Masters in Education

**<< Effect of Cultural Perspectives on the process of an Inclusive Education in Primary Schools in Dubai, United Arab Emirates >>
EDU523**

<<MED Project Report>>

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Executive Summary

Inclusion in the United Arab Emirates continues to be a key issue within the education system. Therefore, having concerns for the needs of special needs children requires responsibility and commitment amongst all members of the society. A society that relies on an education system to develop their maximum potential along with ensuring that special needs children have equal access to a quality inclusive education.

The Ministry of Education (MOE) along with the Ministry of Social Affairs (MOSA) developed the Federal Law No. 29 in 2006, which specified the Rights of Individual with Special Needs supporting both the national and international inclusion philosophy. A philosophy that seeks to provide an excellent environment that meets their educational, social and emotional needs in regular settings within their community.

Previous research established five major themes to explain the process of inclusion in the UAE. The first relates to the existence of SEN students and the type of disability that they have. Second mentions the type of teachers and professionals within inclusive settings. Third states the provision of all additional aids and technological services. Fourth expresses the accommodations done to the school´s facilities to ensure the inclusion of the children. Finally, the fifth one expresses the existing professional development conferences that allow teachers to improve their practices.

Leaders and policy makers consider inclusion as an adequate educational model due to the acceptance and supports that SEN students have from their peers and other people of their school community. Previous studies have shown that SEN students were being educated within public and private schools. It is believed that a complex group of people with cultural beliefs and professional experiences affects the perception of the school community of the children with special needs.

Inclusion requires a restructuring of mainstream schools to make the necessary accommodations for every student regardless of their ability or disability. Therefore, the following discussion is focused to express the effect of cultural perspectives on the process of an inclusive education in primary schools in Dubai. It aims to explain the attitudes of administrators, teachers and parents through document analysis, questionnaires and interviews. Responses were received from twelve teachers and parents along with 6 administrators from two schools one that followed the IB curriculum and one that followed the UK curriculum. It also seeks to determine the challenges, changes and current practices of inclusion within a multicultural country.

Findings:

The findings were the following:
- Administrator´s perspectives:
    - o Culture does have a role in determining the type of support for special needs students.
    - o There is an existing hesitancy in acknowledging disabilities as people´s perceptions are different due to experiences and/or beliefs.
    - o Teacher´s perception that is someone else´s role to provide support.
    - o Lack of collaboration between SEN department and classroom teachers.
    - o The need for more classroom accommodations in terms of curriculum and teaching to meet the student´s needs.
    - o Lack of understanding and awareness towards learning disabilities.

- Teacher´s perspectives:
    o Lack of specialized qualifications to cater for their individual needs.
    o Teachers portray lack of knowledge and skills to identify SEN students.
    o Professional development is not always available due to curriculum demands and lack of time.
    o Lack of communication between teachers and administrators as teachers are busy preparing for lessons, assessing, marking, meetings, emails and teaching to express their concerns.
    o Understanding and support from school´s administrator in terms of scheduling and developing appropriate timing for teachers to carry out their planning, assessments, determining strategies amongst other elements necessary to support the SEN children.

- Parents´s perspectives:
    - Parents´ are aware of special needs children portraying their weaknesses and their strengths.
    - Inclusion of SEN students has both a learning and behavior effect in other children.
    - Teacher´s role is essential throughout the process.
    - SEN students require more attention than others in both academic and social issues.
    - SEN students learn at their individual pace which makes it harder for the teacher to meet their needs and those of the rest of the classroom.

<u>Recommendations:</u>

- Training in teaching and learning strategies to maximize their strengths.
- Maintain open communication between school and home.
- Effective Learning support department (program) supported by administrators.
- Encourage peer relationships.
- Adequate infrastructure, specialized materials and other accommodations necessary to support their learning.
- Improved monitoring of SEN children in mainstream environment.
- SEN Policies in place along with its applicability within the school.
- Awareness Workshops for parents on learning disabilities.
- Improved communication between intervention centres and schools.
- Adequate plans of action to facilitate the inclusion of SEN children from centres to schools.
- Effective admissions process/ specialized staff and assessments adapted according to performance and not level.
- School community commitment into inclusion/ policy in place.
- Ongoing professional development for teachers.

This research portrayed that inclusion has had positive changes but that it continues to seek improvement as the UAE maintains such multicultural environment.

Chapter I: Introduction

"Human Culture is one of the ways by which "instructions" about how humans should grow, are carried from one generation to the next - …. [hence] to say that a theory of development is "culture free" is to make not a wrong claim, but an absurd one." (in Martin 2009, pg. 12). Therefore, society is characterized by a leading group that determines the attitudes, beliefs and the way people behave and react. It is also influenced by the economy and political authorities that establish the manner in which people are to be treated. This is all seen within education as the attitudes, curriculum development and the process of teaching and learning is a reflection of the culture within societies.

Society is established in a manner that the physical features, economical status and differences within the culture reflect the respect and knowledge that people will achieve within their environment. These differences have an influence in education, as they lead to a misconception of special learning needs and the inclusion of learners within mainstream schools. According to Friend & Bursuck 2002 in Anati (2012), inclusion refers to the philosophy that students with special needs should be completely integrated into mainstream classrooms only if they are progressing towards their IEP goals and do not necessarily achieve their classroom content and expectations.

Inclusive Education means that "*all students have the right to be educated to the extent possible with their age – appropriate peers who do not necessarily have disabilities in the general education setting of their neighborhood school with support provided*." (in KHDA 2006, pg. 14). This means that special need students participate in educational programs and services within a mainstream education system that will meet their individual needs and encourage their strengths. These programs and services need to include the entire school community that consists of

administrative, parents, teachers and other students within a mainstream school setting.

Many countries such as Egypt in North Africa, the United Arab Emirates (UAE) in Asia and England in Europe continue to be in the process of understanding the importance of inclusion within the mainstream educational system (Gaad, 2004). The United Arab Emirates have been interested in providing the necessary means of welfare for special needs people within education. Several departments along with laws were created to guarantee the right of education for all without discrimination. All of these attempts were established to advocate an effective inclusive education within the UAE education system. Currently, special needs students have been integrated in private and public schools as well as in nurseries. Nevertheless, some challenges have come along that have not allowed for inclusion to be successful in mainstream settings. Therefore, the purpose of this study is to find information about the effects of cultural perspectives on the process of an inclusive education in two primary schools in Dubai.

This study is of personal interest to the researcher as it pertains to her practice and field of specialization. It is also of great importance for the UAE as its trend is to have inclusive settings for special need students (Gaad, 2004). The investigation of the effect of cultural perspectives on the process of an inclusive education in primary, will lead to the identification of the challenges and advantages that the current education system is experiencing. This research will follow a mixed method with a triangulation design that will include semi – structured interviews to administrators, document analysis and questionnaires to administrators, parents and teachers. The study will be carried out in two primary, private schools in Dubai, UAE to answer the following questions:

- What is the cultural perspective of inclusion in the United Arab Emirates?
- What are the administrators, teachers and parent´s attitude towards inclusion?
- What changes have occurred within inclusion? Have these been positive or negative?
- What are the challenges to reach a successful inclusion?
- What are the current practices of inclusion?

Chapter II: Theoretical Background

Since 1971, United Arab Emirates (UAE) has progressed within its economy, social development, health and education (Gaad, Eman. 2011). It constitutes of about 20% of local population and a remaining 80% of various nationalities which fluctuates because of the employment situation in this country. These percentages have led the education system in the UAE, to cater for all children by providing a public and a private sector that follows the universal human rights which include the right to equality, social welfare and basic necessities of life, dignity and the right to education (Bradshaw, Lydiatt and Tennant, 2004).

Such education system is supervised by the Ministry of Education (MOE), providing the necessary license and monitoring roles within the private sector to ensure that the physical components and educational programs meet the standards and meet the children´s needs. Nevertheless, it has a bigger responsibility with the public sector as it gives free education to all citizens. Recently, there has been a need to cater children with special needs within both sectors in mainstream schools along with segregated centres. This role has been supervised by both the Ministry of Education (MOE) along with the Ministry of Social Affairs (MOSA) through the Law No. 29 in 2006. The law´s aim is to protect the rights of special needs people through adequate services in the areas of education, health and employment. According to Bradshaw, Lydiatt and Tennant (2004), job opportunities for special needs people are very limited. They are not given the opportunity to show the skills that they have achieved. There is an existing gap between the employment sector and rehabilitation centres as special needs people are not well prepared for the available jobs.

Chapter II Literature Review

a. Legal, ethical and cultural issues of inclusion within the education system of the UAE

The dual education system in the UAE along with the existing gap between the employment and centres has led to consider various legal, ethical and cultural issues with regards to the inclusion of special needs children and people within society.

Following the UNESCO statement (1994), "Education for all," the United Arab Emirates aim to support children with special needs. Therefore, the Ministry of Education developed a Federal Law 29/2006 to aid with equal rights and opportunities for special needs people in education, health care, and aim to provide with the necessary services to encourage their abilities and capabilities. Nevertheless, issues arose with the administration of the policy as three ministries were in charge and these were the Ministry of Education (MOE), the Ministry of Social Affairs (MOSA) and the Ministry of Health (MOH). All three ministries acquired specific roles within education.

The Ministry of Education (MOE) worked to support and meet the needs of special needs children in schools while the Ministry of Social Affairs (MOSA) focused more on the welfare of the children and therefore, catered special needs children with education within segregated settings outside mainstream schools. Finally, the Ministry of Health (MOH) seeks to provide informal education to the children who were at the hospital in a permanent manner (Gaad, Eman in pg. 72).

The presence of three ministries delivered many questions with regards to the law´s effectiveness as it was unable to support the social and educational factors which influenced their responsibilities and perspectives with regards to inclusion. This led to the interest of the status of inclusion, realizing that there is a lack of clear procedures for its implementation. Such interest, led Sheik Khalifa Bin Zayed Al Nahyan, to develop a Federal Law No 14/2009 to amend the Law 29/2006 as it failed to have an

adequate implementation. The new law implemented more steps to deliver and monitor inclusion following the eight principles. (Gaad, Eman in pg. 74). These principles encouraged the involvement of the people from society and representatives of the organization.

Ministries involvement along with new laws led some legal issues which were found in the implementation of inclusion. Initially, there is a lack of current information about the percentage of children that require inclusion along with the evaluation of those that had already been included within a mainstream setting. The next issue is the increasing need of having the MOE and MOSA work collaboratively to examine the education services in many centres and to develop a plan that will allocate human and physical resources within various schools. (Gaad, Eman in pg. 80).

Along with acknowledging the legal issues of inclusion, it is also important to recognize the school´s cultural beliefs which have an effect on the process. Schools include individuals and groups of children that have their own emotions and beliefs with regards to different matters which determine their actions and responses to different events. According to Gaad (2004 in pg. 75), attitude has a great influence on the type of provision that is provided to children with special needs. It has been expressed, that the children in the UAE, reflect a caring nature which is seen as special needs students are well accepted by their own peers. Nevertheless, inclusion´s reality in private settings is different as it is considered a business that has the ability to not reach out to the needs of special needs children. All of the above is part of the cultural issues of inclusion in mainstream settings.

The cultural issues refer to the beliefs of people with regards to special needs children and the manner in which they interact with them. Some people were not bothered to reach out to the children´s educational needs and only meet their minimum requirements due to religious beliefs. Others consider hiring unspecialized people to meet the children´s needs, and

therefore, showing that inclusion is affected by society´s traditional values and beliefs.

UAE society not only developed cultural and legal issues as ethics became another issue to be discussed in the implementation of inclusion within schools. According to Gaad, E. (2011) in pg. 77, parents had difficulties to admit their children in mainstream settings as some schools convey that they are unable to accept special needs children as they do not have the means to meet their needs. There are other schools that express to be "inclusive" but are expensive for providing a shadow teacher and/or special resources.

In the UAE, schools manifested that the implementation of inclusion is difficult as they tend to have concerns with regards to their academic reputations, and therefore, are able to determine excuses to decline children. Other schools are more adamant and therefore, cannot make modifications to their infrastructure, curriculum, support services, teaching strategies and others to fulfill the needs of these children. Finally, there are other concerns such as high fees or waiting lists within the centres leading to the conception of what the inclusion´s goals are and its lack of relation with society and culture.

Although some educators support inclusion, the above concerns leads to an understanding that there continues to be some reluctance towards the process. Policy makers, administrators, parents, children and teachers describe several challenges found along the way. Challenges that are experienced by teachers as inclusion is a new phenomena and less practiced in the Arab countries. According to Leatherman and Niemeyer (2007) in Anati, N. (2003), teachers build an attitude towards special needs children based on their previous experiences with inclusion, children´s characteristics and circumstances that occur in the classroom. Accordin to Anati (2012), teacher´s concerns are related to the fact that the UAE does not follow a collective model for inclusion as there were

educational settings that had highly integrated and others that were highly segregated. They mentioned that their general education did not offer them theories and practices to teach special needs students. These made them feel unqualified to support and cater for their needs. They also expressed to be disappointed with the offered professional developments that they had received was not sufficient to build their confidence and feel qualified to teach special needs children. Finally, they had pointed out that some schools have the physical environment but do not have the appropriate material and equipment for an inclusive setting.

According to Alghazo and Gaad (2004), a successful inclusion in mainstream is determined by the teacher´s attitudes. Attitudes with established beliefs and values, that leads them to assume that children with learning disabilities should be placed in a centre for special needs as these will meet their needs. It is necessary to point out that teacher´s attitudes vary depending on the disability´s severity. Therefore, teachers are more acceptable of students with physical disabilities, specific learning difficulties and visual impairments and believe that it is more challenging to support children with behavioral difficulties and mental disabilities. Children with challenging behaviors and learning disabilities require more time and preparation for planning and provision of teaching aids, for this reason, some express fear and negative attitude towards inclusion.

b. Administrators, teachers and parents´ attitude in the inclusion of special needs children in the UAE

There are challenges that teachers, administrators and parents face in the process of inclusion which may be the cause of reluctance, fear and lack of awareness amongst all parties involved. The following chapter is determined to discuss previous researches that describe the attitudes of administrators, teachers and parents on the inclusion of special needs children in the UAE.

Administrator´s perspective is influenced by the limited preparation on overseeing special education and provision of necessary resources to support SEN students. According to Valeo, A. (2008), administrators foresee the program and portray a role of arranging for and attending meetings regarding the student´s needs. Their availability to teachers and taking part in the process of inclusion allows them to have a clear understanding of the dynamics around the process. However, the existing challenges of such process require considering many factors such as lack of time, overload of work, lack of resources amongst others. One factor principals do not overlook is the need of additional support which is needed to meet the individual needs of the students.

Teacher´s perspective is essential for a successful inclusion as they directly work with the students and are responsible to meet their educational and social/emotional needs. They should also be sensitive and determine the best strategies to best support their learning (Moffett 2000 in Khan & Gaad 2007). Training is an essential element in the process of inclusion for both special and general classroom as it supports their teaching and leads them to have a more positive attitude.

According to Arif, M. & Gaad, E. (2008), the process of inclusion may be challenging and cause frustration on teachers due to the lack of assistance provided, the excessive paper work, the assessment process of student´s needs and adopting new trends of teaching and learning

strategies. They are also using terminology that is outdated and insensitive which clearly shows their attitude towards inclusion. Therefore, teachers are provided with in service training which may sometimes not be enough to facilitate their teaching practice in an inclusive setting.

Parent´s perspective is also important in the process of inclusion as they are emotionally involved with their children in a way that professionals are not. They undergo various emotions which lead to practical problems and create extra obstacles on the way to inclusion. Parents may feel overwhelmed with paperwork, the language used and the procedures involved. There are also parents who may be in denial of their child´s disability or the extent of the disability and therefore, require time for an extensive parental communication and support from the school. According to Blamires, M; Blamires J; and Robertson C. there are a series of recommendations to seek positive parental attitudes which are having a program for contact with children´s home. These recommendations consider having a regular system to meet parents before parents enter the school, formal meetings with parents throughout the year, open days for parents to attend and written reports on student´s progress.

According to Gaad (2007), change is able to occur if forces are implemented for it to happen. Teachers, parents and administrators beliefs, attitudes and thoughts about inclusion vary due to different ways of thinking, experiences and needs. Such changes occur with the programs of action, awareness programs about the importance of inclusion and constant assessments of the current practices and results.

Chapter III: Methods

The study relied on both qualitative and quantitative approaches using a mixed method of triangulation. Qualitative information will be obtained through semi structure interviews and questionnaires will be carried out following the quantitative method. The information collected through the use of the mixed method seeks to neutralize disadvantages and provide a better understanding of all elements of study. This mixed method is being used to reinforce the validity and reliability of the research. It is defined as a study that "involves the collection or analysis of both quantitative and qualitative data in a single study in which a data are collected……. and involve the integration of the data at one or more stages in the process of research." (Creswell, 1999).

This research intends to administer questionnaires to administrators, teachers and parents to determine the effect of cultural perspectives on the process of inclusion in primary schools in Dubai. All questionnaires were developed considering the seven tasks that a researcher must consider to construct an effective questionnaire **[see appendix 24]** (Peterson, R. 2000). The questionnaires were given to twelve primary teachers and parents along with four administrators in two primary schools. The study will also carry out semi – structured factual interviews to obtain valid information taking in consideration the importance of wording questions to encourage the people to give profound responses and determine the emotions behind each reply (Svend, B. and Steinar, K. 2009).

The researcher will interview two administrators, one from each respective school. It is necessary to specify that interviews have disadvantages. First of all, it is a subjective instrument; therefore, there is danger of bias in each response. Then, building the appropriate questions for each group sample can be difficult and take too much time. Nevertheless, semi – structured interviews were selected to let the people express their

personal opinion about the subject to be studied and allow the researcher to analyze each response. Finally, the researcher will conduct a document analysis to determine any elements of cultural sensitivity that have an effect on the inclusion of special needs students within the mainstream schools.

The study focused on two primary private schools in Dubai. Both schools identity had not been specified to reserve the right to confidentiality. The first school is primary following the IB curriculum and is in the process of expanding up to grade 10 for next year. It has about 800 students with various nationalities and about 20% of the population is currently receiving some type of support. It has around 60 teachers from various nationalities and qualified. It also consists of an Exceptional Need Department that supports children on a day to day basis through in class support and a withdrawal support program. There is an existing learning support policy and admissions process which are closely monitored by senior leadership teams. The sample to study from the IB school are twelve teachers and twelve parents along with three administrators.

The second school is elementry, middle and high school following the UK curriculum and it has about 2,353 students from foundation stage to post 16 stage where students seek to achieve the International General Certificate of Secondary Education (IGCSE) and/or GCSE which are examinations at the end of the secondary phase along with the GCE Advanced level examinations at the end of the post 16 phase. There are about 134 qualified teachers from various nationalities. They also have a learning support department that provided monitors the students´ learning and ensures that their needs are successfully met. The sample to study from the IB school are twelve teachers and twelve parents along with three administrators.

Chapter IV: Results and Discussion

The purpose of this study is to examine the attitudes of private school administrators, teachers and parents along with document analysis and determine its effect on the process of inclusion. It also aimed to achieve more knowledge on the existing challenges on the implementation of inclusion within mainstream education. It seeks to answer the research questions of the study.

1) *What are the administrators, teachers and parent´s attitude towards inclusion?*
   a. Administrators: **[see appendix1 and 26]**

The administrators' showed positive attitude towards inclusion but also expressed the obstacles in the inclusion process within their schools. Both school´s administrators expressed that the provision given within their schools involved IEP development and monitoring shadows. The difference found was that the IB curriculum school provided external professionals and liaised with them to support the children. This service had the option to be provided within the school premises or at the centre. The school with the UK curriculum school provided extra remedial classes after school to support the SEN students. It also implemented special training for the shadows to ensure that the SEN students received the appropriate support.

All administrators expressed that inclusion practice shown positive changes as the schools had increased human resources and provided more qualified teachers to meet the student´s individual needs. Inclusion has helped students not only to gain knowledge but experience social interaction with their peers within mainstream setting.

Both schools' administrators portrayed that their school caters for students with different disabilities. These range from cognitive processing, cerebral palsy, ADHD, Down syndrome, dyslexia/dyscalculia, autism and

aspergers. All expressed that the inclusion of children with physical disabilities into the mainstream setting is appropriate.

    b. Teachers: **[see appendices 2 – 14 and 25]**

They expressed that the differentiation and individual support given within a mainstream setting allows the students to use their strengths to learn at their own pace. Teachers emphasized that both learning situations depend on their strengths and weaknesses which can determine their motivation to participate. It is also necessary to point out that some teachers believed that SEN Student´s participation depended upon the level of difficulty of the topic and activity as the students are unable to fulfill expectations.

Teachers believed that inclusion can either have a positive effect or be both positive and negative effect on SEN Student´s learning and social emotional behavior. It can have both types of effect but that it is determined by the teacher´s ability to create a clear and structured environment with established boundaries.

Teachers stated the need for qualifications to meet the needs of diverse children. They expressed that teachers should seek professional development to fulfill their children´s needs but that it is important to have a learning support department with specialized staff to cater for the student´s learning and emotional needs. Nevertheless, they communicated that not enough professional development is provided to aim for a successful inclusion.

    c. Parents: **[see appendices 15 - 23]**

Parents expressed their understanding about SEN children, stating that they haven't developed all milestones appropriately and therefore, have additional needs that will require support from an adult/peer to perform at the expected level.

Parents also reflected upon the need for more qualified teachers that can cater for all children academically and socially. They expressed that teachers become frustrated with an inclusive setting as they feel

unprepared to meet the SEN students' needs. Meanwhile, they also portrayed a positive attitude as they believed that inclusion can happen through proper planning, trained staff and modified curriculum. They mentioned the importance of having a curriculum that cares to meet their individual needs but at the same time sets high expectations for the students.

Both school parents agreed that the schools should provide with the necessary resources, accommodations and additional support to meet the SEN students´ needs. They mentioned the importance of having appropriate learning support policies to ensure that the school assists them with the adequate infrastructure and necessary modified curriculum to fulfill their needs. Finally, they stated the need for a caring environment that facilitates their interaction with others within a mainstream setting. They expressed that having the additional support would make it easier for the SEN students, the other children along with the teacher. They believed that this type of support will help them become more independent and encourage their learning and social experiences to be more positive.

Discrimination creates a series of thoughts and emotions which was clearly stated amongst the parents within this research. Their responses varied according to their personal experience amongst schools in Dubai. It also varied as some of them expressed that discrimination did not come as a firsthand experience but they had known of other´s who had encounter such difficulty and therefore were able to state some comments about the topic. Some parents did not feel direct discrimination but felt that the school lack of more SEN qualified teachers to support the children and lack of appropriate infrastructure. Other parents believed there was discrimination as some teachers, parents and other students treated the SEN students differently due fear and lack of knowledge.

Awareness is seen as a necessary approach amongst all parents throughout this research. They believed that brining awareness to other

parents and teachers can allow them to consider the advantages of inclusion and prevent any type of discrimination. They also conveyed that the culture in the country is an element that does not help the process. Parents of the present research, believed that all children have the right to be included and that it is everyone´s responsibility to ensure that it happens.

d. Document Analysis: [see appendices 27 - 31]

The analysis consisted of examining each document´s format and content to determine the cultural sensitivity of its lay out to gather information about the attitudes and beliefs reflected amongst the members of the school community. The analysis considered the content and beliefs & values of the culture. The referral forms, Individual Educational Plans and written reports reflected appropriate attitudes towards students with special needs. All documents are developed to exhibit the positive achievements of students and establish different goals to support their challenges within education. Content is presented in positive form, always considering the student´s previous accomplishments and seeks to determine positive strategies to encourage the student towards improvement. All documents beliefs and values are represented by the language used, carefully implementing, the appropriate terminologies and reflecting a respecting nature.

Chapter V: Conclusions

a. Discussions

According to Gaad (2007), change is able to occur if forces are implemented for it to happen. Beliefs, attitudes and thoughts about inclusion vary due to different ways of thinking, experiences and needs. The following chapter determines to portray the conclusions with regards to the inclusion of special needs students.

The administrators from both schools conveyed that inclusion in today´s education is influenced by obstacles such as:

- Lack of teacher training and specialized support, therefore, believed to emphasize the importance of professional development.
- Parent and children´s reluctance towards SEN students.
- School´s investment on an appropriate infrastructure and professional development for teachers.
- Lack of classroom differentiation and teacher´s understanding of student´s needs.
- Teacher´s perception that is someone else´s role to provide support.
- Lack of collaboration between SEN department and classroom teachers.
- The need for more classroom accommodations in terms of curriculum and teaching to meet the student´s needs.

They also mentioned that certain steps are necessary to support a successful inclusion in private schools and these are the following:

1. Effective admissions process/ specialized staff and assessments adapted according to performance and not level.
2. School community commitment into inclusion/ policy in place.
3. Ongoing professional development for teachers.
4. Effective Learning support department (program) supported by administrators.
5. Access to therapy – on campus.

Finally, most administrators revealed that culture does have a role in determining the type of support for special needs students. They believed that there is some hesitancy in acknowledging disabilities as people´s perceptions are different due to experiences and/or beliefs. It was also expressed that there is a lack of understanding and awareness towards learning disabilities. One indicated that it has no relation to culture as it has with parent´s commitment and involvement in the student´s education. This also supports previous research as according to Khan and Gaad (2007), it was expressed that a successful inclusion depends on parent´s involvement and support along with changes in the educational system´s demands to meet the student´s needs.

Teacher´s attitudes towards inclusion, in both schools, were mainly positive but they also reflected their concerns about the challenges and difficulties in carrying the process within a mainstream setting. Teachers believed that inclusion provided the students with social and academic benefits as they were able to interact and learn from other children as well as being accepted amongst them. They expressed that the differentiation and individual support within an appropriate learning environment and opportunities will allow them to participate in both learning discussions and activities. These points support previous findings as according to Schattman and Benay (1992), inclusion allows students with disabilities to interact with teachers, develop social relationships with their peers and experience enriched education in a mainstream setting. It is beneficial for them as they are supported by their peers and other people in their community while having their educational needs fulfilled (Stainback 1990 in Anati 2012).

Teachers communicated their belief with regards to SEN Student´s behavior as an influence on other children. They expressed that children model and copy both positive and negative behaviors from others and

therefore, believed that teachers need to provide a structured environment with well established boundaries.

A structured environment allows SEN students to be well accepted by their peers as expressed by all teachers. They believed that the acceptance is achieved through the teacher´s adequate preparation of the class and the environment during the inclusion process. They also expressed the need to establish a behavior management plan which ensures respectful behavior amongst the children. Nevertheless, some believed that their acceptance depended on factors such as age and social & emotional differences, causing some SEN children to be excluded as they are unable to keep up with their peers.

A successful inclusion requires teacher´s commitment and dedication to ensure that all children including SEN students have met their academic and social needs. In this research, teachers expressed that they work collaboratively towards differentiating their teaching strategies and activities. They also portrayed that they develop learning experiences based on the student´s individual needs. Nevertheless, their greatest effort to support SEN students is strained by the need for special qualifications to cater for their individual requirements. They also mentioned the importance of having the knowledge and skills to identify SEN students amongst their children to provide them with the appropriate support to meet their needs. Some teachers mentioned that professional development is not always available due to curriculum demands and lack of time. These support previous findings as according to Anati (2012), teachers are provided with in service training but felt that it was not enough to facilitate their teaching practice as teachers of an inclusive school.

Teachers also conveyed that liaising with Special Needs teachers is necessary to monitor the SEN Student´s progress. These meetings were to establish strategies and monitor the student´s progress and success within the teaching – learning process. They mentioned that the SEN

teachers provided them with aids and support through the exceptional needs department. They also expressed that staff meetings are an opportunity to discuss issues and develop planning. One teacher stated that the learning support staff played a significant role when working collaboratively; as teachers are unable to, individually, provide the necessary support to the students. Finally, they expressed that there is a lack of communication between teachers and administrators as teachers are busy preparing for lessons, assessing, marking, meetings, emails and teaching to express their concerns.

Parents´ expressed their knowledge about special needs children and believed that they are children with physical and mental disabilities who require special attention and assistance to interact with society. They conveyed that the inclusion of SEN students have both a learning and behavior effect in other children. They expressed the importance of teacher´s role throughout the process. Their guidance leads other students to be more compassionate, caring and learn about differences, mature and be more responsible. Nevertheless, some parents stated that inclusion could not be successful as some students need more attention than others in both academic and social issues. Finally, they stated that SEN students learn at their individual pace which makes it harder for the teacher to meet their needs and those of the rest of the classroom.

b. Limitations:

As a result of this study, the researcher intended to gain understanding of the attitudes of private school administrators, teachers and parents and determine its cultural effect on the process of inclusion in primary education. Questionnaires were given to administrators, teachers and parents of both schools to determine their attitudes and perceptions about inclusion. Due to various reasons, the participants responded to the questionnaires in a very long period of time which caused a significant delayed in the analysis of the information. Participants expressed conflicts such as lack of time due to job or family duties and excessive workload responsibilities to be fulfilled. Therefore, the participants seemed somewhat reluctant to complete the questionnaires due to their unavailability of time.

The researcher also experienced difficulties with regards to time as both job and study expectations made the completion of the research somewhat difficult. Another difficulty faced by the researcher, is the word count as the analysis of all the information given lead to exceed the word count expected and therefore, the demands have not been fulfilled with regards to the limit amount of words.

c. Implications for Practice:

The implications of this research should be directed to continue supporting more positive changes within the school community (parents, teachers, administrators and students) to ensure that they are all informed about SEN students and the importance of having appropriate planning, trained staff and a modified curriculum to fulfill their needs. Another area interesting of study would be the effectiveness of additional supports and resources, adequate infrastructure, and awareness workshops for parents and teachers to ensure that they adopt new trends of teaching and learning to support the special needs students within a mainstream setting. While the present research provides information to support inclusion, there continues to be a great need of identifying the best strategies to encourage schools to liaise more with provision through external services to have a successful inclusion.

d. Recommendations for Future Area of Research:
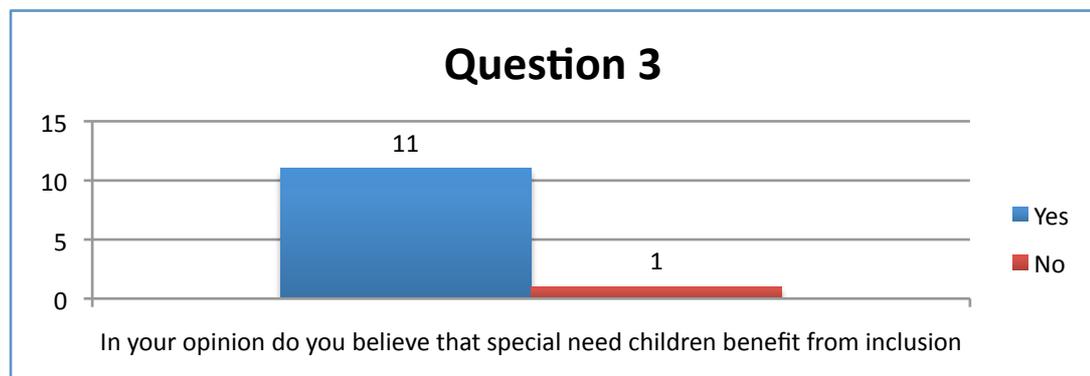
Considering that the process of inclusion is growing and continues to seek attention within the United Arab Emirates´ education system, for the future, the researcher would possibly wish to make further researches on different strategies and ways to improve the process and determine the necessary elements to ensure the enrollment of all SEN students within the private schools.

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APPENDIX

Appendix 2:

Results to teacher´s Questionnaire:

Question 3

In your opinion do you believe that special need children benefit from inclusion

Participants Individual Responses	Yes	No
For social & academic skill benefit	4	
Differentiated classroom	1	
Individual support	1	
Are challenged	4	
Acceptance by peers - others	1	
They require individual support to meet their needs		1

The teacher´s response with regards to the benefits on the inclusion of special needs students was positive. Most teachers believed that inclusion provided the students with social and academic benefits as they were able to interact and learn from other children as well as being accepted amongst them. They also expressed that SEN students are challenged by their peers who leads them to be engaged and motivated to learn. Finally, teachers believed that the differentiation and individual support given within a mainstream setting allows the students to use their strengths to learn at their own pace. These responses were given by most teachers from both UK and IB schools. Nevertheless, one of the teachers from the UK school believed that students would benefit more from a segregated setting where an individualized and one to one support is given, to meet their individual needs successfully.

Appendix 3:

Question 4

Do you believe that inclusion is successful in fulfilling the SEN children's needs?

- YES: 10
- NO: 2
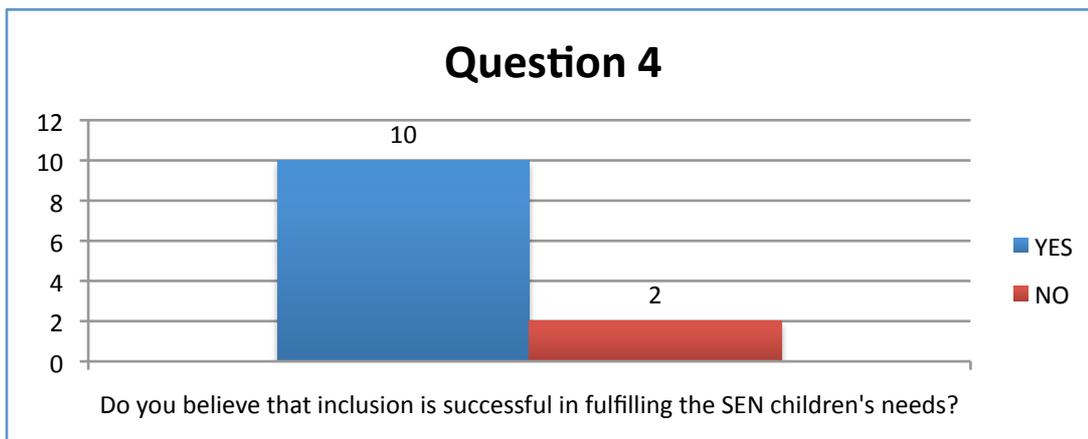
Participants Individual Responses	Yes	No
Staffing working collaboratively/differentiation	3	
Depending on individual need/suport given	3	
Support of peer learning	4	
Frustrated/overwhelmed as are unable to keep up with the workload - feel different		2

Most teacher´s from both schools expressed that inclusion is successful in fulfilling the SEN Student´s needs as they are able to work collaboratively towards differentiating their teaching strategies and activities. They also portrayed that they develop learning experiences based on the student´s individual needs. Finally, they mentioned that they use peer learning is an important strategy as it allows students to understand better through the support of their peers. However, two teachers one from each school portrayed that inclusion is not successful as they believed that SEN students are not necessarily getting the individualized attention that they need. They also expressed that the students tend to feel frustrated and overwhelmed as they are unable to keep up with all tasks required from them.

Appendix 4:

Question 5

Do you believe that the SEN children's behavior have an influence on other student's behavior?
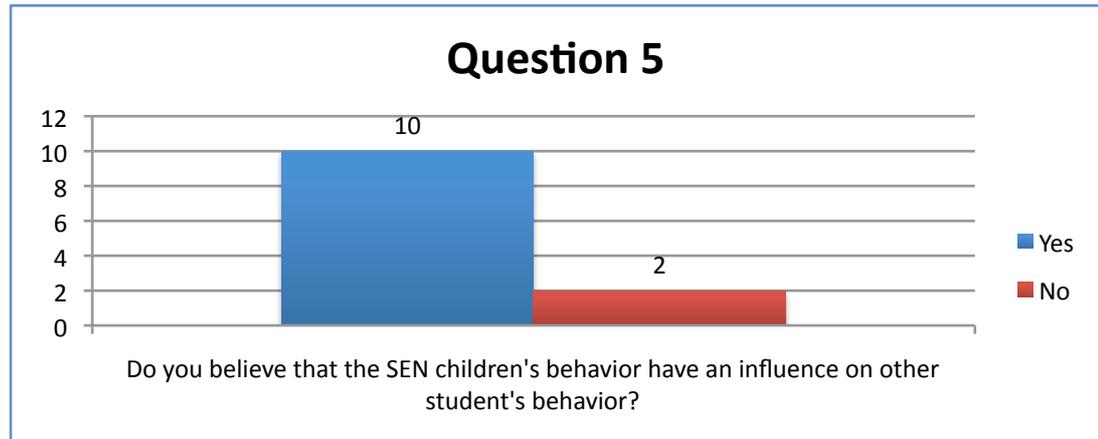
Participants Individual Responses	Yes	No
Children model and copy positive & negative behaviour	8	
Clear structure - expectations by teachers is needed	2	
Teacher's role in monitoring behaviour		1
Students are aware of individual difference		1

Teachers replied that SEN Student´s behavior does have an influence on other children. They expressed that children model and copy both positive and negative behaviors from others and therefore, believed that teachers need to provide clear structure and expectations along with consequences for all students within the classroom. Nonetheless, two teachers from the IB school disagreed as they believed that children can be open minded as they are aware of the individual differences. They also expressed that it is teacher´s role and duty to ensure that the children have the appropriate preparation for inclusion which will certainly avoid any effect on their peer´s behavior.

Appendix 5:

Question 6

What type of effect can inclusion have on SEN children's learning and social emotional behaviour?
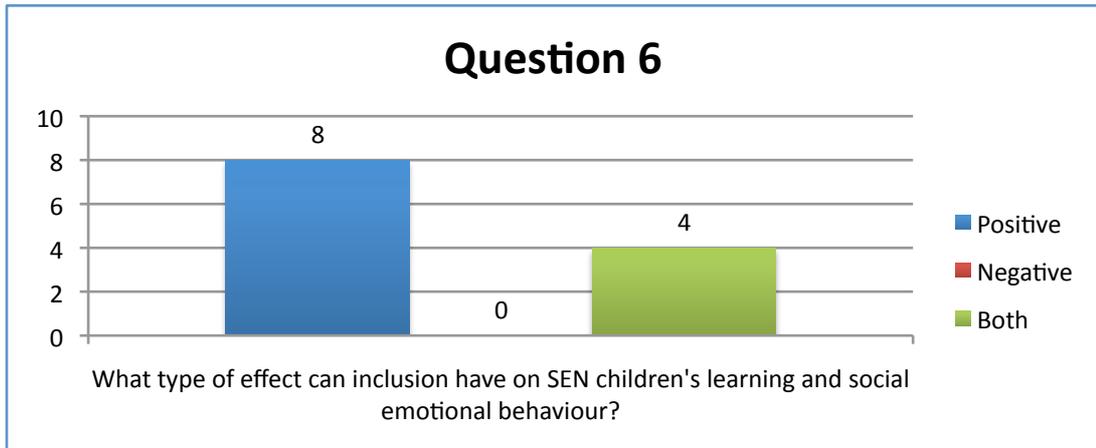
Participants Individual Responses	Positive / Both
Support SEN students interact with society	2
Build SEN student's confidence and self esteem	2
Content / Behaviour	2
Clear and structured environment (boundaries)	3
Building SEN social positive relationships	3

Teachers believed that inclusion can either have a positive effect or be both positive and negative effect on SEN Student´s learning and social emotional behavior. They expressed that inclusion can be positive as it allows the students to interact and learn from their environment. It provides them with content and different norms in terms of behavior which they acknowledge throughout their learning experiences. They also mentioned that inclusion provides SEN students with the opportunity to build their confidence and self esteem as they are able to create positive social relationships with their peers. Nonetheless, four teachers, two from each school expressed that it can have both types of effect but that it is determined by the teacher´s ability to create a clear and structured environment with established boundaries.

Appendix 6:

Question 7

In your opinion, do you believe that all teachers should have the skills to teach SEN students a well as others any classroom environment?
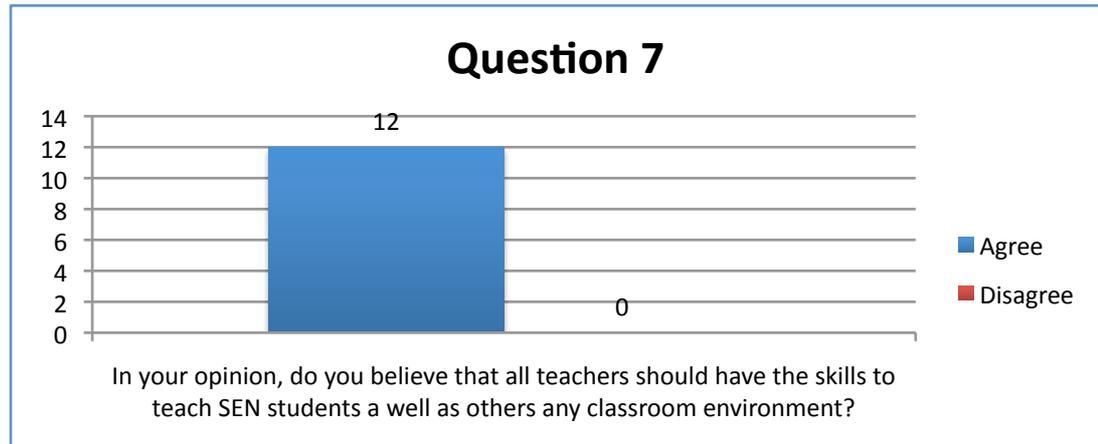
Participants Individual Responses	Agree
Well qualified to meet needs of diverse children	4
Knowledge and skills to identify and support	6
PD is always positive but a learning support department is needed	2

All teachers from both schools agreed that it is necessary to have qualifications to meet the needs of diverse children. They also mentioned the importance of having the knowledge and skills to identify SEN students amongst their children to provide them with the appropriate support to meet their needs. Finally, they expressed that teachers should seek professional development to fulfill their children´s needs but that it is important to have a learning support department with specialized staff to cater for the student´s learning and emotional needs.

Appendix 7:

Question 8

Does your school provide a clear policy for the implementation of inclusion?

Yes: 6
No: 4
Not Sure: 2

Legend: Yes, No, Not Sure
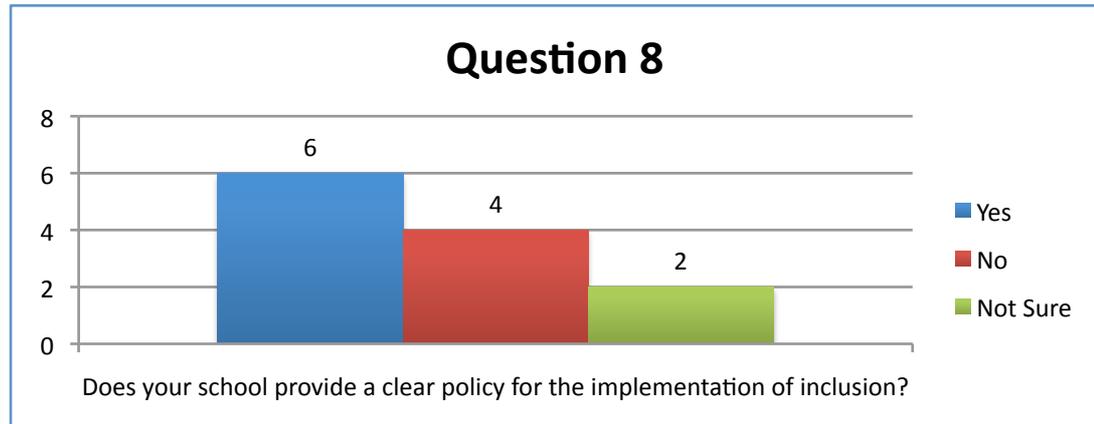
Participants Individual Responses	Yes	No	Not sure
Part of IB curriculum	2		
Shared through PD	2		
Working progress	2		
Led by SENCO who works according to child's needs and teacher's views		2	
It is required		2	
Unaware			2

There were a variety of answers from the teachers with regards to the existence of an inclusion policy within the schools. All teachers from the IB school expressed that there is a working progress inclusion policy as it is part of the IB curriculum and has been shared through the internal professional developments. Nevertheless, four teachers from the UK school mentioned that it is a required document which is mainly led and used by the Senco staffs who works according to the student´s needs and teacher´s views. Meanwhile, two of the teachers from the same school, replied that they were unaware and not sure of the existence of such policy within their school.

Appendix 8:

Question 9

In your opinion, do SEN children participate more in: Learning Discussions, Learning Activities, and None

- Learning Discussions
- Learning Activities
- Both
- None
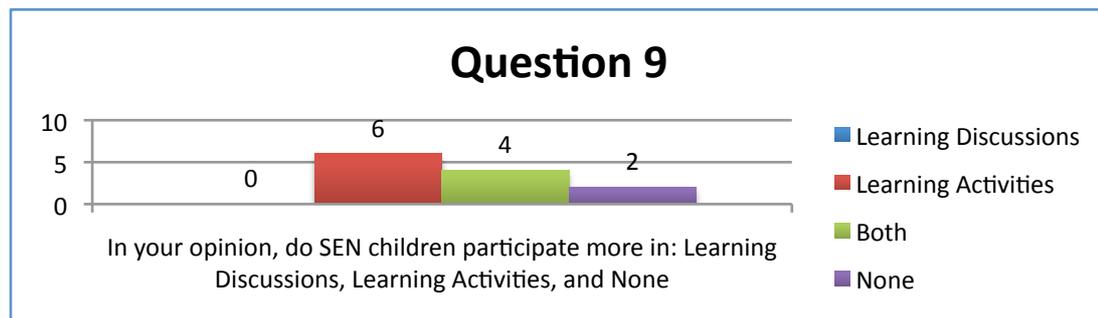
Participants Individual Responses	Learning Discussions	Learning Activities	Both	None
Reaches out to their learning style	0	3		
Depending individual needs and motivation		**3**		
Depends on their level of English-learning experiences			1	
Built confidence			**1**	
Given the right opportunities			**1**	
Depends on their strengths-weaknesses			**1**	

Teachers from both schools provided various responses with regards to the type of participation that SEN students have within a mainstream setting. Three teachers from the IB school believed that they participate in both learning discussions and activities when given the appropriate learning environment and opportunities. The remaining three teachers from the IB school believed that their participation depended on their individual needs and motivation within a learning experience. The six teachers from the UK school had diverse opinion as three of them believed that SEN students only participated in learning activities as these could reach out to their learning style and one believed that it depended on their level of English learning experiences. The remaining two teachers expressed that SEN students participated in none of the learning situations as they believed to be dependent upon the level of difficulty of the topic and activity as the students are unable to fulfill expectations.

Appendix 9:

Question 10

Bar chart titled "Question 10" showing responses to "In your opinion, do teachers have enough professional development to aim for a successful inclusion?" with Agree = 1 and Disagree = 11.
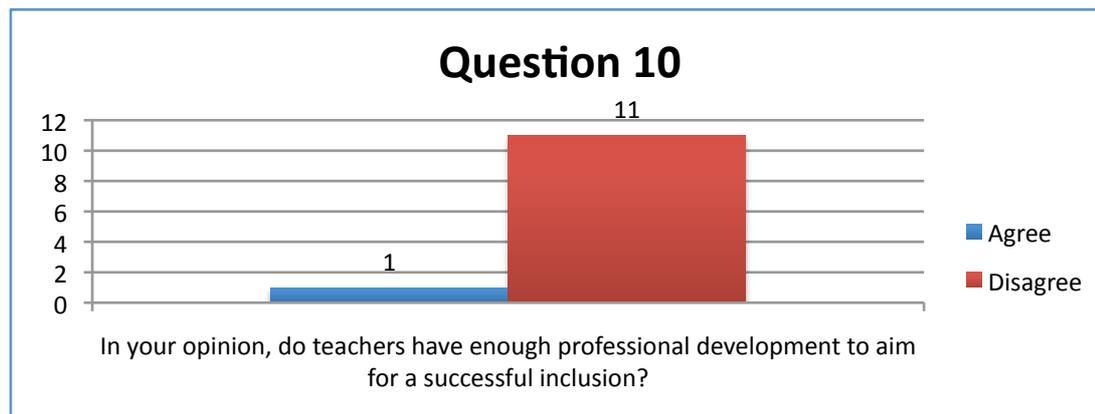
Participants Individual Responses	Agree	Disagree
PD is carried out continuously	**1**	
Unaware of knowledge strategies		5
Learn through experience		**1**
Rely on EN department		**2**
PD not always available		**2**
PD is needed		1

Almost all teachers expressed that not enough professional development is provided to aim for a successful inclusion. It was interesting that only one teacher from the IB school believed that professional development was carried out continuously and other two expressed that they relied on the learning support department to meet the needs of SEN students. Two teachers from the same school mentioned that professional development is not always available due to lack of time and the remaining teacher expressed that she learned about inclusion throughout her teaching experiences. Five teachers from the UK school stated that they were unaware of the necessary strategies to reach a successful inclusion. Finally, the last teacher considered that it was necessary for the school to carry out more professional development as it would support the aim for a successful inclusion.

Appendix 10:

Question 11
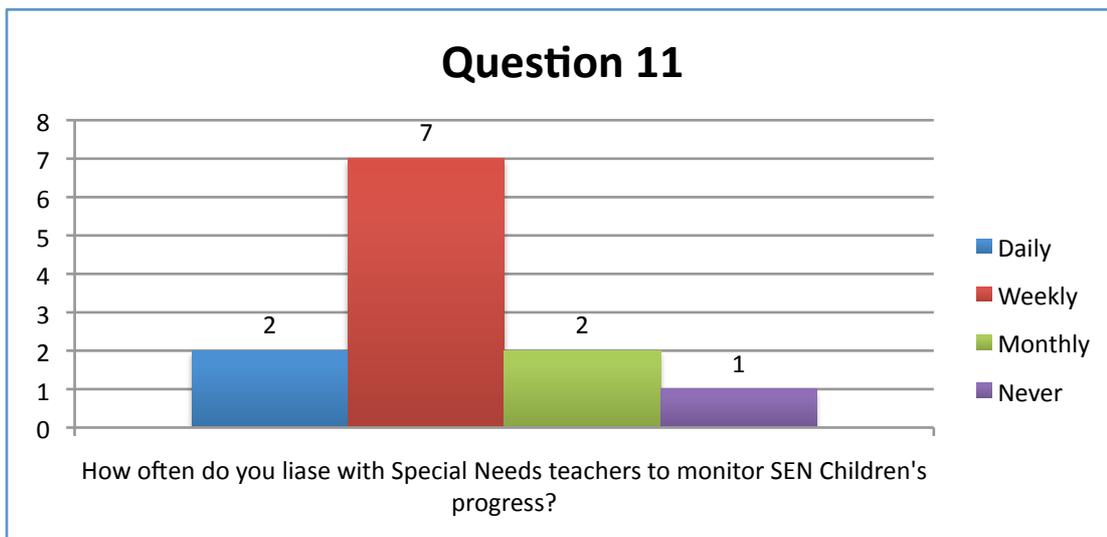
Participants Individual Responses
For assessments/lessons
Depending on the need
To get strategies - monitor progress/student´s success

Liaising with Special Needs teachers is necessary to monitor the SEN Student´s progress. It was interesting to determine that from the IB school, only two teachers met daily and the remaining four teachers met on a weekly basis. However, all six teachers expressed that the importance of their meetings were to establish strategies and monitor the student´s progress and success within the teaching – learning process. Three UK school teachers mentioned that they also liaise on a weekly basis and two stated to carry out monthly meetings. Only one expressed to never do it as there were no special needs students in her classroom. Meanwhile all teachers from this school considered these meetings necessary only depending on the need or during assessments and lesson planning.

Appendix 11:

Question 12

In your opinion, do teachers have enough support from administration in terms of time and planning to support the SEN children's learning?

- Agree: 4
- Disagree: 6
- Both: 1
- None: 1
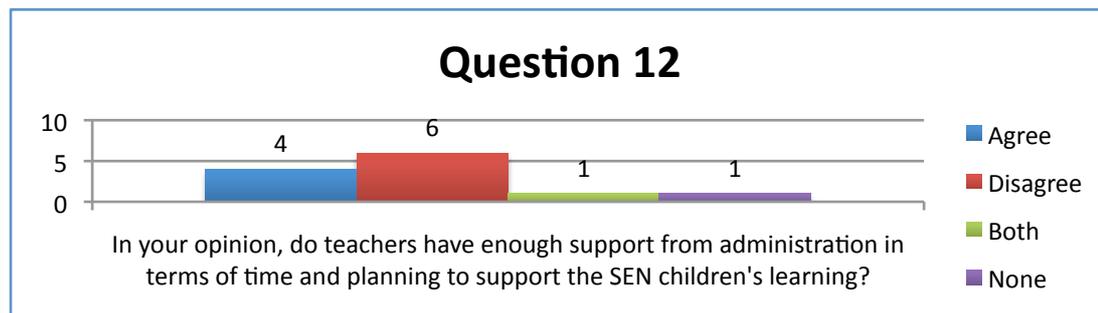
Participants Individual Responses	Agree	Disagree	Both	None
Support through recommendation done by teachers - EN department	1			
Support with aids	1			
Yes in planning but not in time due to curriculum expectations	1			
Staff meetings to discuss issues	1			
En support is available			1	
Not aware of the amount of work, time and planning done		2		
Busy preparing for lessons, assessing, marking, meetings, emails and teachings		1		
Teacher's duty		1		
Teacher´s responsibility				1
Not enough resources		1		

Some teachers expressed that administrators provide enough support in terms of time and planning to support SEN Student´s learning. Five teachers from the IB school mentioned that they are provided with aids and support through the exceptional needs department. They also expressed that staff meetings are an opportunity to discuss issues and develop planning. They agreed that not enough time was given due to curriculum demands and expectations. Finally, one teacher from this school stated that it was the teacher´s duty to make up the time for planning to meet the SEN Student´s needs. Meanwhile, teachers from the UK school stated that administrators did not provide the support as they were not aware of the amount of work, time and planning that teachers executed. There was a lack of communication between teachers and administrators as teachers were busy preparing for lessons, assessing, marking, meetings, emails and teaching to express their concerns. The

two remaining teachers conveyed that it was the teacher´s responsibility and that it was not necessary the administrators and that not enough resources were provided to meet the student´s needs.
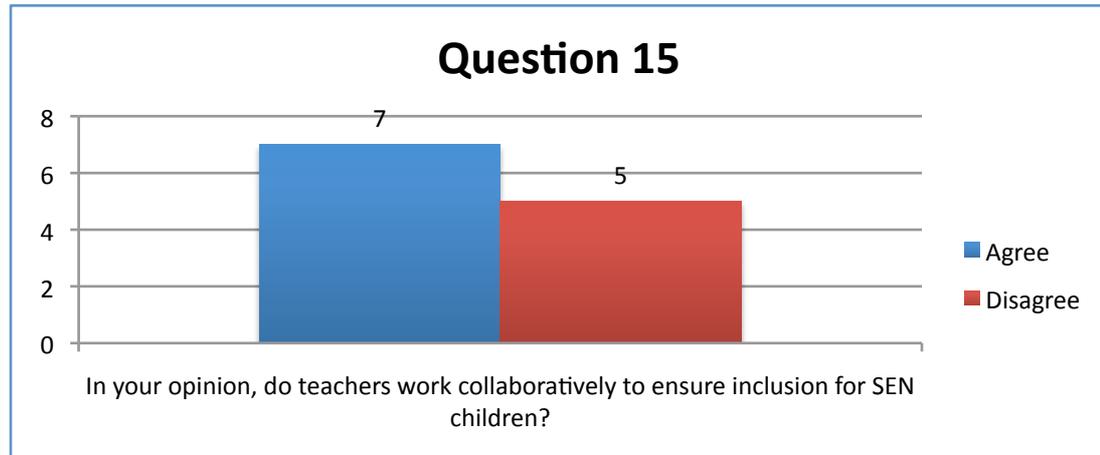
Appendix 12:

Question 13

Do you believe that SEN children are well accepted by their peers?
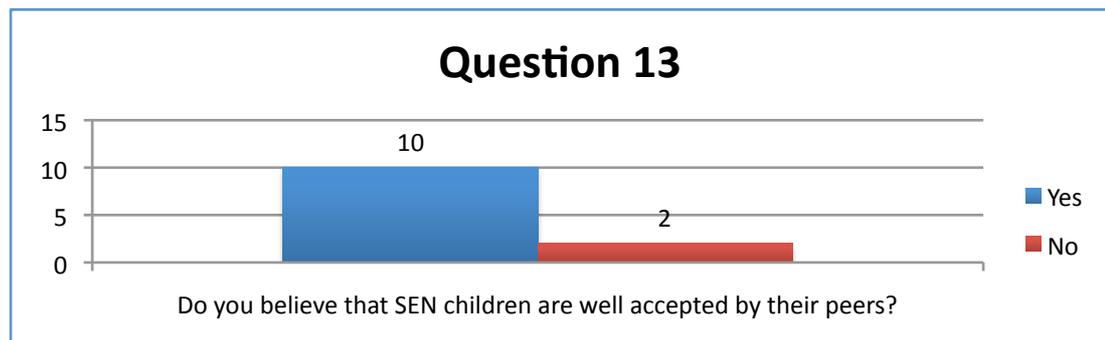
Participants Individual Responses	Yes	No
Peers are aware of behaviour management rules - therefore treat SEN well	1	
Adequate preparation - preparing the class - environment well set	5	
Acceptable / compassionate/	2	
Celebrate SEN achievements	2	
Depends on various factors such as age as younger ones have less understanding		1
SEN are excluded as they cannot keep up with others		1

All teachers from the IB school agreed that SEN children are well accepted by their peers. They believed that the acceptance is achieved through the teacher´s adequate preparation of the class and the environment during the inclusion process. They also expressed the need to establish a behavior management plan which ensures respectful behavior amongst the children. Nevertheless, the teachers from the UK school had differences in opinions with regards to the acceptance. Four of the teachers agreed that SEN children are accepted due to the children´s acceptable and compassionate nature. They believed that it was also related to the celebration of the SEN achievements based on team work effort of all children and the teacher. Finally, the remaining two teachers from this school disagreed as they believed that their acceptance depends on various factors such as the children´s age as younger ones have less understanding. They also stated that SEN children are excluded as they are unable to keep up with the others creating a social gap with their peers.

Appendix 13:

Question 14

In your opinion, teachers should be the ONE to recommend a SEN student's placement in the school?
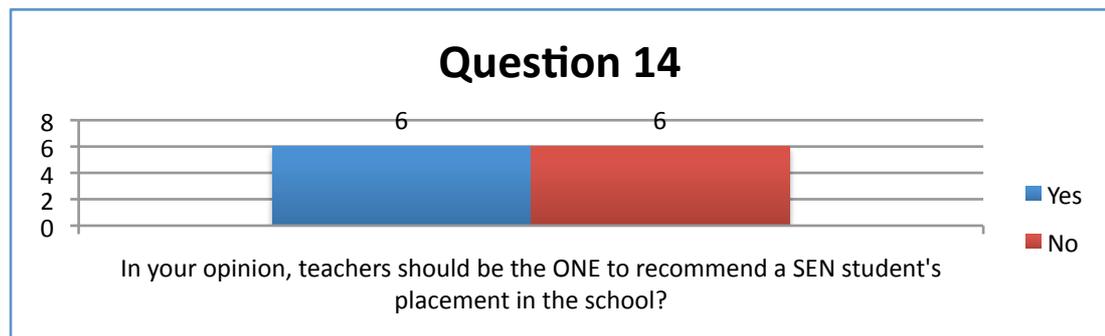
Participants Individual Responses	Yes	No
Should liase SEN dept. assess - have an opinion & be involved	**4**	
They might not be trained to deal with SEN child, therefore cannot be accepted in that class	1	
Consider the ratios of SEN students - available support	**1**	
SEN dept. / teachers - training should be done/ specific testing		4
Involved but not taken the decision		**1**
Lack of appropriate qualification to make decisions		1

IB school teachers expressed that they should liaise with the learning support department and be involved with the providing an opinion with regards to student placement. One teacher mentioned that it is necessary to consider the ratios of SEN students and the available support. Finally, another teacher stated that teachers should definitely be involved but not be the ones to take a decision. Meanwhile, teachers from the UK school had various opinions with regards to this point. One teacher believed that they should be the ones to recommend SEN student´s placement as they may not be trained to support them and therefore, cannot be accepted in that particular class. Finally, the rest of the five teachers disagreed as they believed that the SEN department, specific testing and only trained teachers should be involved and take such important decisions. They believed that teachers in general lack of the appropriate qualifications to make decisions with regards to SEN Student´s placement.
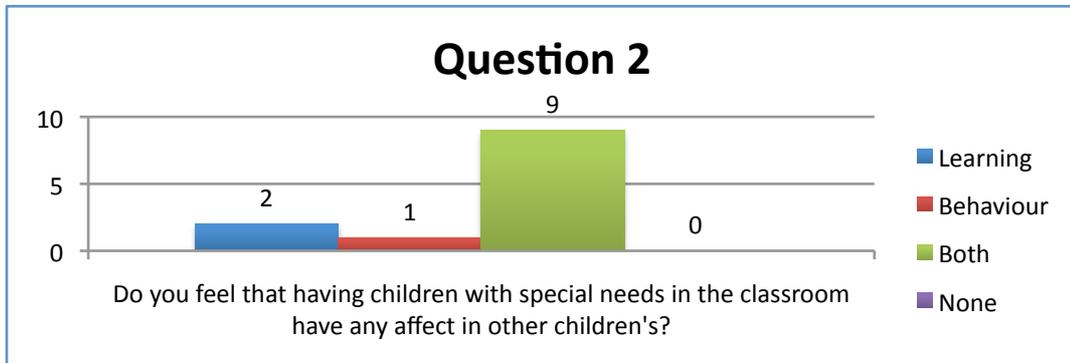
Appendix 14:

Question 15

In your opinion, do teachers work collaboratively to ensure inclusion for SEN children?

Participants Individual Responses	Agree	Disagree	Both
Meeting regularly to plan and accommodate for their needs	**5**		
Depends on teacher's interest - involvement	1		
SEN needs are assessed during planning	**1**		
Individual teacher's role to fulfill SEN needs		2	
Not all teachers are specialized, so cannot plan		1	
Differences in teacher's perspective and experience, therefore different approaches		1	
With L/S staff support			1

All teachers in the IB curriculum school work collaboratively to ensure the inclusion of SEN students. They expressed that they meet regularly to plan and make the necessary accommodations for their students. They also mentioned that they meet to assess the current teaching and learning that takes place and therefore, plan the strategies and activities to meet their needs. Meanwhile, four the teachers from the UK school disagreed with working collaboratively as they believed that it is the individual teacher´s role to fulfill the student´s needs. They also stated how not all teachers are specialized and therefore, collaborative planning would not be a successful plan of action. One particular teacher conveyed that it also depends on the teacher´s interest to be involved in the SEN students´ learning and actually plan to meet their needs. Finally, another teacher

from this school stated that the learning support staff played a significant role when working collaboratively; as teachers are unable to, individually, provide the necessary support to the students.
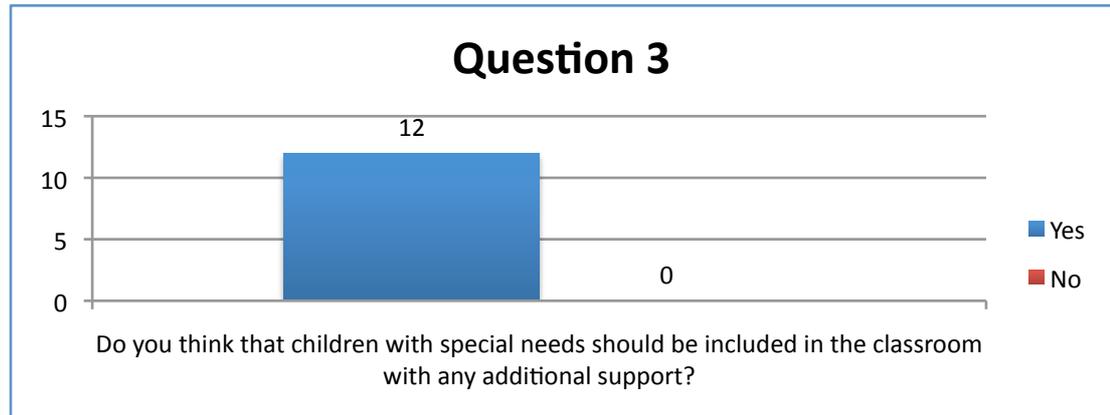
Results to Parent´s Questionnaire:

Appendix 15:

Question 2

Do you feel that having children with special needs in the classroom have any affect in other children's?

Learning: 2 | Behaviour: 1 | Both: 9 | None: 0

Participants Individual Responses	Learning	Behaviour	Both	None
Requires more attention from teachers which may hinder their learning	1			
Slow other students learning	1			
Proper guidance, others can be compassionate - caring		**1**		
Depending on how teacher deals - may be positive or negative			**2**	
Children become more responsible, mature, learn differences			**3**	
Other children learn the behavior and can affect their language			3	

IB school´s parents believed that the inclusion of SEN students have both learning and behavior effect in other children. They expressed the importance of the manner in which the teacher deals with the process. Proper guidance of the process can lead other students to be more compassionate and caring. They mentioned that it would also have a positive effect as they would learn about differences, mature and be more responsible. Other parents expressed that both learning and behavior is affected by inclusion as other children learn the behavior and language and become less attentive and therefore, follow the behavior observed. Finally, another group of parents expressed that inclusion affects other children´s learning as SEN students require more attention from teachers which may slow down and hinder their learning.
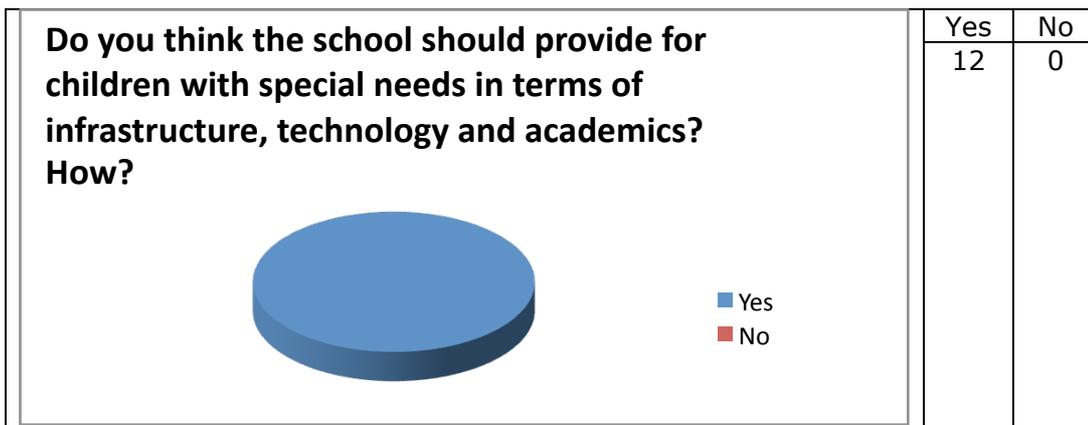
Appendix 16:

Question 3

Do you think that children with special needs should be included in the classroom with any additional support?

Participants Individual Responses	Yes	No
Help teacher focus on the whole class, SEN can get individual support	1	
Become easier support for SEN, other children, and teacher	6	
In certain areas they need more individual support than in other areas	1	
Help them become more independent and have learning and social experiences with support	3	
Disorder is severe - they need much support	1	

All parents from both schools agreed upon the inclusion of SEN students with additional support. They expressed that having the additional support would make it easier for the SEN students, the other children along with the teacher. They believed that this type of support will help them become more independent and encourage their learning and social experiences to be more positive. Finally, they believed that the support is needed as this will give the students the help they need in particular areas and at the same time, allow the teacher to give attention to the rest of the class.
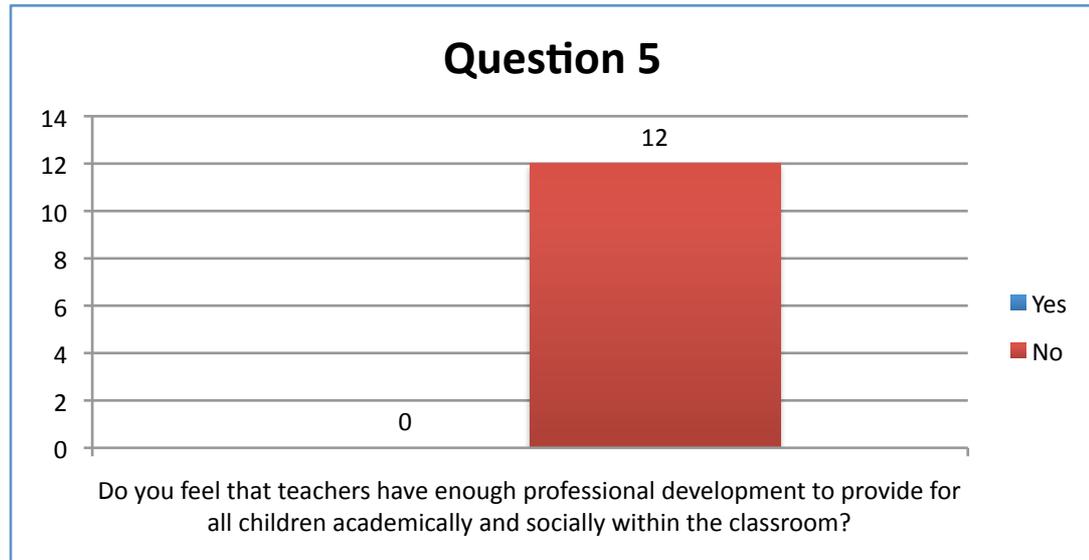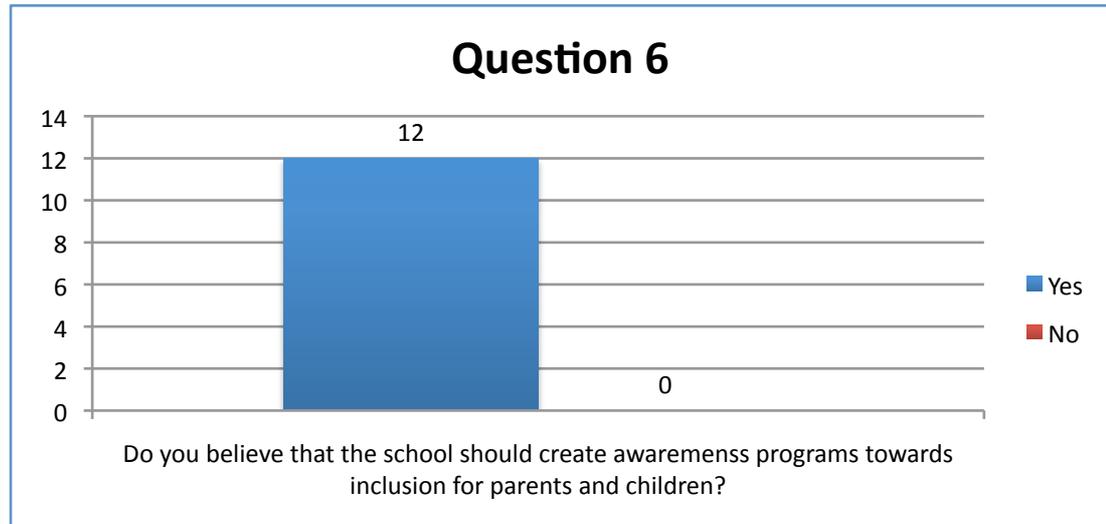
Appendix 17:

Question 4

Do you think the school should provide for children with special needs in terms of infrastructure, technology and academics? How?	Yes	No
	12	0

■ Yes
■ No

Participants Individual Responses
Trained teachers
Curriculum modification – dedicated learning programs to cater for their individual needs.
Technological support given
Learning support and policies
Caring environment
Infraestructure (ramps, special desks, tools)

Both school parents agreed that the schools should provide with the necessary resources and accommodations to meet the SEN students´ needs. They expressed that the schools should cater with qualified teachers that not only fulfill the individual needs of their children but that differentiate their teaching and learning to meet the SEN students' expectations and needs. They mentioned the importance of having appropriate learning support policies to ensure that the school assists them with the adequate infrastructure and necessary modified curriculum to fulfill their needs. Finally, they stated the importance of having a caring environment as this facilitates the students´ interaction with others within a mainstream setting.

Appendix 18:

Question 5

Do you feel that teachers have enough professional development to provide for all children academically and socially within the classroom?

Bar chart showing: Yes = 0, No = 12

Legend: Yes, No

Participants Individual Responses	Yes	No
Teachers become frustrated as they are not professionally trained	0	12
Not all teachers necessarily seek for this training and may not seem fair		
Sufficient trained teachers are not available to meet the needs		

All parents from both schools believed that teachers require more professional development to provide for all children academically and socially. They expressed that teachers become frustrated with an inclusive setting as they feel the need for more professional development to succeed at meeting the students' needs. However, they also mentioned that there are not enough qualified teachers available to fulfill the SEN students' needs. Finally, they stated that not all teachers seek professional development in special needs as they may have established the desired to simply keep themselves as general teachers and have no specialization.
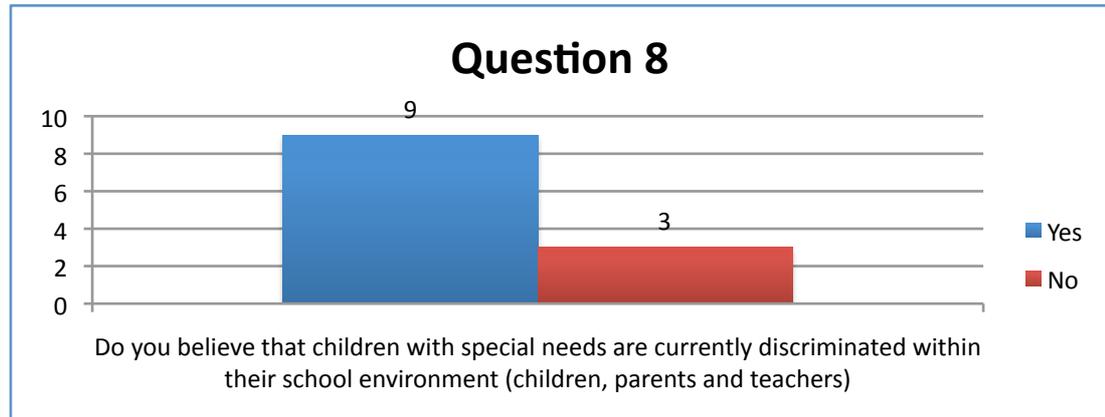
Appendix 19:

Question 6

Do you believe that the school should create awaremenss programs towards inclusion for parents and children?

(Bar chart: Yes = 12, No = 0)

Legend: ■ Yes ■ No

Participants Individual Responses	Yes	No
Parents of other children and teachers will be aware of the advantages of inclusion	10	
All children have the right to be included, UAE, lacks in this respect - culture is not helping the process	2	

Awareness is seen as a necessary approach amongst all parents throughout this research. They believed that brining awareness to other parents and teachers can allow them to consider the advantages of inclusion and prevent any type of discrimination. They also conveyed that the culture in the country is an element that does not help the process. Parents of the present research, believed that all children have the right to be included and that it is everyone´s responsibility to ensure that it happens.
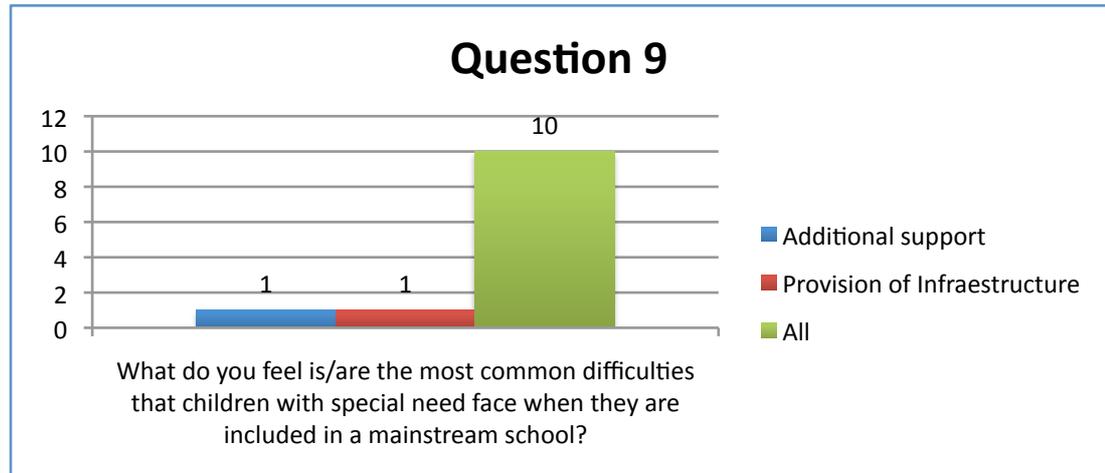
Appendix 20:

Question 7

Do you believe that children can be successfully included in a mainstream school?
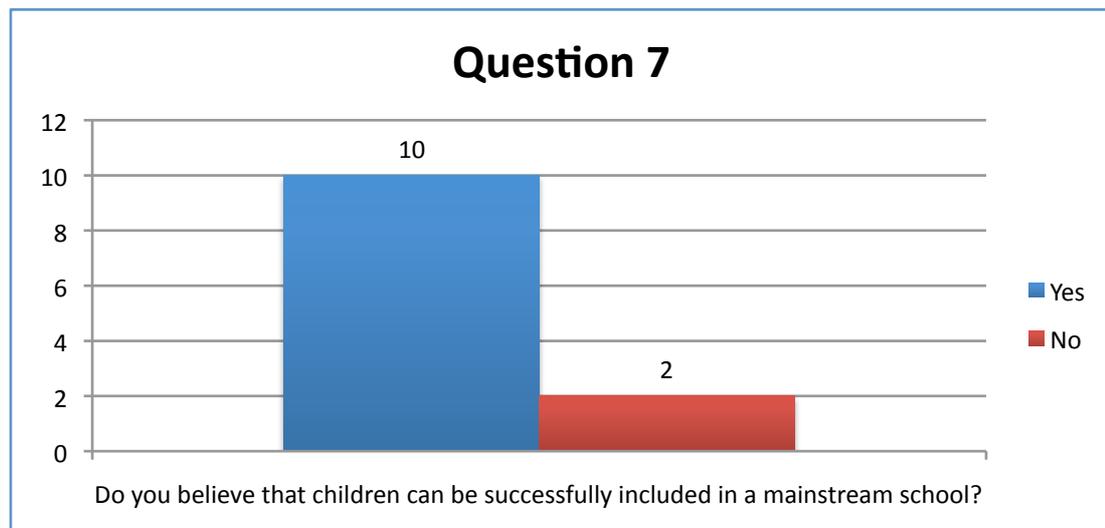
Participants Individual Responses	Yes	No
Can be done with proper planning, trained staff, and modified curriculum	10	
Some students need more attention than others, specially academic and emotional issues		1
They have their own pace of work		1

All parents from the IB school portrayed that SEN students can be successfully included in a mainstream school. They believed that inclusion can happen through proper planning, trained staff and modified curriculum. They mentioned the importance of having a curriculum that cares to meet their individual needs but at the same time sets high expectations for the students. The parents from the UK school had once more expressed a variety of responses. Four parents agreed with the inclusion being successful and they followed the beliefs previously mentioned by the other parents. Nevertheless, two remaining parents expressed that they believed that inclusion could not be successful as some students need more attention than others in both academic and social issues. Finally, the stated another reason which was that SEN students have their own pace of work and therefore, becomes hard for the teacher to meet their needs as there are other children in the classroom that also require attention.

Appendix 21:

Question 8

Do you believe that children with special needs are currently discriminated within their school environment (children, parents and teachers)

Participants Individual Responses	Yes	No
Not treated with care and affection react to them differently, due to lack of knowledge and fear from teachers, students and parents.	6	
Not ready - lack of well trained and qualified teachers	**2**	
Discriminated from children particularly due to their physical infrastructure	**1**	
Proper awareness, SEN children are well accepted		**1**
Not discriminated but people tend to avoid having contact with SEN children		**2**

This question created many mixed thoughts as it varied according to the parent´s personal experience within schools in Dubai. It also varied as some of them expressed that discrimination did not come as a firsthand experience but they had known of other´s who had encounter such difficulty and therefore were able to state some comments about the topic. Three of the parents from the IB curriculum school, expressed that there was no discrimination as there was awareness and SEN children were well accepted. The remaining three expressed that there was as they felt that the school lack of more SEN qualified teachers to support the children and due to the lack of appropriate infrastructure. The six parents from the UK curriculum school believed that there was discrimination as some teachers, parents and other students treated the SEN students differently due fear and lack of knowledge.
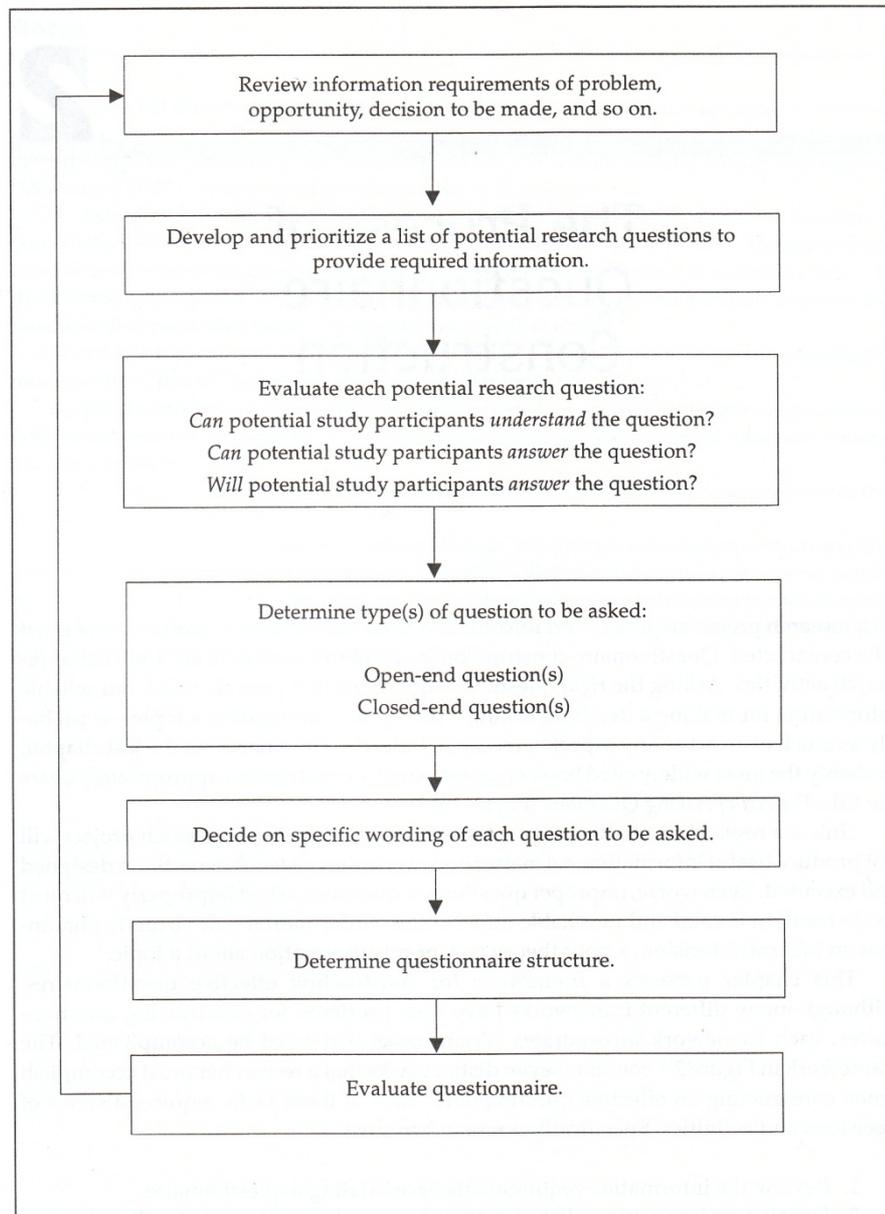
Appendix 22:

Question 9

What do you feel is/are the most common difficulties that children with special need face when they are included in a mainstream school?

- Additional support
- Provision of Infraestructure
- All

Participants Individual Responses	
Lack of provision in terms of infrastructure	1
Lack of Additional support/ specialized material	1
All of the above	10

Most parents from both schools believed that special needs children face challenges in the process of inclusion in a mainstream school. They mentioned that SEN students are discriminated, schools lack of provision in terms of infrastructure, specialized materials and additional support to ensure that their educational and social needs are successfully met. Two parents from the UK curriculum school stated that the lack of infrastructure and additional support as their main concerns with regards to the challenges that SEN students have in the process of inclusion.
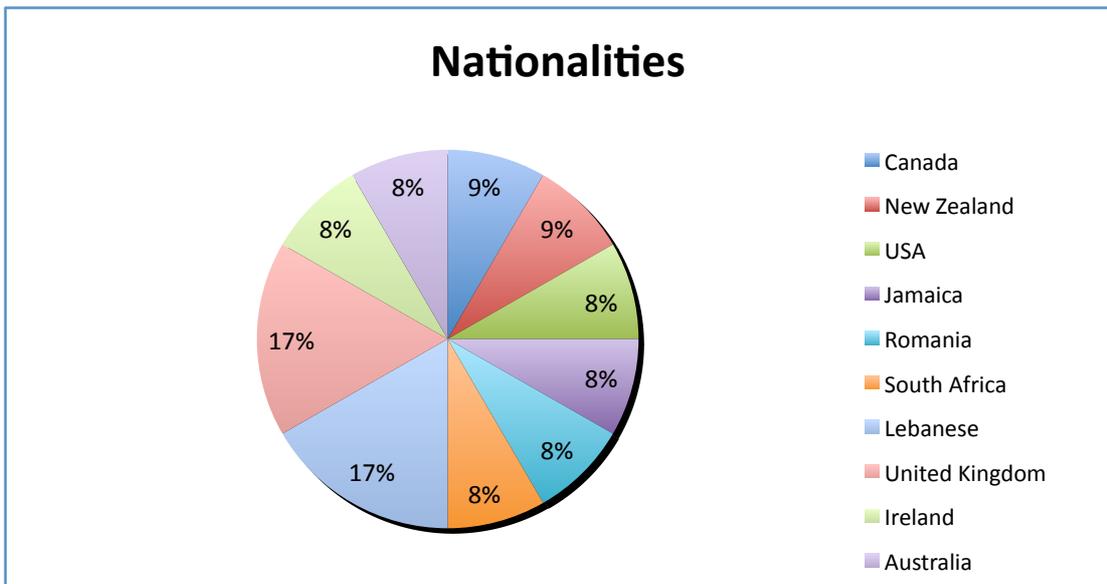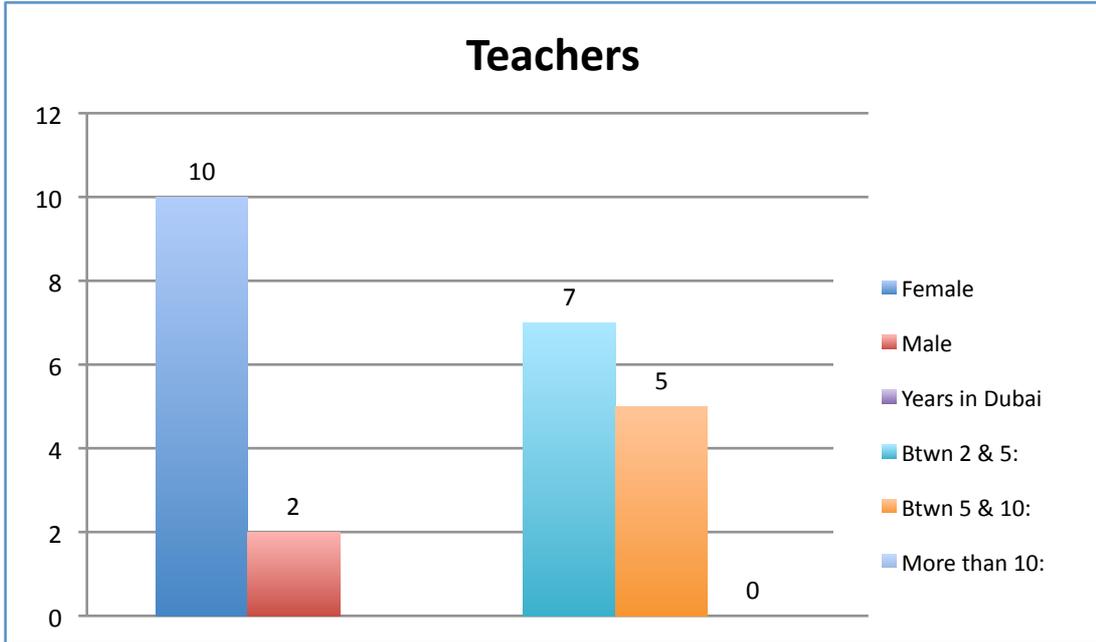
Appendix 23:

Participants Individual Responses	Yes	No
Children are but parents are not	3	
They are eager to experience social interaction and equal opportunities	3	
With the appropriate support and information given	3	
		3

All parents from both schools believed that other children are ready for inclusion but they expressed that parents aren´t necessary prepared for such change. They also stated that SEN students are eager to experience social interaction and equal opportunities and therefore, other children are able to provide these experiences to them. They mentioned that given the appropriate support and information, other children are able to have an enriched experience with inclusion. The remaining three parents from the UK curriculum school believed that other children are not ready for inclusion.

Appendix 24:

14 / CONSTRUCTING EFFECTIVE QUESTIONNAIRES

Review information requirements of problem, opportunity, decision to be made, and so on.

Develop and prioritize a list of potential research questions to provide required information.

Evaluate each potential research question:
Can potential study participants *understand* the question?
Can potential study participants *answer* the question?
Will potential study participants *answer* the question?

Determine type(s) of question to be asked:

Open-end question(s)
Closed-end question(s)

Decide on specific wording of each question to be asked.

Determine questionnaire structure.

Evaluate questionnaire.

Figure 2.1. Steps in Constructing a Questionnaire

Appendix 25:

Teachers

Legend:
- Female
- Male
- Years in Dubai
- Btwn 2 & 5:
- Btwn 5 & 10:
- More than 10:

Values shown: 10, 2, 7, 5, 0

Nationalities

Legend:
- Canada
- New Zealand
- USA
- Jamaica
- Romania
- South Africa
- Lebanese
- United Kingdom
- Ireland
- Australia

Values shown: 9%, 9%, 8%, 8%, 8%, 8%, 17%, 17%, 8%, 8%
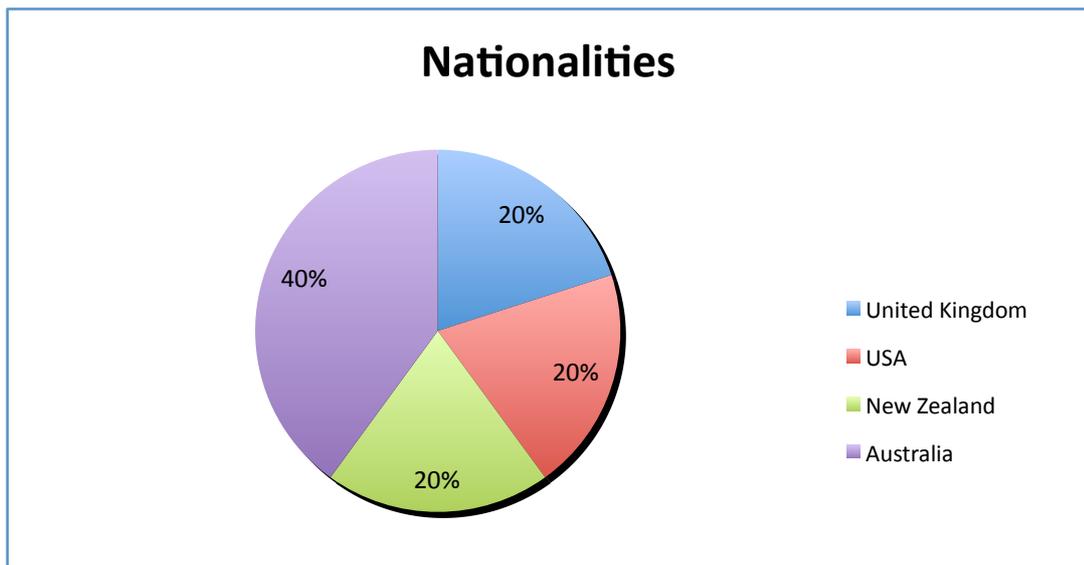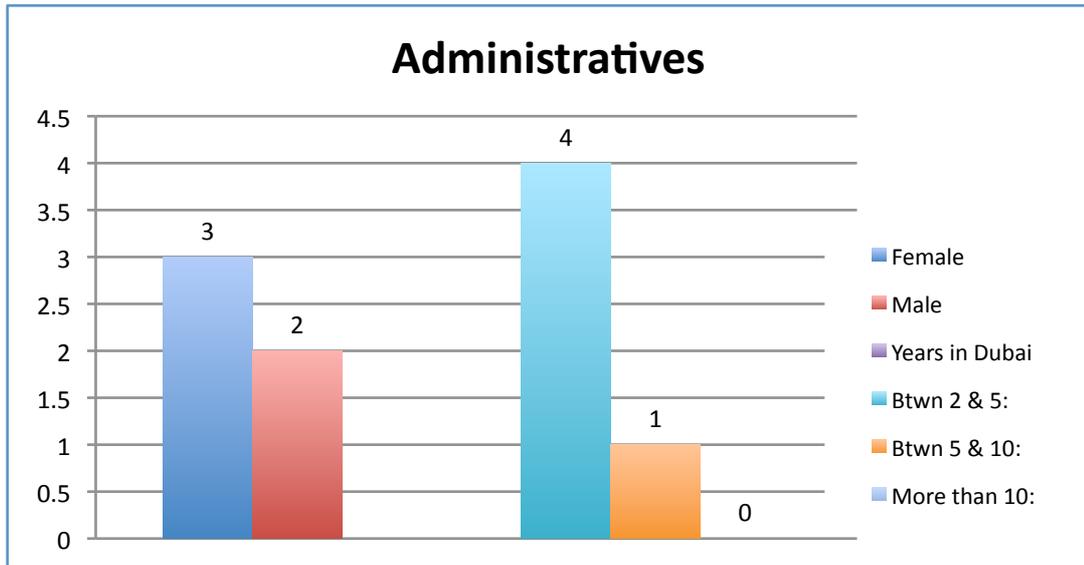
Appendix 26:

Appendix 27:

UK Curriculum School Report Format:

Company Logo

AEN Report Term 1   Date:

Name: Class:

Language Area	
Reading	
Writing	
Oral ability- Listening and speaking	

Mathematics Area	
In general	

Company Address

Corporate Logo

Social	
Area	
General in class	

If you have any queries, please do not hesitate to contact me through mail or call

Signature

(Director of AEN Dept.)

Appendix 28:

UK Curriculum School IEP:

Individual Education Plan

Name XXXX		DOB 08/20/1998	Year 7	Class G3		
Area of concern	Cerebral Palsy	UPN		IEP Number		
Class Teacher.	XXXX	Start date	Jan 2013	Review Date		May 2013
Supported by	XXXX	Proposed Support	Whole Year	Support began		Sept 2012

Targets	Achievement Criterion	Possible resources and techniques	Possible strategies for use in class	Ideas for support staff	Outcome
1 To speak clearly and audibly in class / small group situations.	1 Achieved on most separate occasions.	1 Tape-recording of own voice. Discussion within small group.	1 Encourage XXX to be aware of listeners and speak clearly and audibly.	1 Encourage XXX to speak within a small group. Use tape-recorder.	1
2 To show interest and take an active part in lessons.	2 Observed to participate on most separate occasions.	2 Discussion. Question and answer sessions. Group work.	2. Encourage participation by directing some questions to	2 Give support and help XXX to take an active part in lessons.	2
3 To look at the person who is talking to her and pay attention.	3 Observed on a daily basis during a period of 2 weeks .	3 Reward system. Monitor sheets. Silence as a cue.	3 Say XXX name when addressing her. Encourage eye contact.	3. Encourage eye contact. Check that XXX has heard and understood what has been said.	3
4 L3~To read texts fluently.	4 Texts read at a reasonable speed and without hesitations and repetitions.	4 Texts at a suitable reading level. Tape-recorder. Bookmark to keep place. Coloured overlay.	4 Praise any achievement in reading. Avoid asking XXX to read aloud unless she feels confident.	4 Encourage XXX to keep the flow going when reading and not go back over words. Use a pen to point to words as she reads.	4
5 L2~To use full stops and capital letters correctly in simple sentences.	5 Accurate on all separate consecutive occasions.	5 English textbooks and worksheets. Computer programs.	5 Remind XXX to think about punctuation when writing. Encourage her to proof read her finished work.	5 Support writing tasks and talk to XXX about how to punctuate a sentence.	5

Parent / carer contribution: Encourage XXX to say things clearly. Call XXX name and wait for eye contact before speaking. Listen to XXX read.

Student's contribution: Be aware of her audience. Try to join in discussions

Copy for parent / teacher / support / file

Name XXXXXXXX		Review Date	May 2013

Present: XXXX is able to read and comprehend simple stories. She is slow in her writing and is unable to complete her work within the given time. Her speech lacks clarity.

Targets	Achievement Criterion		Assessment
To speak clearly and audibly in class / small group situations.	1 Achieved on most separate occasions.	1	
To show interest and take an active part in lessons.	2 Observed to participate on most separate occasions.	2	
To look at the person who is talking to her and pay attention.	3 Observed on a daily basis during a period of 2 weeks .	3	
L3~To read texts fluently.	4 Texts read at a reasonable speed and without hesitations and repetitions.	4	
L2~To use full stops and capital letters correctly in simple sentences.	5 Accurate on all separate consecutive occasions.	5	
L3~To use clear, legible handwriting consistently.	6 Achieved in all separate pieces of written work.	6	
L2~To make a reasonable phonetic guess when spelling words.	7 Most words spelt plausibly in all pieces of written work.	7	
To work in the correct direction when carrying out calculations.	8 Observed correct on all occasions.	8	
To show all working in questions where appropriate.	9 Achieved on all separate occasions.	9	
L2~To read, understand and use the following vocabulary related to addition, subtraction, multiplication, division.	10 Words read and used correctly on all occasions.	10	

General Comments

XXXX is ready to share her stationary with her peers but is reluctant to socialise with them. XXXX hesitates to participate in group activities. She has poor eye contact.

Recommendations

To read daily to improve fluency and vocabulary. Use a Thesaurus and Dictionary to spell and improve vocabulary.   Revise on a regular basis what is taught in school. To practise writing in four line note book and tracing letters at home to improve her handwriting.

New Aims

Improve the writing skills by copy-writing. To maintain eye contact with the speaker. To socialize with her peers through 'buddy' system.

Next Review: May 2013

If you have any queries, please do not hesitate to contact me through mail   xxxxxxx @gemsedu.com or call xxxxxxx

XXXXXXX
(Director of AEN Dept)

XXXXXXX
Director of AEN Dept
Student Counselor
E.A.L Co-ordinator
XXXX@gemsedu.com
Tel. xxxxxxx
Mob. xxxxxxx

65

IB Curriculum School Referral Form:

RECORD OF CONCERN

Name of Pupil :	
Class	5L
Age (y/m)	11.0
Date of Birth	
Today's Date	
No. of Years at Uptown School	7
Lang. Spoken at Home	Arabic and English
Teacher's Name	

Identify the area/s of need by placing an (X).

1	Behavioral, Social and Emotional	
2	Sensory (vision/hearing)	
3	Communication and Interaction	Communication
4	Learning (literacy and/or numeracy)	Reading/ Maths
5	Gifted and Talented	
6	Disabled (permanent or temporary)	

Explain your concern in detail.

Student has a reading age of 7 on the Probe.
He found our writing tasks challenging as well as expressing his thoughts and ideas.
He has difficulty with Maths -in our pre assessment and formative assessments he managed an average of 23%
He had a shadow for the first semester and this really helped

Record the results of assessments that are relevant and support this referral.

Probe: 7
Maths pre assessment: 23% , Maths formative assessment:
Spelling age: 10.2
Writing assessment - 6 /32

List strategies that you have tried.

Individual assistance
Chunking the tasks in smaller bits
Scaffolding of tasks

Appendix 29:

IB Curriculum School Report Sample:

🔸 **Student´s Name:**

To demonstrate the meaning in any text.

To recall the main ideas in any piece of information.

To organize ideas in a logical sequence

To use appropriate punctuation to support meaning.

To develop understanding about the characteristics of a leader.

To organize the information related to a leader.

To develop short term memory skills and apply them in daily activities.

Ask questions to gain information and respond to inquiries directed.

Use language to explain, inquire and compare.

Student is progressing within his target areas and continues to work within a small group. He follows simple instructions with guidance. He developed understanding of the UOI topic about leaders and demonstrated a simple explanation of his knowledge using visual aids. He works on a 1:1 support and requires guidance to recall information, use appropriate punctuation and ask questions to gain information. He continues to work on using his memory, reading and writing skills to communicate his understanding throughout small group activities.

Appendix 30:

IB Curriculum School Report Format:

Company
Logo

xxxxxxxxx
xxxxxxx
PO Box xxxx, Dubai
United Arab Emirates
T: +971 (0)4 xxx xxxx
F: +971 (0)4 xxx xxxx
www.xxxxxxx.ae

Company Watermark

Corporate
Logo

Appendix 31:

IB Curriculum School Individual Educational Plan:

Individual Educational Plan (IEP)

Student name: Start date:

Grade: 5

Goal	Strategies	Material	Assessment	Evaluation		
What is the impact on learning?	How will you get there?	What will you use?	How will progress be measured?	LP=Limited Progress D=Developing A= Achieved		
Goal One: Reading To demonstrate the meaning in any text in 4/5 times. To recall the main ideas in any piece of information 4/5 times.	Picture prompt Write and say procedure Modeling Breaking down the characteristics Examples found in personal experiences	Board game Picture cards Visual aids Pencils, color pencils, erasers	Observation – active participation in daily activities. Main ideas expressed clearly in classroom discussions.	Date:12/12	Date:03/13	Date:06/13
Goal Two: Writing To organize ideas in a logical sequence To use appropriate punctuation to support meaning 4/5 times.	Discriminating sounds Breaking down the words Highlight/underline/circle sounds. Visual – auditory aids repetition	Word cards Paper Pencil and eraser Picture cards Color pencils	Written ideas are well organized and expressed clearly. Observation - Proper punctuation is seen in daily activities.	Date:12/12	Date:03/13	Date:06/13
Goal Three: Social To develop understanding about the characteristics of a leader? 4/5 times. To organize the information related to a leader 4/5 times.	Research through internet Take notes Paraphrase information Mind maps Highlight/underline information Answer who, what, when, where, why about the topic.	Computer Internet educational sites Paper, pencil, erasers Color pencils	Mind map with organized information Observation	Date:12/12	Date:03/13	Date:06/13
Four: Working Memory To develop short term memory skills and apply them in daily activities 4/5 times.	Simplify information Chunk into small groups Adapt the information Visual aids Repetition /Color code	Word cards Paper Pencil and eraser Picture cards Color pencils	Recalls information in daily tasks Expresses understanding after answering to questions.	Date:12/12	Date:03/13	Date:06/13
Five: Verbal Comprehension Ask questions to gain information and respond to inquiries directed 4/5 times.. Use language to explain, inquire and compare 4/5 times..	Break down the tasks Rehearse information Use his verbal strengths to help himself through the tasks Recall information through: P – picture it A – associate it R – review it Recognize common words for ordering a sequence of instructions, such as "first," "next," and "finally." Underline key words	What's the rhyme sorting houses – game Word cards Picture cards Word cards Paper Pencil and eraser Picture cards Color pencils	Asks appropriate questions related to the topic Clearly explains his understanding of the topic.	Date:12/12	Date:03/13	Date:06/13

Appendix 32:

Teacher Questionnaire:

Teacher Perceptions of Inclusion

The purpose of this study is to determine the effect of cultural perspectives on the process of inclusive education in primary schools in Dubai. This study specifically targets the core issues on the attitudes of the people that are involved with SEN students within their educational setting. Your valued opinion on the influence of such cultural differences and how these can be overcome in the near future is also elicited. The study´s outcomes will be used to develop recommendations to improve the existing practices for children with special needs in private schools in Dubai

1) *General Information:*

Gender: Male:_____   Female:_____

Nationality: _____

2) *Years teaching in Dubai:*

between 2 and 5:_____

between 5 and 10:_____

More than 10:_____

3) *In your opinion, do believe that children with Special Needs benefit from inclusion?*

YES_____

NO_____

Could you please explain

why:_____

—

4) *Do you believe that inclusion is successful in fulfilling the SEN children's needs?*

YES_____

NO_____

Could you please explain in what

way:_____

_____

_____

_____

5) *Do you believe that the SEN children's behavior have an influence on other student's behavior?*

YES_____

NO_____

Could you please explain in what

way:_____

_____

_____

6) *What type of effect can inclusion have on SEN children's learning and social emotional behavior?*

_____

_____

_____

7) *In your opinion, do you believe that all teachers should have the skills to teach SEN students as well as others any classroom environment?*

Agree_____

Disagree_____

Could you please explain

why:_____

_____

_____

8) *Does your school provide a clear policy for the implementation of inclusion?*

YES_____

NO_____

Could you please explain your

response_____

_____

_____

_____

9) *In your opinion, do SEN children participate more in:*

Learning discussions_____

Learning activities_____

None_____

Could you please explain your

response_____

_____

_____

_____

10) *In your opinion, do teachers have enough professional development to aim for a successful inclusion?*

Agree_____

Disagree_____

Could you please explain your

response_____

_____

_____

11) *How often do you liase with Special Needs teachers to monitor SEN Children´s progress?*

Daily_____

Weekly_____

Monthly_____

Never_____

Could you please specify the reason for the frequency

chosen:_____

_____

_____

12) *In your opinion, do teachers have enough support from administration in terms of time and planning to support the SEN children's learning?*

Agree_____

Disagree_____

Could you please explain your

response_____

_____

13) Do you believe that SEN children are well accepted by their peers?

Yes_____

No_____

Could you please explain your

response_____

_____

_____

_____

14) In your opinion, teachers should be the ONE to recommend a SEN student's placement in the school?

Yes_____

No_____

Could you please explain your

response_____

_____

_____

_____

15) In your opinion, do teachers work collaboratively to ensure inclusion for SEN children?

Agree_____

Disagree_____

Could you please explain your

response_____

_____

_____

Parent Questionnaire:

Parent Perceptions of Inclusion in Dubai Private Schools Questionnaire

1) *What do you know about children with special needs?*

_____

_____

_____

2) Do you feel that having children with special needs in the classroom have any affect in other children´s? (Please tick and explain why).

Learning: _____

Behavior: _____

Both: _____

None: _____

Why?_____

_____

_____

3) *Do you think that children with special needs should be included in the classroom with any additional support? Please explain your answer.*

Yes: _____

No: _____

Why?_____

_____

_____

4) *How do you think the school should provide for children with special needs in terms of infrastructure, technology and academics? Please explain your answer.*

_____

_____

_____

5) *Do you feel that teachers have enough professional development to provide for all children academically and socially within the classroom? Please explain your answer.*

Yes: _____
No: _____

Why?_____

_____

_____

6) *Do you believe that the school should create awareness programs towards inclusion for parents and children? Please explain your answer.*

Yes: _____
No: _____

Why?_____

_____

_____

7) *Do believe that children can be successfully included in a mainstream school? Please explain your answer.*

Yes: _____
No: _____
Why?_____

_____

_____

8) *Do you believe that children with special needs are currently discriminated within their school environment (children, parents and teachers).*

Yes: _____
No: _____

If answer is yes, could you please explain in what way?

_____

_____

_____

9) *What do you feel is/are the most common difficulties that children with special need face when they are included in a mainstream school?*

Discrimination   _____
Lack of provision in terms of infrastructure _____
Lack of specialized materials   _____
Lack of additional support   _____
All of the above   _____

10) Do you feel that children are prepared for inclusion?

    Yes: _____
    No: _____

If answer is yes, could you please explain in what way?

_____

_____

_____

Administrative Questionnaire:

Administrative Perceptions of Inclusion

The purpose of this study is to determine the effect of cultural perspectives on the process of inclusive education in primary schools in Dubai. This study specifically targets the core issues on the attitudes of the people that are involved with SEN students within their educational setting. Your valued opinion on the influence of such cultural differences and how these can be overcome in the near future is also elicited. The study´s outcomes will be used to develop recommendations to improve the existing practices for children with special needs in private schools in Dubai.

1) *General Information:*

Gender: Male:_____   Female:_____

Nationality: _____

Years spent in Dubai:

between 2 and 5:_____

between 5 and 10:_____

More than 10:_____

2) *What is your experience in supporting children with special needs? Explain the type of support given.*

Directly: _____

Indirectly: _____

Explain:_____

_____

_____

3) What type of provision is given to children with special needs at your institution?

_____

_____

_____

4) *In your belief, have you seen any changes in inclusion practice over the past 2 years?*

Yes: _____

No: _____

Why?_____

_____

_____

5) Have these changes been: (referring to question #4)

Positive: _____

Negative: _____

Why?_____

_____

_____

6) *Are there special needs students in your school? Could you please specify what type of difficulties do they have?*

_____

_____

_____

7) *Which areas, in your opinion, are appropriate for inclusion in a mainstream school?*

- Physical _____
- Visual impairment _____
- Hearing impairment _____
- Autism spectrum disorder _____
- Intellectual disability _____
- Learning disability _____
- Speech and language disorder _____
- Emotional and behavioral disorder _____
- Others _____

8) *In your opinion, what do you believe are the obstacles that inclusion faces in today´s education system?*

_____

_____

_____

9) *In your opinion, what are the necessary steps to support a successful inclusion in private education system?*

_____

_____

_____

10) *Does the culture have a role in determining the type of support for special needs children? Could you please elaborate upon your answer?*

Yes: _____

No: _____

How?_____

_____

_____

Appendix 34:

Administrative Interview:

Administrative Perceptions of Inclusion

The purpose of this study is to determine the effect of cultural perspectives on the process of inclusive education in primary schools in Dubai. This study specifically targets the core issues on the attitudes of the people that are involved with SEN students within their educational setting. Your valued opinion on the influence of such cultural differences and how these can be overcome in the near future is also elicited. The study´s outcomes will be used to develop recommendations to improve the existing practices for children with special needs in private schools in Dubai.

1) *General Information:*

Gender: Male:_____   Female:_____

Nationality: _____

Years spent in Dubai:

between 2 and 5:_____

between 5 and 10:_____

More than 10:_____

2) *What is your experience in supporting children with special needs? Explain the type of support given.*

Directly: _____

Indirectly: _____

Explain:_____

_____

_____

3) *In your belief, have you seen any changes in inclusion practice over the past 2 years?*
   Yes: _____
   No: _____

Why?_____

_____

_____

4) Have these changes been: (referring to question #4)

Positive: _____

Negative: _____

Why?_____

_____

_____

5) *In your opinion, what do you believe are the obstacles that inclusion faces in today´s education system?*

_____

_____

_____

6) *In your opinion, what are the necessary steps to support a successful inclusion in private education system?*

_____

_____

_____

7) *Does the culture have a role in determining the type of support for special needs children? Could you please elaborate upon your answer?*

Yes: _____

No: _____

How?_____

_____

_____