' perspective on the efficacy of pull-out sessions in SOD?

[illegible]

Ethical considerations: This research involves use of primary and secondary identifiable data that will be collected or derived throughout the research. The school names or any other identifiable details that will be included during the data collection and publishing of the study.

The current topic is understood in the U.S. context and, not coincident that the majority gender from this research will not only contribute to the academic community but also provide valuable information that can enhance the effectiveness of public services in providing the social and emotional development of our children.

Therefore, with your permission to conduct research within the school, and more than willing to discuss the details further or address any concerns you may have additionally, if there are any specific protocols or procedures that need to be followed, please do let me know.

Thank you very much for considering my request. I am looking forward to the opportunity to contribute meaningful research to our academic community. Your support in this endeavor is highly appreciated.

Name and contact details of the dissertation supervisor

Prof. Eiman Gami

0507431410

Summary

Srinivas Narayana

Contact No: 026439531

Student ID: 22000541

British University in Dubai

100

Wed, Nov 29, 2023, 1:39 PM

Dear Ms. Sainb Nasirudeen

On behalf of the School Principal, I would like to inform you that your request is approved. We highly appreciate your commitment to the privacy and confidentiality of all participants and that no personal data will be collected or disclosed throughout the research.

Appendix B - signed consent from parents- English

Consent Letter

Dear Parent/guardian,

I hope this letter finds you well. I am Sainab Nasirudeen, a postgraduate student undertaking a **Masters in Special and Inclusive Education at The British University in Dubai**. As part of my studies, I am conducting research about the '**Impact of Pull Out programs in Students of Determination**'. The objective of my research is to explore the effects of pull-out sessions on the academic, social, and emotional development of SOD

The study involves the collection of data from your child's two assessments: the Measures of Academic Progress (MAP) and the Cognitive Abilities Test (CAT4). The MAP and CAT4 assessments are widely recognized tools that provide valuable insights into a child's academic progress and cognitive abilities. The information gathered will be used solely for research purposes and will be treated with the utmost confidentiality. This data collection aims to identify the academic progress of the students achieved through pull-out programs in the school.

Your child's participation in this study is entirely voluntary, and you have the right to withdraw consent at any time without any impact on your child's academic standing. **No personally identifiable data will be collected or disclosed throughout the research.** I assure you that the data collected will be anonymized and aggregated, ensuring the privacy and confidentiality of individual participants.

If you grant consent for your child to participate in this research study, please sign and return the attached consent form. If you have any questions or concerns, feel free to contact me at **0564395311**.

Thank you for considering this opportunity. Your support is crucial in advancing educational research and making a positive impact on the future of education.

Sincerely,

Sainab Nasirudeen
SEND Teacher
Dubai National School

CONSENT FORM	
Student/child's name/grade/section:	
University/school:	
☐ I give permission for my child/student(s) to participate in the research being carried out by Ms. Sainab Nasirudeen at The British University in Dubai.	
☐ I do NOT I give permission for my child/student(s) to participate in the research being carried out by Ms. Sainab Nasirudeen at The British University in Dubai.	
Signature(s) of parent(s)/guardian :	
Date: <u>6-12-23</u>	

Appendix C - signed consent from parents- Arabic

خطاب الموافقة

أولياء الأمور الكرام،

أمل أن تكونوا بخير. أنا سينب ناصر الدين، طالبة دراسات عليا أقوم بالعمل على درجة الماجستير في التعليم الخاص والشامل في الجامعة البريطانية في دبي. كجزء من دراستي، أقوم بإجراء بحث حول "تأثير برامج الانسحاب على الطلاب أصحاب الهمم". الهدف من بحثي هو استكشاف آثار جلسات الانسحاب على التطور الأكاديمي والاجتماعي والعاطفي لأصحاب الهمم.

يتضمن البحث على جمع البيانات من تقيمين لطفلكم: مقاييس التقدم الأكاديمي () واختبار القدرات المعرفية (). هذه المقاييس هي من الأدوات المعترف بها على نطاق واسع والتي توفر رؤية قيمة حول التقدم الأكاديمي للطفل وقدراته المعرفية. سيتم استخدام المعلومات التي تم جمعها لأغراض البحث فقط وسيتم التعامل معها بمنتهى السرية. تهدف عملية جمع البيانات هذه إلى التعرف على التقدم الأكاديمي للطلاب الذي تم تحقيقه من خلال برامج الانسحاب في المدرسة.

إن مشاركة طفلكم في هذه الدراسة طوعية تمامًا، ويحق لكم سحب الموافقة في أي وقت دون أي تأثير على الوضع الأكاديمي لطفلكم. لن يتم جمع أو الكشف عن أي بيانات شخصية خلال البحث. أؤكد لكم أن البيانات التي سيتم جمعها ستكون مجهولة المصدر ومجموعة، مما يضمن خصوصية وسرية المشاركين الأفراد.

إذا منحتكم الموافقة لطفلكم للمشاركة في هذه الدراسة البحثية، فيرجى التوقيع على استمارة الموافقة المرفقة وإعادتها. إذا كان لديكم أي أسئلة أو استفسارات، فلا تترددوا في الاتصال بي على **0564395311**

شكرا لكم على النظر في هذه الفرصة. يعد دعمكم أمراً بالغ الأهمية في تطوير البحث التربوي وإحداث تأثير إيجابي على مستقبل التعليم.

بإخلاص،

سينب ناصر الدين
معلمة SEND
مدرسة دبي الوطنية

استمارة الموافقة

الطالب/ة/ اسم الطفل /
الجامعة/ المدرسة

☐ أمانح الاذن لطفلي/لطالبتي بالمشاركة في البحث الذي تجريه المدرسة سينب ناصر الدين في الجامعة البريطانية في دبي.
☐ لا أمانح الاذن لطفلي/لطالبتي بالمشاركة في البحث الذي تجريه المدرسة سينب ناصر الدين في الجامعة البريطانية في دبي.

توقيع ولي الأمر:
التاريخ:

Appendix D- signed consent from Interviews

1/25/24, 10:48 AM Consent Letter- interview.docx - Google Docs

Consent Letter- Interview

Greetings!

Dear participant,

I am Sainab Nasirudeen, and I am a postgraduate student at British University in Dubai. I am currently conducting this survey on the **Impact of Pull out (PO) Sessions on Students of Determination (SOD)**. The purpose of this survey is to gain insights into the academic, social, and emotional effects of PO sessions.

Please be assured that your participation in this research is voluntary and confidential, no personal details will be collected through this survey. Through this interview, you will be asked questions about the social and emotional impact of PO sessions on SOD.

I consent to participate in the research project and the following has been explained to me.

- My right to withdraw is preserved from the study at any time
- There is no risk in participating in this study.
- I am able to request a copy of research findings and reports.
- My personal information is secured and confidential
- Publication of results from this study on the condition that my identification will not be revealed.

Participant Name _____ Date 26/1/2024

Designation _____

Signature _____

<https://docs.google.com/document/d/1PBNGHteugmFK-zOWyDksfZ2S1MJnou5/edit> 1/1