

**“An Investigative Case Study about Meeting the
Needs of Students with Dyslexia to Achieve Successful
Inclusion in Mainstream schools in the Private Sector
in Dubai”**

**”دراسة استقصائية حول تلبية احتياجات الطلبة ذوي الاحتياجات الخاصة
الذين يعانون من مشاكل عسر القراءة لتحقيق تعليم دمجي ناجح في
مدارس القطاع الخاص بدبي”**

by

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**Dissertation submitted in fulfilment
of the requirements for the degree of**

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Abstract

This case study aims to investigate the practices of an international mainstream school in Dubai in addressing the academic needs of elementary students with dyslexia in grades (1-5). The researcher used some tools of the qualitative approach in collecting and analysing data to achieve triangulation such as: Observation, interviews, questionnaires and document analysis to have a comprehensive idea about dyslexia regarding assessment and identification, curriculum and extra-curricular activities, interventions and provision, in and out-class support and teachers' training

The results showed that further attention should be paid to dyslexia as an SpLD regarding all the previously mentioned aspects that reflect students' real points of strengths and weaknesses. Also, the cooperation of the SEND department and all stakeholders involved should be sought to eliminate the confusion whether dyslexia is a disability eligible for a special care or not.

Furthermore, the research suggested a recommendation set for more effective practices to be implemented by the Ministry of Education in the UAE, in the school where the case study was conducted and the teachers.

Hopefully, this study can add to the existing research that focuses on SEND in the UAE and gives way to more research studies concerning dyslexia in the future.

ملخص البحث

تهدف هذه الدراسة الاستقصائية الي تحري ممارسات مدرسة خاصة بدبي، في تلبية الاحتياجات الاكاديمية للطلاب الذين يعانون من مشاكل عسر القراءة في المرحلة الابتدائية في الصفوف 1-5. و قد استخدم الباحث النهج النوعي في جمع البيانات و تحليلها. و للوصول الي الهدف المنشود فلقد استخدم الباحث بعض الادوات لتحقيق التثليث. ومنها: المحاورات ، الملاحظة الصفية، المجموعة النقاشية المركزة و تحليل المستندات للحصول علي فكرة شمولية عن اجراءات تحديد الطلبة الذين يعانون من مشاكل عسر القراءة.و يتطرق البحث ايضا الي دراسة المنهج و الانشطة اللامنهجية، أساليب التدخل، الدعم الصفى و اللاصفى و تدريب المعلمين.

و لقد اظهرت النتائج انه يجب اعطاء اهتمام أكبر لمشاكل عسر القراءة في جميع الالوجه السابقة و التي تعكس نقاط قوة و ضعف الطلاب الذين يعانون منها. يجب ايضا ان يتعاون قسم الدعم مع كل المعنيين و ذلك للحد من الالتباس اذا كانت مشاكل عسر القراءة تدخل ضمن الحالات الخاصة أم لا.

و لقد قدم البحث بعض التوصيات لوزارة التربية و التعليم بالامارات و للمدرسة محل الدراسة و معلميه و التي قد تساعد في تحسين جودة التعليم مستقبلا.

و تأمل الدراسة في الاضافة الي البحوث الحالية و التي تعنى بذوي الاحتياجات الخاصة بدولة الامارات العربية المتحدة و تفسح المجال لمزيد من الابحاث المستقبلية في مجال عسر القراءة

Dedication

To my mother

Thank you for encouraging and boosting me all the way long

To my children, Sama & Eyad

Thank you for baring with me at such tough time

Acknowledgement

I want to thank all people who supported and helped me complete this dissertation.

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A special thanks for my former principal who approved conducting the case study in his school and provided me with all the facilitations needed to complete it.

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Table of Abbreviation

Abbreviation	Meaning
EFA	Education for All

SpLD	Specific Learning Difficulty
TPB	The Theory of Planned Behaviour
UAE	The United Arab Emirates
GCC	The Arab Gulf Co-operation Council
MOE	The Ministry of Education
SEND	Special Education Need and disability
KHDA	Knowledge and Human Development Authority
ADHD	Attention deficit hyperactivity disorder
SLD	Specific Learning disorder
DRM	The dual route model
HOD	Head of Department
HOS	Head of Section
EOT	End of term exams
STL	SEND Team Lead
IQ	Intelligence quotient
HFWs	High frequency words
CVC	Words that are formed as Consonant- vowel- Consonant
CVCe	Words that are formed as Consonant- vowel- Consonant-e
IEP	Individual Educational Plan

CHAPTER ONE: INTRODUCTION

“every learner matters and matters equally” (A guide for ensuring inclusion and equity in education 2018, P. 12)

1.1 Background:

Humans are considered the main and essential factor of economic, social, and political growth. Investing in humans through education guarantees remarkable benefits of societies (Galal 2008). Consequently, in a world calling for equity, everyone has the right to acquire the education needed to pursue his/her dreams. Students with special educational needs are not apart from the previous scheme (*A guide for ensuring inclusion and equity in education 2018*).

It was previously believed that people with disabilities, now called people of determination, should be taught apart from their regular peers who do not have disabilities; this affected the social structure and motivated discrimination. Through time, the calls for inclusion have increased and led to the launch of the EFA ‘Education for All’ in 1990 which is “a world commitment” that aims to provide all students of different genders, ethnicities, social and economic backgrounds and talents or disabilities with the basic requirements of education (*UNESCO Handbook on Education Policy Analysis and Programming 2013*).

Based on the previous commitment, most of the countries had launched their own laws that guaranteed equal opportunities of education for all students. This has been a big challenge of which most of the countries have faced that is to educate students with disabilities in mainstream schools, hence mainstream classes, after decades of segregation in special educational schools. One aspect of this challenge is to educate students with special learning difficulties such as dyslexia.

The researcher considers dyslexia as a spectrum because the level of severity and symptoms differ from one individual to another; that is why Miles and Miles (1999) explained how difficult it is to generate a specific definition for dyslexia as the severity and symptoms vary. They also pointed out that the various definitions of dyslexia might be connected to some historical incidents and have been formulated by different social groups to serve different purposes. One of these definitions of dyslexia the one constituted by the World Federation of Neurology in 1968 is that *“dyslexia is mainly a disorder in learning reading despite of all the adequate teaching instruction, level of intelligence and social opportunities which depends on original disability”* (Riddick, Wolfe & Lumsdon 2003).

Following the EFA commitment, schools accept students with dyslexia to learn with their peers without disabilities, but it is not that easy for schools nor teachers to provide such students with adequate instructions for so many reasons that will be mentioned in detail later in the research. Teachers’ positive attitude towards such students can eliminate anxiety and depression that might cause these students

deterioration in self-esteem, boredom, tendency to sleep in class and withdrawal from collaborative work (Bohon et al. 2016). This agrees completely with the TPB ‘Theory of Planned Behaviour’ that students with dyslexia can show a good progress when positively enticed to progress (Ajzen 2012).

That is why this dissertation investigates how mainstream teachers in a mainstream school in the private sector in Dubai, United Arab Emirates, help motivate students with dyslexia in elementary phase to progress.

1.2 Chapters’ Organization:

Chapter one in this investigative study tries to introduce the meaning of dyslexia from some distinguished scholars’ points of views. It also presents the context in which this study has been conducted. It also introduces the research questions which the study tries to answer.

Chapter 2 visits literature to introduce the different etiological models that discussed dyslexia. It also includes some definitions of dyslexia along with its causes, identification and assessment. The chapter also discusses dyslexia and inclusion especially in the UAE context.

Chapter 3 introduces the research approach, the tools used throughout the study and the rationale behind using them. It also presents the ethical concerns and the challenges the researcher faced while conducting the study.

In chapter 4, the results of using the qualitative tools are presented, and the analysis of the data gathered with each tool is discussed.

Chapter 5 discusses the results of the case study in relation to the research questions mentioned in chapter one. It also offers some recommendations for the Ministry of Education, the school and the teachers for better future practices. The chapter ends with the final conclusion that wraps up the whole study.

1.3 Aim of the study

The purpose of this investigative research is to:

1. study the policies and procedures tackled and interventions and assessment tools provided for students with dyslexia in international private mainstream schools in Dubai.
2. Explore the attitude, of teachers and SEN COs dealing with students with dyslexia.
3. offer some recommendations to enhance the process of instruction provided to those students.

4. propose some suggestions that can be useful for the regulations and policies of including students with dyslexia in the elementary phase in mainstream schools in Dubai, UAE.

1.4 The Research Questions:

In this investigative study, the researcher attempts to answer the following questions:

1. What is on offer for students with dyslexia in elementary (grade 5) mainstream schools in the private sector in Dubai, UAE, in relation to:
 - 1.1: Policies and procedures
 - 1.2 Identification and assessment
 - 1.3 Placement and in-class support
 - 1.4 Curriculum differentiation and extracurricular activities
 - 1.5 Professional development for teachers
2. What can be recommended to help students with dyslexia reach their utmost potentials in mainstream classes in private elementary schools in Dubai?

1.5 The research context: The UAE/Dubai

The UAE is a small country in Asia that looks over the Arabian Gulf and neighbours both Saudi Arabia and Oman. It was established in 1971 by the Late Sheikh Zaid after the withdrawal of the British Empire from the Gulf area. It consisted of seven

Emirates¹ ruled by different rulers till 1971 when Late Sheikh Zaid formed the federation under his wise leadership (Rugh 2009). Abu Dhabi is the capital of the country, yet Dubai is considered the second city and very famous worldwide. The rulers of the seven Emirates constituted the ‘Supreme Council’ which is considered the highest ‘Constitutional Authority’ in the Country (UNESCO 2010)

The UAE has risen from a small fishing and pearling community to a strong and wealthy economic story of success (Freas 2010). In addition to the discovery of oil in the region, the growth of the UAE has been due to ‘laissez-faire’ laws and policies that have been constructed by the rulers (Freas 2010). In its economic growth, the UAE has depended on non-oil industries to achieve the desired sustainability. The profits of oil and non-oil industries were channeled to build a strong infrastructure (The United Arab Emirates 2005).

Education in the UAE has gone through many phases; the official framework of schooling started in 1971 in which the Kuwaiti syllabi were used till 1977. In 1977, the UAE launched its first curricular framework that reflected the UAE culture and catered for the needs of the society for elementary and intermediate schools. In 1983, the UAE as a member in the GCC² agreed to unify the curricula for science and mathematics in cycles 1 and 2³ (The United Arab Emirates 2005). Before 1991, the

¹ Abu Dhabi, Dubai, Sharjah, Ajman, Ras al Khaimah, Umm al Quain, and Fujairah

² Saudi Arabia, the UAE, Oman, Kuwait, Bahrain and Qatar

³ Cycle 1: Elementary schools, Cycle 2: intermediate (middle) schools

Emirati MOE used to use an English Curriculum that was designed and produced by foreign publishers, but the need for a local curriculum emerged, so a committee of educators from the MOE and the UAE University worked on designing a curriculum that addresses students' local environment and catered for the needs of students in grades 4-12 (The United Arab Emirates 2005).

As the economic evolution in the UAE began, the need for establishing a private schooling sector emerged. At the beginning, the private sector was only for expatriates who came to the country seeking new job and life opportunities in the economically growing country, but now so many locals would send their children to private schools for better instructional opportunities, hence better outcomes (Hoteit et al. 2017). The private sector is considered a good investment as the private schools' tuition is considerably high, but the Emirati MOE has limited the increase in school's tuition to only 2% per year (Hoteit et al. 2017).

The private sector implements more than 17 curricula to address the needs of the cosmopolitan society in the UAE, and it also implements the UAE curriculum specially in Arabic and Islamic. The private sector is supervised by authorities assigned by the MOE especially in Abu Dhabi and Dubai; The KHDA in Dubai aims to assure quality instruction and easy accessibility in the private sector (The United Arab Emirates 2005). Although the private sector is supervised by the government, the special education services are provided in a different way.

The UAE had established special education schools under the authority of the Ministry of Social Affairs, yet with the consistent world demands for inclusion, the government has launched the ‘School for All’ policy that gives all students with different needs and disabilities the chance to join mainstream schools with their regular peers (Special Education Department, MOE, UAE 2018). In 2009, the government launched the articles of Federal Law 29/2006 that guarantee the rights of people with disabilities the rights in health, education, and employment (Alborno & Gaad 2014).

Consequently, the KHDA in Dubai established ‘Dubai Inclusive Education Policy Framework’ to support the nation’s commitment towards to the UNESCO convention on ‘The Rights of Persons with Disabilities’ and to back the national and local legislations represented in the Federal Law 29/2006 and Dubai Law 2/2014. This law guarantees Dubai’s commitment to provide a comprehensive social and educational inclusion of all children including those who have special educational needs and/or disabilities (KNOWLEDGE AND HUMAN DEVELOPMENT AUTHORITY 2017).

The information about including SEND students in the private sector is little as reported by Bradshaw et al in 2004. They reported that schools did not provide admission to many cases of SEND students due to the lack of budgets and qualified personnel to provide the needed support (Bradshaw, Tennant & Lydiatt 2004).

However, it is seemingly, that private schools have many cases of SEND students in mainstream classes (Sheikh 2015).

On the other hand, the public sector started to open special classrooms in 1980. Segregation was the main dominant in these classes because although located in mainstream schools, the classes were separated from mainstream classes and were not run by mainstream teachers. 10 years later, public schools tended to activate less restrictive educational environment and opened resource rooms to provide those students with the needed services. Students who did not show progress or demonstrated severe disability would be sent to special care centers (Sheikh 2015).

1.6 Rationale and significance of the research:

As a language teacher, the researcher believes that Dyslexia is one of the major challenges for language teachers as it directly affects students' literacy. Moreover, an important factor that makes it even more difficult to work with students with dyslexia is the fact that they have 'inefficient' short-term memory (McLoughlin et al. 1994, Beech 1997, Singleton 1999 in Riddick, Wolfe & Lumsdon 2003: P.4).

Schools nowadays are highly concerned about literacy in all subject areas, so they should pay extra care to students with dyslexia as there is a great connection between 'students' acquisition of literacy' and their 'phonological processing skills' (Thomson 2003). Consequently, dyslexia can cause poor single word reading, big number of reading mistakes for the age level and miss out words or sometimes lines while

reading. All these cognitive problems can negatively affect literacy not only in languages, but also in all other subjects (Riddick, Wolfe & Lumsdon 2003, P:12).

One more factor is that students with dyslexia demonstrate difficulty in transferring information from ‘working memory’ to ‘long-term memory’. This can affect keeping information such as the alphabet which is the base to learn any language (Riddick, Wolfe & Lumsdon 2003: P.4). On the other hand, a student with dyslexia can demonstrate remarkable intelligence in math and science if it doesn’t involve reading in the process (Riddick, Wolfe & Lumsdon 2003: P.4).

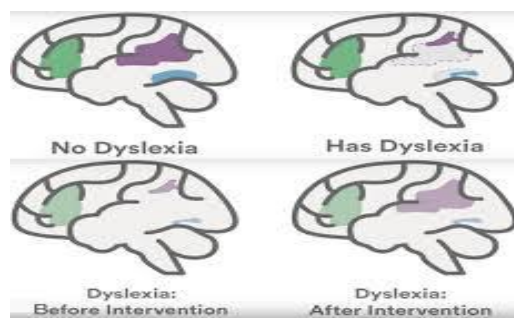
Another significance of the research is that the researcher has got to know that one of the most distinguished scholars in the field of special needs that happened to be the researcher’s tutor is with dyslexia. Weird enough, she does not suffer from dyslexia in her mother tongue (Arabic), yet she demonstrates difficulty in reading in the foreign language (English) although she is so fluent when she speaks it which was previously related to English as a language (Riddick, Wolfe & Lumsdon 2003: P.9). Moreover, it is well known that some remarkable scientists such as Albert Einstein and Thomas Edison, artists like da Vinci and Picasso, actors such as Tom Cruise and Robin Williams, and politicians such as Churchill and Kennedy were with dyslexia (Alexander-Passe 2010) , yet it never hindered them from being such great assets to humanity.

It is known that students with dyslexia do not show external symptoms and look like regular, non-dyslexic students. Also, the SEND departments in most of the schools are still new and lack well-trained staff and teachers. This causes teachers to accuse those students of being lazy and careless and treat them unfairly.

One more thing that has encouraged the researcher to investigate dyslexia is that according to statistics delivered by the British Dyslexia Association, almost 4% of students suffer from severe dyslexia and almost 10% of students suffer from milder dyslexia (Peer 1994 in Riddick, Wolfe & Lumsdon 2003). This number is merely an added challenge for mainstream teachers who might have up to 30 students or more in one class.

It is rather unfortunate that teachers especially in the elementary phase do not have the tools for screening and identifying students with learning difficulties or specific learning difficulties such as dyslexia; however, it is very useful for those students to receive proper instruction which can make a big difference with their cognitive skills (Ahmed & Din 2017).

Figure 1. 1: the effect of proper intervention on brains with dyslexia



This has encouraged ‘cross-disciplinary’ teaming and co-teaching to become a standard practice in differentiated instruction especially for SEND students (Villa & Thousand 2017). That is why it is very important that the UAE schools assess their practices regarding including students with special needs and disabilities for better future practices and identification.

Because schools are considered a miniature image of the society, they are total reflections of it, and implementing inclusive education at schools reflects an inclusive environment that accepts everyone regardless of colour, gender, ethnicity and special need.

Dealing with students with dyslexia, teachers can find themselves facing some other physical, behavioural, and cognitive problems such as poor gross motor skills, ADHD⁴ and dyspraxia⁵ (Riddick, Wolfe & Lumsdon 2003). Students with dyslexia can feel misfit and cannot cope with the class pace, especially in reading, so they tend to cause trouble and demonstrate some disruptive behaviours to lessen their anxiety. This can make teachers’ jobs even more complicated.

It is very useful when all the staff in charge are aware of the problem faced by students with dyslexia, so they implement strategies and techniques to help those students’ literacy and allow them proper access to the school’s curriculum (Riddick,

⁴ Attention deficit hyperactivity disorder

⁵ Inability to perform coordinated movements.

Wolfe & Lumsdon 2003). To be able to do so, it is very important for teachers to employ a process in which barriers to learning are eliminated. Such a process should be included in the school's action plan for inclusion which provides all stakeholders an incentive to assign more budgets for recruiting more qualified staff, preparing more resources, and buying new equipment to help all students overcome their learning barriers in a more inclusive environment (Riddick, Wolfe & Lumsdon 2003).

The previous points are intriguing that the researcher has decided to dig deep down in dyslexia to find out about: policies and regulations of inclusive education, problems of students with dyslexia, proper interventions, and finally come up with some recommendations that can be useful for teachers in the elementary phase to better help students with dyslexia.

1.7 The research limits:

This research is limited to some aspects:

1. the research context; one school in the private sector in Dubai, the UAE.
2. The subject of the study is just one boy in grade 5. This can help the dependent variables such as (gender, age, grade level, social circumstances and parents' follow-up) affect the independent variables such as the interventions including adaptations and modifications.
3. The academic year 2017/2018.

1.8 The research terminology:

1.8.1: Dyslexia:

There are many definitions of dyslexia that mostly evolve around phonology impairment that can affect all aspects of a language. (Thomson 2003).

In this study, dyslexia is discussed as a different phonemes and word processing that can need modification and adaptation in languages, and necessarily in other subject matters.

1.8.2: Inclusion:

Inclusion in literature is the tendency to include students with disabilities in mainstream schools with their mainstream peers. (KNOWLEDGE AND HUMAN DEVELOPMENT AUTHORITY 2017).

In this study, inclusion is accepting all students including the ones with dyslexia in a mainstream class and respect that they are different rather than they are disabled or impaired.

1.9 The researcher's Background

The researcher has an experience in teaching English language and Arts to students of middle and high school in and out the UAE. Throughout a period of almost 20 years, the researcher has faced students with reading and literacy problems of which she could only relate to students' ignorance and laziness, but now as inclusion and special educational needs have emerged, the researcher would like to participate in shedding the light on the problem of dyslexia and some possible ways to overcome it. The researcher joined the school in which the case study was conducted in September 2011.

CHAPTER TWO: LITERATURE REVIEW

The literature review starts with historical definitions and background of dyslexia and listing the causes and the possible accompanied symptoms and disabilities. It also goes further to discuss theories and etiological models that are concerned with providing insightful accounts of provisions and interventions that can be implemented in case of dyslexia. The chapter also discusses students with dyslexia regarding inclusion within the UAE context.

2.1 Literature Search Methods:

The researcher consulted various online databases to visit and examine previous researches about dyslexia. The researcher mainly used EBSCO databases, the library database in the British University in Dubai. Also, the researcher consulted literature from the Education Resources Information Centre (ERIC).

The investigative study focused basically on free published journals as well as books. Publications of the 21st century were mainly used to give the research a more recent scope about the subject in hand, dyslexia. The study used some key abbreviations such as: SEND, SEN CO, STL, HOS and the UAE.

Moreover, the study also used UNESCO and the UAE Ministry of Education publications to examine policies and regulations of inclusion locally (the UAE context) and worldwide.

2.2 Literature Review:

2.2.1 Dyslexia and the various etiological models and theories:

Dyslexia is a specific learning difficulty of language, mainly reading. Consequently, it has been discussed and investigated in etiology, and this has led to many theories about diagnosing and treating it through various models (Le Jan et al. 2011).

In *the medical model*, dyslexia is considered a result of a neurological and learning dysfunction (Macdonald 2009). Some multi etiological researches suggest that dyslexia is the result of genetic disorder located in the brain. Moreover, these researches suggest some ‘loci: 6p21.3, 15q15-21 and 18p11.2’ to be the identified places of genes that might cause dyslexia (Saviour & B. Ramachandra 2006).

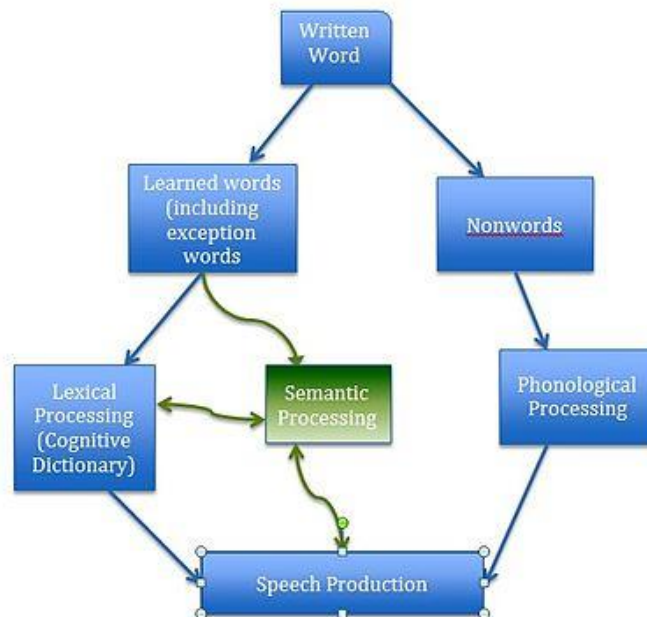
However, *the social model* discusses the ‘disabling barriers’ and their impact on the education and employment of people with dyslexia (Macdonald 2009). it also investigates the effect of the social class and institutional discrimination and its negative effect on people with dyslexia who live in such conditions (Macdonald 2009). Suarez et al. (1983) believed that children should be considered as an output of

‘complex sequence of events; this can include the child’s genome as well as the environment in which this child grows (Suarez et al.1983 in Frisk 1999). Consequently, dyslexia is looked at as a social rather than an individual problem (Macdonald 2009).

Cognitively, there is no definite definition for dyslexia as it is a disposition or a cluster of dispositions in etiology. More utilization of the reliable reading patterns required to come up with a clear well defined ‘*cognitive model*’ which can activate the cognitive elements of reading and writing and overcome the barriers faced by students with dyslexia (Castles et al. 2006).

In his book ‘Dyslexia, Reading and the Brain’, Beaton (2004) investigates some theoretical approaches to reading in relation to etiology. One of these theories is the ‘*Dual- Route*’ theory, figure 2.1, that suggests two paths of which the written word is processed, hence, pronounced (Beaton 2004).

Figure 2. 1: The ‘Dual- Route’ theory

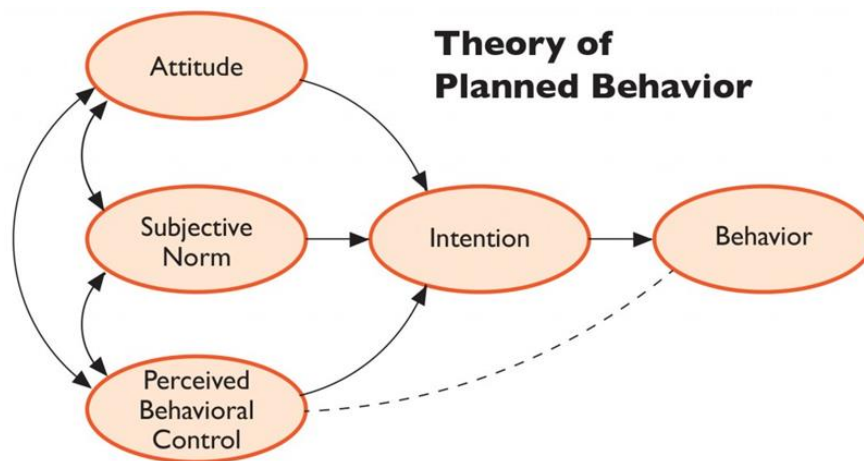


The first path assumed by the theory implies that words, to be read, go through a process that deals with each word as an ‘indivisible whole’. This process takes place when the store of words in the memory is accessed. This creates a visual dictionary entry of the word that includes its meaning. (Beaton 2004). Pronouncing the word, then, takes place when creating a sound entry that is connected to dictionary or lexicon of sound structure of stored familiar words (Beaton 2004). The brain usually follows this path with idiosyncratic exceptions of words that do not follow the regular rules of decoding and blending such as ‘*colonel*’ (Beaton 2004). The second path is used in pronouncing the nonwords as they do not have entries in the word store in the memory. This process follows the rules of blending and recoding strings of sounds to create the nonwords (Beaton 2004). When this theory was applied to students with dyslexia, they showed better results with the first route, yet the results were comparatively low with reading the nonwords. These results show that students with

dyslexia pay more attention to the visual structure of words rather than their strings of sounds (Beaton 2004). This theory was highly debated as many phonologists argued that both processes of pronunciation require activating decoding and blending, and that can happen very fast before pronunciation (Beaton 2004).

Furthermore, Ajzen's *theory of planned behaviour* (TPB) (1985), is concerned with teachers' attitude towards students with different SpLD and/or SLD. Such an attitude can affect these students' sense of belonging and behaviour, hence, academic output (Gwernan-Jones & Burden 2010). This theory states that teachers join their professions with intentions of how to deal with students SpLD and/or SLD like dyslexia in this context. These intentions agree with these teachers' attitudes towards dyslexia as an existing learning difficulty in relation to their perceptions of the norms within their profession as teachers. The mentioned attitudes and norms are forged by their personal values and ethics of teaching students with such a difficulty from one side, and by the ethics and beliefs of others around them from the other side. One more thing can affect teachers' beliefs is that how much competent they believe they are in dealing with dyslexia among other special needs (Gwernan-Jones & Burden 2010).

Figure 2. 2: Theory of Planned Behaviour Model



Investigating the previous models and theories gives a close look at how dyslexia occurs, what the causes of dyslexia might be, how to assess people with dyslexia, and what proper interventions can be provided to students with dyslexia to overcome their reading problems. These researches are very useful for the SEND department at schools as they provide insights about how to identify and deal with students with dyslexia.

2.2.1 Definitions of dyslexia:

Dyslexia is a combination of two Greek words: Dys means impaired and Lexia means word. Explanations and definitions of dyslexia differed from one individual to another; thus, one neurologist to another. Neurologists linked the definitions of dyslexia to the feature or cluster of features of the impairment. One explanation is that it is a language related problem that causes phonological and spelling weaknesses. These weaknesses are due to a problem in the phonological processing

system that is responsible for all phonological tasks, not just reading and writing (Thomson 2003).

The British Psychological Society (1999) supports the original meaning of ‘dyslexia’ as it reflects the difficulties in one’s words. It identifies dyslexia as:

“Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the ‘word level’ and implies the problem is severe and persistent despite appropriate learning opportunities.” (Riddick, Wolfe & Lumsdon 2003: P. 1)

Berninger (2001) pinpoints the discrepancy between the impairment in individual word skills and the ‘higher thinking’ skills like ‘verbal reasoning’ and comprehension (Riddick, Wolfe & Lumsdon 2003). That definition has been scrutinized by the critics claiming that it is very limited as it does not highlight the difficulties in literacy that an individual with dyslexia might encounter (Riddick, Wolfe & Lumsdon 2003).

Morgan (1996) came up with a precedent medical definition of dyslexia; he referred to it as ‘congenital word- blindness’. This definition refers to the individuals who have a problem in reading and understanding written contexts without being exposed to brain injury or damage (Beaton 2004).

The National Institute of Child Health and Human Development in agreement with International Dyslexia association (2002) defines dyslexia as a disability that features some difficulties with fluency and/or accuracy regarding word recognition, and some difficulties in blending, decoding and phonemic awareness. These difficulties can be caused by a phonological deficit that might result from poor instruction inside classrooms (Alexander-Passe 2010).

On the other hand, some discuss dyslexia from a different perspective since many people with dyslexia have achieved remarkable successes in different fields (Alexander-Passe 2010). Consequently, it is believed that people with dyslexia develop skills to reimburse the difficulties they suffer from. Some neurologists seem to go far enough to believe that dyslexia is nothing but an evolution that occurs to the humankind that enables humanity to possess some abilities that are unknown and superior to the recent modern societies (Alexander-Passe 2010).

2.2.3 History of Dyslexia:

Dyslexia is a common reading disorder that affects 2-7% of children at school age. There was very little information about the factors that might cause learning disabilities till a century ago (Undheim 2003). The terminology of dyslexia; however, has not been clear as there were many areas that dyslexia might concern; 20-25% of children who suffer from ADHD have reading disorder, yet the correlation between SpLD and psychiatric disorders has not been studied thoroughly (Undheim 2003).

The term dyslexia was invented 130 years ago by Rudolf Berlin who was a German ophthalmologist and professor in Stuttgart (Kirby 2018). During his work, Berlin noticed that some of his grownup patients struggled in reading printed words although they did not have any sight problems. Berlin then suspected that these difficulties were due to some physical changes that occurred in the brain. Berlin gave this disorder a term that meant ‘difficulty with words’ (Kirby 2018). However, it was the German Professor Adolph Kussmaul writings that influenced Berlin; in 1877, Kussmaul mentioned this kind of disorder and referred to it as ‘*Wortblindheit*’ which means ‘word-blindness’ (Kirby 2018).

In Britain, an ophthalmologist called Hinshelwood, a council medical officer called James Kerr, and a general practitioner called Pringle Morgan did not just study the previous disorder as a sole symptom but extended it to include children (Kirby 2018). Doing this, a new distinction between acquired and congenital word- blindness emerged. Consequently, they spotted two causes for this disorder; it could be a brain injury in adults and genetic in children (Kirby 2018). Morgan’s account about certain cases had become fundamental to understanding dyslexia in children as reported by Peggy Anderson and Regine Meier-Hedde (2001). Their reasons were that Morgan, in his account, used an observable format unlike other accounts of some other physicians. Another reason was that Morgan was the first one to shed light on children’s cases (Kirby 2018).

Because of wars, the focused studies of dyslexia moved from the UK to the USA. In 1925, the American neuropathologist from the State University of Iowa, Samuel T. Orton, made a presentation in the annual meeting of the American Neurological Association in Washington, DC⁶. His presentation was based on case studies he conducted, so he came up with a new hypothesis that reading disorders are attributed to intellectual dominance (Kirby 2018).

In the 1960s, the notion of intellectual dominance changed to other theories of cognitive development. In 1970, Critchley gave a new definition of ‘developmental dyslexia, as an issue that required immediate attention (Kirby 2018). In 1972, Naidoo published the first account that differentiated between dyslexic and non- dyslexic children (Kirby 2018).

Many accounts about dyslexia were discussed and published till 2009 when the report presented by the ‘Rose Review’ defined dyslexia as: “*A learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.*” (Kirby 2018). In 2014, in their book ‘The Dyslexia Debate’, Julian G. Elliott and Elena L. Grigorenko focused on the problem of literacy as the main concern of dyslexia and how to address it clinically, educationally, occupationally, and socially (Kirby 2018)

⁶ District of Columbia

2.2.4 Causes of dyslexia:

Dyslexia is considered a ‘specific developmental disorder’ that causes reading and spelling difficulties. Moreover, it is widely known that the percentage of dyslexia among children ranges from 2-10% of which one third is male (Trautmann 2014). To interpret the causes of dyslexia, different models have been used recently; all these models on neurological, cognitive and behavioural levels tried to explain the interaction and performance of the previous levels (Trautmann 2014). Later on, another level of interaction was added to the previous models; that level interpreted the interaction of genetics with the previous levels. In a way, these models studied the etiology and family risk factors (Trautmann 2014).

The previous studies have come up with several causes; one of them is the genetic abnormality in the ‘*the left perisylvian speech area*’ which is responsible for phonological deficits (Trautmann 2014). On the other hand, those who support the ‘cognitive-oriented, phonological hypothesis believe that the deficit in the performance of phonemes leads to dyslexia and clarifies why people with dyslexia face difficulties in reading and spelling (Trautmann 2014). The previous failure can lead to further visual, auditory and fine motor skills problems. Furthermore, it is believed that due to some hormonal conditions amid pregnancy, the developmental abnormalities that cause dyslexia can also activate some disruption in the sensory routes released from the thalamus (Trautmann 2014).

Other theories such as the ‘temporal processing deficit hypothesis’, or “timing hypotheses suggest that the mechanism that impacts language, attention and motor skills induce dyslexia (Chiappe 2002). Consequently, deficiencies in timing can cause challenges in converting oral language because the individual phonemes and sounds are so quick. These challenges can cripple the fine motor coordination and other sensory skills (Chiappe 2002).

2.2.5 Identification and Assessment of Dyslexia:

“Reading is fundamental to educational achievement, career prospects and ultimately adult well-being” (Maughan et al., 2009 in Snowling et al. 2011).

Although the debate of how to define dyslexia has not been won yet, there is a sort of agreement that it concerns problems in word decoding, spelling and reading fluency (Diagnostic and Statistical Manual of Mental Disorders (DSM-5); American Psychiatric Association, 2012 in Warmington, Stothard & Snowling 2013). Children who have such problems demonstrate other difficulties in phonology processing skills and inadequacy in the performance of the working memory (Warmington, Stothard & Snowling 2013). For these reasons, teachers’ judgements of students’ progress in reading and phonics is considered a valid screener for students with dyslexia (Snowling et al. 2011).

It is widely known that dyslexia and SpLD have different meaning for different people (Reid, 2003; McIntyre & Deponio, 2003 in Reid, Deponio & Petch 2005).

Despite the collaboration between the British Dyslexia Association and the Department for Education and Skills (DfES) to promote distinct definition of dyslexia, it is still seen as ‘sub-set’ of specific learning difficulties. Consequently, dyslexia is covered in the same policy documents with specific learning difficulties. As a result, some educational authorities would assume that dyslexia and SpLD refer to the same population of students (Reid, Deponio & Petch 2005). This conception can be double-edged as it can be sometimes misleading as it does not necessarily mean that dyslexia is given a high attention (Reid, Deponio & Petch 2005).

Some educational authorities have pointed that it has been difficult to identify dyslexia because of certain barriers including: the accelerating number of students needing support, the need for extra training, hesitation to identifying children with dyslexia earlier, lack of teachers’ knowledge that can cause late identification, dyslexia is only one array in the issue of inclusion, no clear views about dyslexia, teachers in lower elementary do not fully assess IEPs of children in kindergartens, and some teachers have the mentality of “waiting for assessment”, so they, waiting for the assessment to be conducted, hold back and do not use their expertise to intervene earlier (Reid, Deponio & Petch 2005). Consequently, it has become ambitious to identify dyslexia earlier and to intervene accordingly to foreclose or confine reading difficulties as ‘prevention is better than cure’ (Reid, Deponio & Petch 2005).

2.2.6 Dyslexia; Included or Excluded:

Although the world is moving towards implementing inclusive special education in mainstream educational settings, the evidence in the data-base for educational implementation is not comprehensive nor subtle (Hunter and O'Connor; 2006; Kearney and Kane, 2006; Nes and Stromstad, 2006; Winter, 2006 in NUGENT 2007). There is a shortage of factual data about the results of parents' and students' experiences in integrated settings (NUGENT 2007). Researchers define integration as "the placement of learners with disabilities in regular classes on a full-time or part-time basis with typically developing peers" (Awada & Gutiérrez-Colón 2017 p. 51).

The debate about inclusion versus segregation is still running as some people believe that it is not possible to include all special educational needs in mainstream schools, and it is better for some to receive their education in special educational schools (NUGENT 2007). Consequently, evaluating the educational services and interventions is very important; this evaluation should include quantitative as well as qualitative data that should be collected from the parents and the students to be more accurate and effective (NUGENT 2007).

As debates go on, the question of "should students with dyslexia be taught separately or should they receive their education in an inclusive context?" is still being asked (Awada & Gutiérrez-Colón 2017). Inclusive education calls for total involvement in mainstream settings, and it requires supporting those students with the provisions and

interventions needed without stigmatizing or exposing them to segregation (Awada & Gutiérrez-Colón 2017). Studies have proved that students with dyslexia showed remarkable results compared to their mainstream peers when supported with proper interventions in mainstream classes (Awada & Gutiérrez-Colón 2017).

Because dyslexia is a disability that does not demonstrate apparent physical symptoms, it is difficult to diagnose it. Consequently, children with dyslexia have faced stigmatisation and discrimination for which their academic mischief is imputed (Awada & Gutiérrez-Colón 2017). Those students mostly show ‘high cognitive skills’ and they might excel in other subjects like science, math and arts (Awada & Gutiérrez-Colón 2017).

While some studies recommend that students with dyslexia are grouped in segregated settings for which they can be totally catered , others affirm that students with learning disabilities are better integrated with mainstream peers (Awada & Gutiérrez-Colón 2017). The second opinion supports the concept of providing students with dyslexia with all the needed support and assessment inside mainstream classes, but it allows students to leave class during the school day to be given extra support and instruction (Bunch, Finnegan, Humphries, Doré, & Doré, 2005 in Awada & Gutiérrez-Colón 2017).

Kemp, Segal and Cutter (2009) state that students with ‘learning disability’ need help and support, yet their learning disability is not a problem of low IQ, so inclusion can

be considered as a positive structural movement towards accepting students with dyslexia in mainstream schools (Awada & Gutiérrez-Colón 2017).

It is very important to implement various instruction strategies to improve all students' reading skills let alone students with dyslexia as it falls into and supports the principles of equity and social justice that the theory of inclusion calls for (Awada & Gutiérrez-Colón 2017).

Teachers have a great role in establishing an inclusive educational environment, so teachers should acquire the required knowledge, character's traits, collaboration, skills and attitude (Awada & Gutiérrez-Colón 2017). Many studies have proved that teachers' awareness of the benefits of inclusion and the obstacles that they might face to achieve it is very essential. Knowing the previous facts can lead teachers to back the theory of inclusion, yet teachers' numbers and readiness are still a matter to worry about (Awada & Gutiérrez-Colón 2017).

2.2.7 Effective classroom practices in addressing students with dyslexia:

Identifying the area of reading difficulty for each student is very essential as the causes and the results of interventions differ from one another; it seems that dyslexia in its features is heterogeneous (Law & Cupples 2017). Consequently, each child

needs a motivating program designed to cater for his/her reading impairment (Law & Cupples 2017).

It is very important for schools, hence teachers, to understand what dyslexia is and how the brain of students with dyslexia work before they plan their interventions. One approach to intervene and help students with dyslexia is to implement ‘*accommodations for all*’ approach which means modifying the curriculum that includes all texts to be more accessible to each student (Cosenza 2017). This approach considers dyslexia as a difference in cognition, communication and processing information rather than a disability to diagnose and treat (Cosenza 2017).

Peter McLaren argues that using ‘*educational rituals*’ in classrooms helps construct meaning rather than reflecting it. According to him, Rituals are “*forms of enacted meaning*” (McLaren 1999, P. 50). Consequently, by using symbols implemented in ‘Rituals’, students can construct reality and meaning of such reality (McLaren 1999). There are many ‘ritualized educational’ actions that can help students with dyslexia such as setting certain times for classes, setting timelines for the courses, fixed times for exams and using some strategies of reading and discussing the reading material classes (Cosenza 2017). Doing this, students will set their own norms and construct meaning accordingly (Cosenza 2017).

Although Suggate (2016) stated that there is a shortage in the studies that examine the impact of ‘*long-term*’ interventions, some other researches recorded the ‘*long-term*’

impact of implementing single interventions such as '*phonemic awareness*' on improving reading skills (Awada & Gutiérrez-Colón 2017).

Mastropieri and Scruggs (1997) state that combining cognitive and direct strategies show a drastic progress in students' reading comprehension skills. These findings are supported by Swanson's (1999). However, Ellis, McDougall, and Monk (1996) and Treiman and Hirsh-Pasek(1985) highlighted a fact that young children with dyslexia can have similar performance rate as their peers without dyslexia, and that students with dyslexia can show better response, hence, progress in tasks that use visuals (Awada & Gutiérrez-Colón 2017).

Another approach is the 'Dual Route Model' (DRM) which has been used in many interventions and has shown some progress in improving reading and spelling of students with dyslexia (Law & Cupples 2017). In DRM, students use two different techniques in changing the written form of words into a spoken form; the first technique is the 'lexical' techniques in which the student recognizes the whole form of a word and recalls its pronunciation from the memory. On the other hand, in the second technique, the non-lexical, students go through a process of blending and decoding sounds to be able to pronounce them (Law & Cupples 2017).

Broom and Doctor (1995) developed a type of interventions that can improve 'the visual orthographic processing' in the word-reading mechanism (Law & Cupples 2017). This strategy works successfully with irregular words; the student writes the

words, understands what they mean and says them. After practising the words in class, students should practice them as a homework assignment. This strategy proved successful with some students. This proves that helping students generate orthographic image of the word helps them retrieve the words easily especially if students can relate to these words (Law & Cupples 2017).

Using flashcards is another technique that is used successfully in class for both HFWs and irregular words. Some word cards can include some hints that can help students relate and identify them. For better results, students should practise both in class and at home (Law & Cupples 2017).

Learning how to link between symbols and sounds is very useful for students with dyslexia. Students can achieve that through 3 steps:

1. '*The learning phase*': in this phase students are exposed three times to nine symbols and their names to identify the form and sound.
2. '*The recalling phase*': students are asked to retrieve as many names of these symbols as possible.
3. '*The linking phase*': students should name individual symbols that they are given (Law & Cupples 2017).

Using this technique enables and trains students with dyslexia to link the printed symbol to its sound which is a difficult task for such students.

As students with dyslexia are identified as struggling readers, they need help for decoding unfamiliar words especially words with multisyllables, so students should be aware of basic rules as how to segment long words into syllables. They should also know the most common prefixes⁷ and suffixes⁸ and how they can change the meaning or negate the words. One of the most common rules is how to form and pronounce CVC and CVCe words (Witzel & Mize 2018). Lenz & Hughes (1990) created an instructional strategy called DISSECT in which students with dyslexia can “Discover the context - Isolate the prefix (*un*-fair-ness) - Separate the suffix (*un*-fair-*ness*) - Say the stem - Examine the stem - Check with someone - Try the dictionary.” In this case, students can segment words into smaller parts, understand the meaning of the common prefixes and suffixes and get familiar with the different word patterns and the words’ semantics (Witzel & Mize 2018).

Another way to increase reading fluency is using the ‘repeated reading’ strategy in which students get to read the same context repeatedly. It is preferable to incite students with extra points or medals as they re-read the same text to lessen their boredom (Coulter, Shavin, & Gichuru, 2009 in Witzel & Mize 2018).

One way to assess how fast and accurate the processing of orthography of students with dyslexia is an ‘*orthographic encoding task*’ in which students need to identify the similarity or the differences within pairs of nonwords. This test is administered on

⁷ A group of letters added to the beginning of word roots

⁸ A group of letters added to the end of word roots

computers and includes 80 pairs of either similar or different- by -one- letter- pairs in a duration of 650 and 340 milliseconds. This test was first described by Seymore and Evans (1993) (Law & Cupples 2017). This technique takes students with dyslexia to a higher level of analysing the similarities and differences between printed symbols in the level of words, not just individual letters.

2.2.8 Dyslexia and SEND in the UAE context; Literature Review:

It is known that the formal religion in the UAE is Islam which constitutes some basic human rights that influenced education in the country such as: the rights of being equal, the rights of living in dignity without being abused or bullied, the right of living in welfare and the right of having proper education (Bradshaw, Tennant & Lydiatt 2004).

According to Bradshaw et al. the Emirates educational system is categorised into two sectors; the private sector which can accept students with mild disabilities such as learning difficulties, and the public sector which performs screening assessments for young learners in KG and grade 1 and refers them to special centers if categorised as students with disabilities (Bradshaw, Tennant & Lydiatt 2004).

In 2006, the UAE issued Federal Law 29 that granted students with special needs their rights in the society (Ministry of Education- UAE n.d.). The previous law grants students with special needs the rights in mainstream schooling as their peers with no

special needs in both educational sectors; public and private. In that case, students with special needs are eligible for special programs and services that require modifications and adaptations in instruction and environment provided by mainstream schools (Ministry of Education- UAE n.d.).

After issuing the previous law, the Department of Special Education in the Emirati Ministry of Education issued the ‘School for all’ program which is considered as a set of regulations that govern the system of inclusion in public and private schools. The program classified special needs to many categories that include specific learning disabilities such as dyslexia (Ministry of Education- UAE n.d.).

The ‘School for all’ program grants students with special needs some special programs that allow them to receive the educational instructions they need in a less restrictive environment as a mainstream classroom; some of these programs are with ‘community- based support’, others are with ‘classroom-based support’, and some programs provide ‘school-based support’ (Ministry of Education- UAE n.d.). The later programs cater for students with specific learning disabilities such as dyslexia. In this case, students with dyslexia are pulled out of class to be trained by a reading specialist. This usually happens in the resource room within the school settings (Ministry of Education- UAE n.d.).

Nowadays, public schools have started to have a SEND department that can include a SEND support teacher that provides extra help for students with special needs and

teachers. However, some support teachers can only speak the students' mother tongue, Arabic in our case, and cannot help students whose English is a core subject in their educational program.

CHAPTER THREE: METHODOLOGY

Chapter 3 spots the light on the researcher's methodology in tackling the research. It will also introduce the tools used and the rationale behind using them. The chapter will also examine the ethical considerations and the limitations and challenges faced by the researcher throughout the research phases. The last part of the chapter will introduce the subject of the study and the settings in which the study has been conducted.

3.1 Qualitative Approach in Research:

There are many objectives of a research; one of them is to "To portray accurately the characteristics of a particular individual, situation or a group" (Kothari 2004 p. 2). The previous objective fits the researcher's purpose of conducting this research. Such a research is known as 'descriptive' research (Kothari 2004). Thoroughly examining the research objectives and the research questions, the researcher thinks that it is appropriate to use the qualitative approach in collecting and analysing data.

One more fact about the nature of this research is that it is basically based on analysing a case study. Using the case study tools such as: observation, interviews and surveys, and then analysing the data collected by these tools requires preferably using the qualitative approach for better results (Heilmann 2018). A case study is a common type of 'qualitative analysis' that includes cautiously observing

representatives of the society no matter how small or large the representative group is (Kothari 2004). In this case, the case study is about a mainstream school and how it deals with students with dyslexia.

As a matter of fact, case studies are very useful to the world of research as they are “*a method of study in depth rather than breadth*” (Kothari 2004 p. 113). Although the case study approach is very common, some still argue that it is a methodological approach rather than a research method (Pearson, Albon, & Hubball, 2015 in LUCAS, FLEMING & BHOSALE 2018).

The fact that there are so many limitations bound to this research lends itself to using the qualitative approach as it allows the researcher to use the ‘judgement sampling’ technique. In this technique, researchers can conduct the study on representatives of the population to discuss a hypothesis (Kothari 2004).

3.2 Research Methods:

A case study as a methodological technique is to examine phenomena in context. Achieving these goals, case studies tend to use several tools to collect data (Baxter & Jack, 2008 in LUCAS, FLEMING & BHOSALE 2018). Yin (2013) believes that case studies do not just answer the ‘what’ questions of a research, but also provides some insight to ‘why’ and ‘how’ (LUCAS, FLEMING & BHOSALE 2018). To do so, the researcher has used triangulation and chosen the tools she believes will help answer

the previous questions. Triangulation is “the use of two or more methods of data collection in the study of some aspect of human behaviour.” (Cohen, Manion & Morrison 2007 p. 141). The tools used and the reasons for using them are explained in the following part:

3.2.1. Observation:

The researcher managed to observe a grade 5 male student with dyslexia during different classes to examine how dyslexia might/might not affect his attainment and metacognition in different school subjects. The researcher’s position as an HOD at school has enabled her to observe the student in different classes normally and without raising any doubts about her presence in class especially with the existence of walkthroughs system at school that allowed staff to visit teachers at any time of the day and helped students feel less intimidated by class visitors. In this case, the case study has benefited from ‘*researchers’ degree of insiderness*’ as Walsham (2006) refers to it as “being good for in depth access to people, issues and data” (Walsham 2006 p.321 in LUCAS, FLEMING & BHOSALE 2018 p. 220)

3.2.2. Interviews:

Interviews were conducted face to face with the student, the subject of the case study, and with his mother. The questionnaire used was semi- structured and conducted in

Arabic for easier communication with the mother and in simple English with the student. These interviews were audiotaped after taking the mother's and the boy's permissions and were arranged by the SEND Team Lead. These audio-taped interviews were transcribed in the appendices section.

The interview was conducted after the observation as it allows the researchers to develop perspectives of the main stakeholders of the study (LUCAS, FLEMING & BHOSALE 2018).

To be able to relate to the participants' experiences, the researcher used open ended questions for the participants to feel more at ease (LUCAS, FLEMING & BHOSALE 2018).

The questions were checked by a bilingual expert⁹ for more validity and reliability. Some questions were modified accordingly to suit the research's purposes: Example of the modified questions are in the following table:

Table 3. 1: Questions before and after modification

Before modification	After modification
(To the mother): The canter helped H., right?	What did they do in the centre?
(To the mother): after being registered in the SEND department, I think he has improved in reading.	Have you noticed any improvement in reading after that?
(To Hatem) I knew that you started to	When did you start to have a problem a

⁹ Dr. Hussam Alsayed Mohamed Alzieni Lecturer- English Language, Higher Colleges of Technology, Dubai Men's College

have the reading problem in grade 2. Is that true?	problem while studying?
--	-------------------------

3.2.3 questionnaire-based interviews:

The questionnaires were designed both in Arabic and English to investigate teachers' knowledge and attitudes towards dealing with students with dyslexia. The questionnaires were conducted in the last two weeks of term 3 for the teachers to be freer yet still have all the information required in their heads.

Different questionnaires both in Arabic and English were administered by grade 5 teachers. Other questionnaires were given to the HOS of the boys' campus, the SEND Team Lead, the SEN Cos in charge and a random sample of elementary teachers.

The teachers' questionnaires were piloted once with 3 teachers inside school to collect some exploratory data. The questions were checked by a bilingual expert¹⁰ for validity and reliability. All modifications were administered accordingly to guarantee that all questions are understandable, valid and reliable. An example of the original questions and the modified ones are recorded in the following table:

Table 3. 2: the original questions of the questionnaires Vs the modified ones

¹⁰ Dr. Hussam Alsayed Mohamed Alzieni Lecturer- English Language, Higher Colleges of Technology, Dubai Men's College

Original questions	Modified questions
Do you consider Hatem mentally younger than his real age?	Can you estimate the student's mental and intellectual age?
Do you agree or disagree that Hatem has a good relationship with SEN Cos in charge?	How do you describe Hatem's relationship with you as his SENCO?
Do you maintain a good relationship with the families?	How do you describe your relationship with the family?

The purpose of the questionnaire and the ethical adherence were provided on its cover page. A letter of consent was signed by the school principal to allow the researcher to conduct the case study.

Using questionnaires enables the researcher to discover causes and effects of different phenomena and gather data scientifically to serve as a foundation for the final conclusion (Kothari 2004).

3.2.4 Focus Group:

The researcher managed to hold a discussion with three of the elementary teachers and listen to their opinions about the practices of inclusion including students with dyslexia at school. The teachers also discussed how reading difficulties affect the teaching/learning process. The discussion was held at school and audiotaped upon teachers' consensus.

Focus group technique enables participants to share their opinions and perspectives about the topic in hand more comfortably (Thiele et al. 2018). Moreover, it is

considered as ‘a time saving technique’ to gather information from a group of people and can be used as a preliminary data collecting strategy (Sarma 2012).

3.2.5 Document review and analysis:

Analysing documents in case studies enables the researcher to gather a huge amount of data and information, yet it needs extra caution as the accumulation of data can become overwhelming and cause the researcher to feel lost (LUCAS, FLEMING & BHOSALE 2018).

Many documents have been reviewed to achieve validity and reliability such as the The center report, student’s latest IEPs of terms 1, 2 and 3. The researcher also examined some of his exams, his progress monthly reports written by his teachers, the school’s SEND Policy and Handbook, and the KHDA reports regarding the SEND status at school which supports the federal law 29/2006 for the rights of children with special educational needs.

3.3 *Ethical Concerns:*

Although the researcher used to have access to the whole school as an HOD, she sought permission from the school principal with a formal letter of consent. Moreover, the consensus of the teachers who participated in the study had been obtained, yet the purpose of the observational visits remained general to guarantee

less interference in the course of the observed periods, hence, less deviation in the resulted data (Cohen, Manion & Morrison 2007).

The help of the SEND Team Lead and SEN COs was sought to identify the students with dyslexia at school and to choose one of those students to be the subject of the study. Also, the researcher sought their help to have access to the needed documents. The permission for audiotaping was sought from all the interviewees.

All participants were informed both orally and in a written form that they have the right to withdraw the study any time they feel like it, and that all their participations will remain anonymous; if the researcher needed to use names in the study, she would use pseudonyms instead. The researcher has offered all participants access to the transcribed data once finalised and analysed. The notes taken during the observational class were transcribed immediately to guarantee credibility. Furthermore, back-to-back translation technique was applied to the questionnaires and interviews administered in Arabic for more reliability.

3.4 Limitations and challenges:

1. Being an employee at school has its own merits and challenges at the same time as it has given the researcher an easier access to classes, teachers, documents and policies, yet it set some obstacles such as bias that could have altered the results of the study if it had not been tackled wisely and objectively. The researcher used

triangulation to avoid such challenges. For more objectivity, the researcher led a non-participating type of observation, by observing a student she did not know or teach.

2. the Math teacher did not like to participate in the study either by allowing class observation or in filling in the questionnaire; she only agreed to discuss the student's status orally and briefly.

3. The social study teacher refused the researcher to observe her class, yet she agreed to fill in the questionnaire. The questionnaire was discarded as she couldn't finish it.

4. Because the terminology of Arabic grammar is remarkably different from the English ones, and because the Islamic topics and details are hard to translate or interpret due to some religious and cultural issues, the researcher could not give a full account of the classes' observations, but gave a brief analysis about them in chapter 4.

4. The Curriculum Coordinator at school refused to participate in the study saying that the modified curriculum for SEND students was solely the responsibility of the SEND department.

5. Because of the limitedness of time and the nature of the study, the research examined one student with dyslexia. However, it is known that every child with dyslexia is a different and unique case, and the findings of this study cannot be

overgeneralized on all students with dyslexia. Therefore, more researches that include more students with dyslexia are highly recommended to shed more light on the educational practices provided for students with dyslexia in elementary private schools in Dubai.

6. The SEND departments at schools are still new and do not have the experience required to deal with students with special educational needs let alone students with dyslexia.

7. Because of the tight time, the researcher couldn't conduct one-on-one interviews with the subject's teachers as the study was conducted in term 3. That term was short and hectic with the Holy Month of Ramadan in it. This made the term even more hectic.

8. The language barrier as the mother had preferred Arabic to be the language of the interview. This resulted in the researcher using the back-to-back translation technique in transcribing the interview.

3.5 Hatem; the subject of the study:

Hatem is a fifth grader local boy in Dubai American Mainstream School and who was reported and diagnosed as a child with dyslexia. His chubby body makes him quiet introvert as it is difficult for him to play and run with his peers. He lives with his

parents and siblings. His mother follows up his case and progress at school since he was diagnosed with dyslexia in grade 2. Hatem is a pseudonym given to the student for ethical purposes.

3.6 The settings of the study:

The study was conducted in the private school in Dubai that was founded in 1998 (Knowledge and Human Development Authority 2018). The school is self-supported and privately owned, yet it is run by a board of trustees. The headquarter is in the center of Dubai and the branch, the one in which the study was conducted is in Dubai suburbs. Its location allowed to serve the population situated in the area¹¹. ("Dubai International school" 2019).

Most of the demography in the area, hence the school, is local citizens. Consequently, there are 1435 Emirati students that represent almost 68.6% of the population and 32.4% are non-Emirati students both Arabs and non-Arabs with 58 SEND students. There are 132 teachers; mostly Lebanese, and teachers-students ratio is 1- 16. Furthermore, there are 21 teaching assistants (Knowledge and Human Development Authority 2018); mainly in KG and grade 1. The number of classes in the elementary section which is the main setting of the study is 30 classes varying from grades 1-5 with 781 students and 50 teachers. The school hosts students from K-12 with mixed classes of boys and girls till grade 4. In grade 5, boys and girls are separated in

¹¹ Most of the information in this section was taken from the school website and an informal interview with the school secretary

different campuses. The school is very big with 6 campuses and multi storey building and moving elective classes. (Appendix 1.1) represents the school layout. (Appendix 1.2) represents grade 5 in the boys' section that is situated in the Middle School Campus.

There are 3 HOSs at school; one is responsible for KG-grade 3, another is responsible for grades 4-8; boys and girls, and the third is in charge for the whole high school. These HOSs are responsible for all the academic and behavioural issues in their sections that might involve both students and teachers. They also have a role in evaluating the teachers' performance in class as well as the HODs. There are two HODs for each subject; one is in charge for grades K-5, and the other supports teachers in grades 6-12, Except for Islamic and PE; there is one HOD in each subject for all grades.

In every section, there are two supervisors who are directly responsible for the behavioural problems of the students and answer directly to the HOS. To help the supervisors, there are duties twice a week for each teacher, either in the morning, students' breaks as there are two quite long breaks daily except for Thursday because it is a short day, or at the end of the day in the bus yard.

Furthermore, there are 3 guiding counsellors (Knowledge and Human Development Authority 2017) and a department for Special Educational Needs with one SEND

Team Lead, two SEN COs and two supporting teachers; one is for Arabic subjects and the other is for English in the High School. The two SEN COs support English, Math and Science in both Elementary and Middle School. The SEND department helps teachers write the IEPs and provide them with all the support needed to understand the different cases in classes. Check (appendix 1.3) for the school organizational chart.

There are resident doctor and nurse. Moreover, there are many male and female helpers at school, yet only males work in the boys' campuses.

The school follows the American Curriculum with the California State Standard (CCSS¹²) framework. Consequently, there was a curriculum coordinator assigned to support and help all departments to follow the standards, hence the curriculum. They also do MAP¹³, CAT4¹⁴ and SAT¹⁵ Benchmark exams to address the Emirati National Agenda (Knowledge and Human Development Authority 2017).

All subjects including English, Math, Science, Music, Computer classes (IT), Art and even social studies in the higher grades follow the CCSS. Only Arabic, Islamic a long with Social Studies taught in lower grades follow the curriculum set by the Ministry

¹² Common Core State Standards

¹³ the Measure of Academic Progress

¹⁴ The Cognitive Abilities Test

¹⁵ Scholastic Aptitude Test

of Education. French is taught only in lower grades till grade 3 then stops till grade 10 and starts again as an elective course.

Students from grades 1-5 have the chance to join a one-hour supporting program in English weekly. They can also join a Math club upon their interest or join the sports club as an extracurricular activity.

All students have the chance to participate in the morning assembly broadcast with the teachers of their preferred subjects. Every teacher prepares for the broadcast twice a term. In it, students can act, sing, or give useful information about a topic chosen by the teacher in charge in both Arabic and English.

Parents have an active role at school through the mother's council. They are considered important stakeholders who participate in the significant school decision as a part of the school board. All parents have the right to meet with the supervisors, HOSs, HODs, the vice principal and the principal to solve their children's problems. Moreover, parents have access to the school's system to check for their children's marks and weekly homework.

The school has been fully accredited by the MOE and had an international accreditation as well from CITA¹⁶ in 2003. The accreditation of the previous non-

¹⁶ the Commission on International and Trans-Regional Accreditation

profit American agency continued even after its name was changed to AdvancED-NCA¹⁷ in 2012. In 2016, the school was a potential candidate for NEASC¹⁸ accreditation. However, the accreditation was postponed in 2018. The school intends to re-apply for it in May 2019. In the annual KHDA reports, the school has been granted “good” as a total score for 3 consecutive years with previous ups and downs.

¹⁷ North Central Association Commission on Accreditation

¹⁸ New England Association of Schools and Colleges

CHAPTER FOUR: CASE STUDY FINDINGS

“In addressing holism, complexity theory suggests the need for case study methodology, action research, and participatory forms of research, premised in many ways on interactionist, qualitative accounts, i.e. looking at situations through the eyes of as many participants or stakeholders as possible. This enables multiple causality, multiple perspectives and multiple effects to be charted.”

(Cohen, Manion & Morrison 2007, p.

34)

Although Dyslexia symptoms differ in so many ways with different people, this case study can be a clinch on which the whole system can be hanged rather than considering it as an individual case. The case study was tackled using some qualitative tools to achieve triangulation as mentioned in chapter 3. The findings based on using these tools will be discussed next in this chapter. Using such tools provide the study with an insight about how dyslexia is dealt with at school. The school is referred to as the Private mainstream school in Dubai as introduced thoroughly in chapter 3.

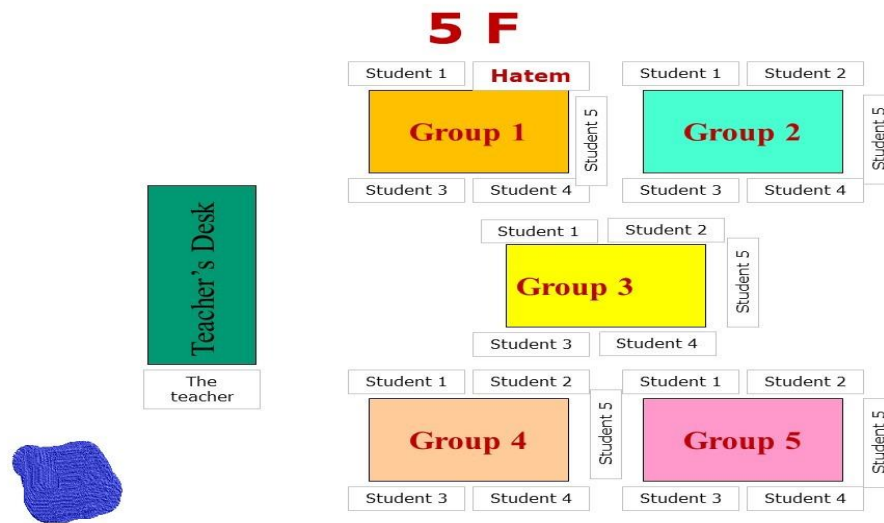
4.1 The Observations Results:

The researcher observed Hatem in different subjects in about 4 class periods to get a comprehensive idea about his academic level in those various subjects.

4.1.1 The Observational Settings of Hatem's Classroom:

Hatem's classroom includes 25 students who sit in groups of fives, (figure 4.1). His place is in the first group to the left of the teacher, and he sits in the second chair behind another student.

Figure 4. 1: Hatem's class layout



The classroom is not considered a rich-print environment as there are not enough students' works stabled on the class bulletin board. There are lockers for students to keep their books in; one for each student. Mostly, they study all the subjects in class except for the PE and the IT. Sometimes, they study science in the science lab in which the researcher conducted her observation for the science class.

4.1.2 Observations findings:

At first sight, the observer would think that Hatem is a very quiet boy who pays attention to the teacher and the lessons, but in fact, Hatem showed a great deal of boredom in classes especially in language classes; Arabic and English. During the Arabic class, the researcher noticed that he has a good rapport with the teacher who sometimes, would call him by his nickname. However, whenever he was not the center of discussion, he would mess with his book or speak to his peers in the group.

Moreover, one feature that was very clear about Hatem was how he reads in Arabic and Islamic; the researcher noticed that he could hardly read a sentence correctly. Moreover, he would skip lines during reading aloud, and sometimes, he would read some memorized words rather than the actual words because the initial letters are similar as if he creates an orthographical image for the words, yet he never felt shy to go to the front of the class and read aloud. This can indicate how good his relationship with these subject teachers was

Being a student with dyslexia also affected how he answered written questions; one of the incidents in the English class was that he unintentionally skipped one of the questions till one of his peers attracted his attention to it. The English teacher did not seem to understand Hatem's case as she did not give him enough time to think and answer; she let another student answer instantly.

T: says "Someone is going to win their race" What's wrong with that sentence.

H: "their race". T: What's wrong with it? H: emmmm.... (Another student answered.) (appendix 2.1)

Another surprising feature of Hatem's was how, in science, he answered challenging questions that required higher thinking skills with finesse; the lesson was about the layers of Earth.

*"T. Hatem, if scientists can't visit the layer, how can they know it's hot?
H. By volcanoes
T. Elaborate
H. When volcano comes up, scientists check everything that comes up."*

One more incident was when the science teacher gave students a problem to solve:

*"T. If you were a scientist and knew that a volcano would erupt in China, what would you do?
H. throwing a comment: I would go to space." (appendix 2.2)*

Hatem's answers seemed to prove the definition of dyslexia as an evolution to humans that grants them abilities far from the modern society's grasp (Alexander-Passe 2010).

Another remarkable characteristic noticed was that he flourished when appraised and encouraged. He would feel more confident and raise his hand to answer and read aloud although he was fully aware of his struggle. On the other hand, when he came across difficult lines, he would feel frustrated. It was noticed that when the Islamic teacher was reading some verses of Qur'an, students would repeat. However, Hatem felt the words were so difficult that he put his both hands on his cheeks to reflect his struggle.

4.2 The outcomes of the interviews:

Because the researcher, using qualitative approach, should “*embrace outliers and actively seek diverse points of views from participants to enrich the data*” (De Chesnay 2017), the researcher had conducted one-on one interview with Hatem and his mother. Follows are the outcomes of these interviews.

4.2.1 Interview with Hatem’s Mother:

Hatem’s mother (M) gave a good account of Hatem’s status and how and when they had discovered his struggle. She also mentioned how they went to a specialized center to have a full account of his problem. Also, she talked about his siblings’ status and how some of them demonstrate some symptoms of dyslexia as well in an interview that lasted more than one hour in the SEND Team Lead office:

RH: *Is Hatem your eldest son?*

M. *No, he is the youngest. He is the fourth child and has one brother and two sisters.*

RH. *When did you notice that he had a problem in reading?*

M. *In grade 1, I noticed that he was weak, so I went to Miss. A. (the supervisor back then) she said that if you feel that he is weak, (deviates) because we do not speak English at home; we speak Arabic. I even remember when I say a couple of words in English. I remember his brother. He used to say: Mom, speak Arabic.*

(Appendix 3.1).

Furthermore, the mother mentioned that the school should communicate more with parents to inform them about the detailed progress level of their children. This pinpoints a weakness in the school-parent communication system.

4.2.2 Hatem's interview:

After taking permission from the mother, a face-to-face interview was conducted with Hatem in simple English. When the researcher asked him how he liked school, he first said “*good*”, yet he started to complain about it:

R: How do you feel about coming to school?

H: Good

R: Can you explain?

H: Yeah, I go to school, I study, and I go home...to home.

R: So, do you enjoy being at school?

H: Not really.

R: Why don't you enjoy being at school?

H: Because every time, they fight in the class, and they, ha, talk very much and didn't let us focus (he said 'focus' in Arabic)."

Throughout the whole interview, he repeated that he liked all teachers except for the English teacher ‘*only the English teacher*’ because she used to shout at him and did not tolerate his slow reading.

Hatem also mentioned that he did not face that problem with Arabic as he would read faster. When he asked why he could not read fast in English he said that ‘*there are tall words in English*’. (Appendix 3.2)

4.3 Questionnaires' results:

Two types of questionnaires were prepared in both Arabic and English; one for Hatem's teachers and the other was for the sample teachers in the elementary section. The results are recorded later in this section.

The researcher also managed to prepare other questionnaires for the SEND Team Lead, SEN COs who were responsible for communicating Hatem's progress or regression to both the parents and the SEND team lead and the HOS who was responsible for the boys' elementary section academically and behaviourally

4.3.1 A questionnaire-based interview with Hatem's teachers:

All Hatem's teachers of core subjects, English, science, Arabic, Islamic, and social studies were given the questionnaire that was written in Arabic and English; The social studies' teacher couldn't finish the questionnaire, so it was discarded while the math teacher completely refused to be a part of the study.

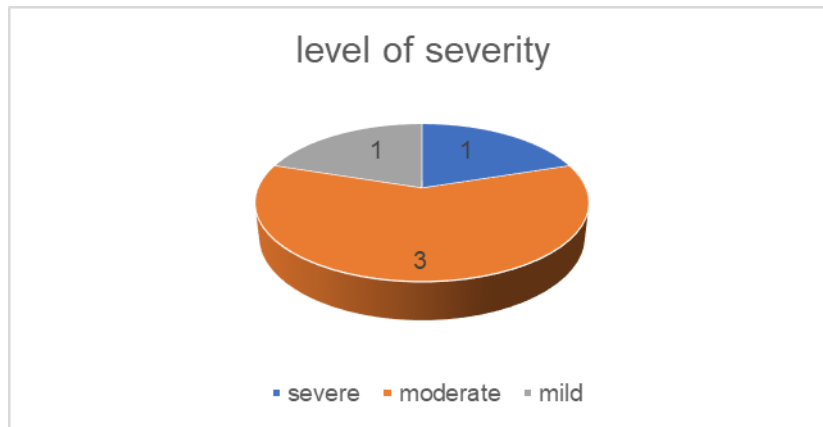
When asked about the problems that Hatem exhibited in class, all teachers answered that apart from reading and writing, he is moody, used to get bored very frequently during sessions, so he would ask to visit the washroom very frequently and for many times. He also showed indifference about the assigned tasks and had a short concentration span, so it was hard for him to keep focus.

When the teachers were asked about the severity of his learning difficulties, their responses differed as recorded in table 4.1 and figure 4.2:

Table 4. 1: The percentage of teachers’ opinions about Hatem’s level of learning difficulty

Levels of Hatem’s learning difficulty	Number of responses	Percentage
Severe	1	25%
Moderate	3	75%
Mild	0	0%

Figure 4. 2: Hatem’s level of difficulty



Apparently, the answers of Hatem’s teachers about his points of strength differed; one of the teachers wrote that he did not have any. However, his Islamic teacher wrote that he was strong in reading ‘*sort of*’, yet the the science teacher wrote that he was enthusiastic about learning, had good social skills and sense of humour, good logical thinking and a common sense. The last aspect confirms the previously mentioned idea that students with dyslexia have advanced intelligence that have not been understood till date.

When asked about the developmental aspects in which he showed difficulty, the responses spotted his problems in the basics of both languages which resulted in reading and writing difficulties. Moreover, one of the teachers highlighted that he had a difficulty in understanding questions.

Even though most teachers assured that Hatem did not have a negative impact on the teaching- learning process especially when he got involved in cooperative learning and that he was task oriented, the Arabic teacher mentioned that being in class caused chaos and bothered the students in class

Examining the teachers' opinions about the causes of Hatem's academic difficulties, all of them wrote that he had a problem in reading and decoding words especially in the language of instruction; English, yet the Islamic teacher believed that Hatem's difficulties were due to mental problems

The teachers' opinions about the role of the SEND department was not consistent let alone contradicting; most teachers mentioned that the department was very cooperative and conducted meetings to discuss Hatem's case, update his IEP, and assess and analyse his results. However, the English teacher wrote that there were not enough meetings; only one meeting was held in the first week of school, and the Arabic teacher mentioned that the department did not provide any support.

Asked about the IEP, teachers using Arabic in teaching, confirmed that Hatem did not have an IEP, yet they provided him with differentiated worksheets. On the other hand, teachers using English in teaching praised the IEP, saying it helped improve Hatem's performance and assured that they wrote it with the help of the SEND department, this was not the case with the English teacher who wrote that she did not know who wrote the IEP and suggested that the SEND team leader might have written it.

Although in her interview, Hatem's mother made it clear and conclusive that she never communicate with the teachers, all Hatem's teachers mentioned that his parents follow up with them frequently except for the Arabic and English teachers; The Arabic teacher wrote that the parents do not follow up, so the student was indifferent and careless about the school subject. The English teacher, on the other hand, wrote that she never saw or communicated with the parents, yet Hatem would come to class well prepared. This indicates confusion in teachers' perspectives about teachers-parents communication. The questionnaires are found in (appendices 4.1.1,4.1.2,4.1.3,4.1.4)

4.3.2 A survey- based questionnaire with the teachers in the elementary section:

The researcher prepared the questionnaire in both languages; Arabic and English to be appropriate for all elementary teachers to respond to it (appendices 4.5.1&4.5.2).

The number of teachers who responded to the questionnaire was 18 out of the total number of teachers in the elementary section which was 50 teachers. One of the questionnaires was not completely answered, so it was discarded. As a result, the number of surveys examined was 17. This sample represented 34% of the total population in the elementary section.

The researcher could not manage to give the survey to all teachers as their number was too big for the nature of the study, so the researcher used the sampling technique. Sampling allows a variety of statistical data that can be used in qualitative and quantitative research. Moreover, sampling provides an idea about the nature of the whole population by studying selected participants (Bansal 2017).

In this case, sampling had many advantages as it allows results' generalizability as it can provide data which can be considered a representative for the whole population (Bansal 2017). Sampling, undoubtedly, has many disadvantages, but they can be considered very few in the study in hand because the sampling frame is already identified; teachers of the elementary section (Bansal 2017).

Probability or a simple random sample was used because, in this technique, every teacher in the elementary section would have a probability to be chosen (Bansal 2017). This technique seems to encourage objectivity and eliminate bias.

Participants:

Teachers who participated in the questionnaire are mainly subject teachers and only one homeroom teacher. The questionnaire was prepared in Arabic and in English to suit participants that use Arabic as a medium of instruction and those who use English as a medium of instruction. Teachers varied in teaching experience which is presented in table 4.3:

Table 4. 2: number and percentage of teachers regarding their experience in years

Experience in years	Number of teachers	Percentage
0-4	0	0%
5-9	6	35%
10- 14	6	35%
15 or more	5	29%

The presence of students with dyslexia:

Not all participating teachers assured that they taught students with dyslexia in their classes; one of the teachers answered that she did not have students with dyslexia, and many of the teachers mentioned that they had students that showed these features but not yet officially diagnosed with dyslexia.

When asked about the features and dispositions of students with dyslexia, their answers varied and were represented in table 4.4:

Table 4. 3: the average of students, according to teachers' observation and judgement, who exhibit the features of dyslexia per class

Characteristics	
1. General Indicators	Average of students featuring the indicators

	per class ¹⁹
A. Thinks in pictures, not words	2.2
B. Solves problems in unusual ways	0.5
C. Has a vivid and active imagination	1.7
D. Difficulty maintaining order	3.17
E. Weak memory for lists, directions, or facts.	1.9
F. Needs to see or hear concepts many times to learn them	2.6
G. Inconsistent school work	2.1
2. Indicators in reading	Average of students featuring the indicators per class
A. Limited reading comprehension due to weakness in decoding and/or word recognition.	2.7
B. Difficulty in phonics and blending sounds.	2.35
C. Difficulty in recognising HFW and sight words.	1.88
3. Indicators in written language	Average of students featuring the indicators per class
A. Difficulty to spell accurately.	3.35
B. Difficulty in learning multi-syllable vocabulary.	2.5
4. Indicators in behaviour	Average of students featuring the indicators per class
A. Easily distracted	2.17
B. Visual stimuli distract them	1.76

¹⁹ The average is calculated using the following formula: (Σnumber of students featuring the indicator) / Number of respondents.

The number of teachers responding to this study = 17 teacher.

The average class size = 25 students

Example: indicator 1 in Table 2 means 2.2 students out of 25 students feature “Thinks in pictures, not words”

C. Using some tactics to avoid tasks such as sharpening pencils...etc.	0.88
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The previous table shows that students who demonstrated indicator (3.A) are the highest in average as students with dyslexia have problems in spelling. Adding to that, the lowest average of students was those who can '*Solve problems in unusual ways.*' This again confirms the idea that students with dyslexia have problems in processing and analysing data. That is why they cannot solve problems let alone in an unusual way. This was proved not to be true in observing the science class with Hatem, yet as mentioned before the strengths and weaknesses of students with dyslexia differ from one another.

Although there was one student officially diagnosed with dyslexia in the whole elementary section; Hatem, the previous table highlighted the fact that there were many students that were suspected of being students with dyslexia, but they were not officially diagnosed either by screening and assessment tools at school or by specialised centers.

The previous results were further examined to link between dyslexia and learning difficulties in table 4.5:

Table 4. 4: the relation between and the percentage of the degree of learning difficulties and dyslexia

Degree of learning difficulty	Number of students	percentage
No difficulty	5	7%

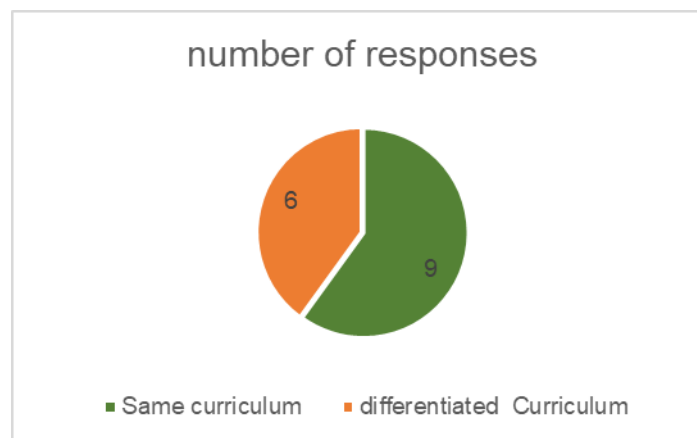
Weak difficulty	14	19%
Mild difficulty	28	37%
Severe difficulty	28	37%
	Total: 75	100%

Most students featuring dyslexia present either mild or severe learning difficulty as shown in table (4.5). The number and percentage of students identified with dyslexia in the table above cannot be considered accurate as the number and percentage of students can be repeated by other teachers who teach them.

Students with dyslexia and the curriculum:

When asked about the curriculum if students with dyslexia should have a modified curriculum or study the same grade level curriculum, teachers' answers varied as shown in the following figure:

Figure 4. 3: Teacher responses to the nature of curriculum for students with dyslexia



The previous figure shows that a larger number of teachers think that the same grade level curriculum should be used for students with dyslexia. The reasons behind this response could be because not all teachers were aware of dyslexia and how to deal with students with dyslexia due to lack of training, or because most of the teacher did not know how to modify the curriculum and use the proper interventions effectively with those students. One can deduce that the majority of teachers seem to not use differentiated instruction in their classes and use the grade level curriculum with students with dyslexia with some differentiated worksheets if any.

The role of SEND department at school:

Also, the responses of having enough knowledge about students with dyslexia varied as shown in table 4.6:

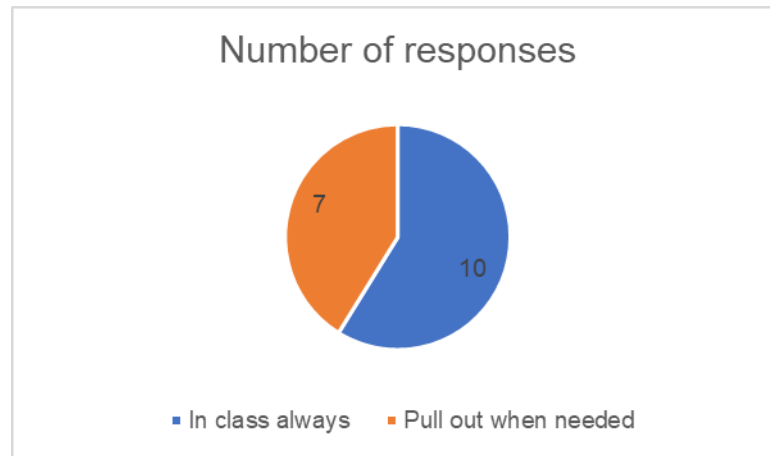
Table 4. 5: The number and percentage of teachers demonstrating knowledge about students with dyslexia

Knowledge about students with dyslexia	Number of teachers	Percentage
Yes	5	29%
No	3	18%
To some extent	9	53%

The previous table raised an inquiry about the role of the SEND department and how well it communicated with teachers to introduce them to their students with dyslexia and to the specific case of and features that each one of them exhibits.

When teachers were asked where students with dyslexia should learn; whether in class or pulled out, their answers varied as shown in figure 4.5:

Figure 4. 4: Where students with dyslexia should learn



The researcher believes that the various responses to the previous question were due to the fact that the majority of teachers were not sure about the knowledge they had about their students and how and where to teach them as deduced from table 4.6.

Teachers were also asked about the type of support provided by the SEND department, and their answers seemed to be contradicting as some wrote the role of the SEND department was:

- Only to deal with these students
- Providing support teachers and (SEN Co's) to help read for students
- Scheduling pull out classes for their teachers to help them once a week
- Providing the teachers with files that included full discription of each SEND student.
- Providing workshops to train teachers how to deal with SEND students upon their cases.
- Following up with parents

- Preparing IEPs
- Providing the teachers with resources to enhance students' capabilities
- Helping teachers in modifying curriculum upon students' needs.
- Providing teachers with recommendations about quizzes and tests

On the other hand, the answers of two teachers were '*nothing*'. Although these previously mentioned teachers were minority, the researcher found their answers vague as they did not add any justification. Moreover, the previous list contradicted with the teachers' responses to the level of knowledge they acquired regarding students with dyslexia.

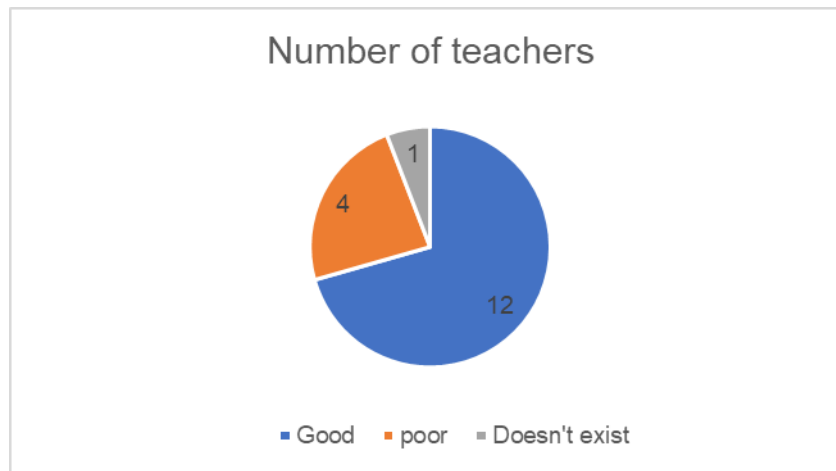
The families- teachers relationship:

When asked about the type of relationship they shared with families of students with dyslexia, teachers' answers varied as recorded in table 4.7 and figure 4.6

Table 4. 6: The number and percentage of teachers- families' relationship level

Teachers' opinions about their relationship with families	Number of responses	Percentage
Good	12	71%
Poor	4	24%
Doesn't exist	1	6%

Figure 4. 5: Level of teachers- families relationship



The teachers were asked to justify their answers; those who chose good, justified their answer saying the families were aware of the problems of their children even though they did not provide the school with official reports. One of the teachers justified her good relationship with the parents saying:

“T. It is because how keen teachers are to contact the parents and frequently communicate their children’s problems, progression and regression.”

The other teachers attributed their answers of ‘poor’ and ‘doesn’t exist’ to two factors out of five as shown in figure 4.7:

Figure 4. 6: Reasons of the poor or non-existing teachers-parents relationship

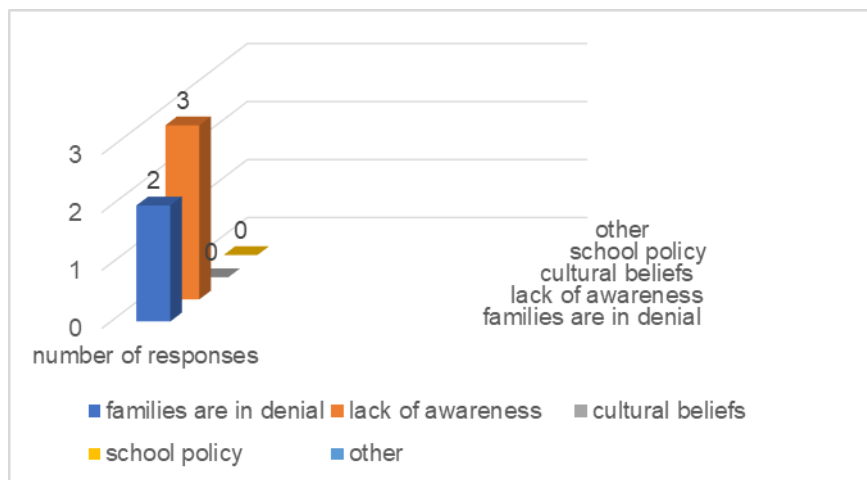


Figure 4.7 showed that the reasons of the poor/non-existing relationship with the parents were due mainly to parents' lack of awareness, and the reason of 'families are in denial' came second. Although table 4.6 and figure 4.7 were mainly about the teachers- parents' relationship, they also pinpointed the role of SEND department as a means of communicating students' problems to their parents and help them overcome their denial and take actions for the well-being of their children.

Merits Vs challenges of including students with dyslexia in mainstream classes:

Most teachers believed that it was beneficial to include students with dyslexia in their classes, yet they expressed that they face some serious challenges when teaching students with dyslexia in class.

When teachers were asked about their relationship with students with dyslexia, there was a consensus of teachers having a 'good' relationship with their students. One of the teachers justified his/her answer writing:

"These students are normal people. Dyslexia doesn't affect relations"

One of the questions in the questionnaire urged teachers to list both the benefits and difficulties of including students with dyslexia in their classes. The answers were recorded in table 4.8.

Table 4. 7: The benefits and difficulties of including students with dyslexia in mainstream classes

Benefits of including students with dyslexia	Difficulties of including students with dyslexia
- Helping them not to feel different.	- Reaching good results

- Benefiting from differentiated instruction	- Lack of time/ the need for longer time
- Belittling the number of children who have reading difficulties	- Giving them tasks and checking their level of performance
- Strategies used to help them will be beneficial to mainstream learners as well	- refusing to read loudly in class
- Getting them included in the society.	- facing difficulty when given writing activities
- Teachers gaining knowledge and experience in that field	- students feel stressed and anxious when they have to interact with their peers.
- gradual inclusion is a good approach	- preparing differentiated instruction
	- seating them properly in class
	- Getting students to develop time management skill as they are slow
	- Having short memory span
	- Dealing with uncooperative parents

According to table 4.8, teachers believed that the challenges faced by having students with dyslexia in their classes were more than the benefits. Moreover, two teachers saw no benefits of teaching students with dyslexia in mainstream classes writing:

T.1: "Teaching these students individually is better"

T. 2: "No benefits as taking care of them wastes the time allotted for other students"

The researcher further investigated teachers' opinions about who should be responsible for teaching students with dyslexia. The results were recorded in table 4.9:

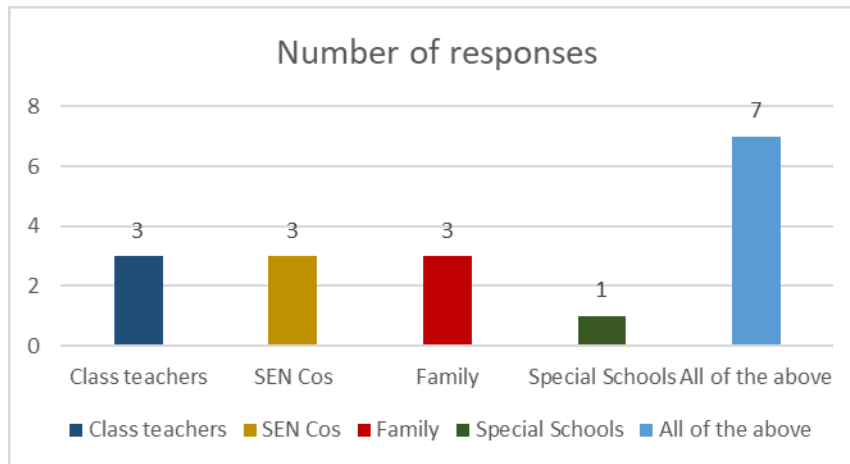
Table 4. 8: The number and percentage of teachers' opinions about the responsibility of teaching students with dyslexia

Authorities in charge	Number of responses	Percentage
- Class teachers	3	18%
- SEN Cos (SEND Department)	3	18%
- Family	3	18%
- Special schools	1	6%
- All of the above	7	41%

Teachers responses overlapped as some teachers made two or more choices.

Teachers' responses were registered in Figure 4.8:

Figure 4. 7: Teachers' choices of who/what is responsible for teaching students with dyslexia



As seen in table 4.9 and figure 4.8, a large number of teachers believed that all the previously parties were responsible for educating students with dyslexia. These results should impact the development of types of interventions used in and out class to enhance the teaching- learning process of those students.

Teachers' propositions of ways to improve educating students with dyslexia:

Most teachers responded with '*Don't know*' to the following aspects, so the researcher recorded a brief account of the responses received from teachers who participated with suggestions to the different aspects:

- A. Reading: Many teachers suggested to simplify texts and divide them into chunks, using levelled books, using simpler texts with simple vocabulary,

using bigger font and using some techniques like; guided reading and bottom-up and top-down techniques. Moreover, one teacher suggested extra-curricular activities such as reading clubs and competitions.

B. Writing: Most of the teachers suggested for the students to be provided with vocabulary bank to use them in writing tasks. Some teachers suggested to provide students with dyslexia with notebooks with special lines to help them write easily. One teacher suggested that students with dyslexia type their writing texts rather than writing them. Another teacher suggested that these students use online tools to check grammar.

C. Resources: some teachers suggested to use more technology, online resources, hands- on activities and more visual aids upon students' needs.

D. Curriculum and IEPs: Some teachers suggested designing a special curriculum to support students with dyslexia. Some preferred to use the same grade level curriculum in general and modify it upon need.

Supporting the IEPs with clearer action plans was one of the suggestions and designing individual plans that specifically address the needs of each student upon his/her case.

One teacher highlighted the need for more screening and assessment tools to identify the students' real levels of performance. On the other hand, one teacher wrote: "no change" for that aspect.

- E. Specialists/ therapists: Teachers suggested that it was important to have resident therapists at school to communicate with the teachers and follow up with them.
- F. Interventions: Although many teachers replied with 'don't know', others suggested to have support teachers to pull students out of class and teach them individually, reinforce the curriculum with visuals, support students with modified materials and use peer- teaching frequently.
- G. Training: Teachers confirmed their needs for more special trainings that particularly address dyslexia to enable teachers to write convenient IEPs and support students properly in class.
- H. Class Support: All teachers suggested having full-time shadow/support teachers in classes to help students with dyslexia.

4.3.3 A survey-based questionnaire with the SEND Team Lead:

The researcher prepared this questionnaire to have an insight about the SEND students at school that consequently involves Hatem.

When asked about the number of SEND students, she answered that they have 50 boys and 18 girls with a total of 68. The number of students with dyslexia was only 5 and all of them were boys. Only one student with dyslexia was in the elementary section; Hatem.

The SEND Team Lead explained how SEND students were admitted and what screening tools were used to identify them. She also explained the school's attitude towards inclusion. Moreover, she explained the types of support both students with dyslexia and teachers could get and the challenges she as the Team Lead might face.

When asked about training teachers to deal with students with dyslexia, she said the department provided teachers with one-on-one PD sessions to enlighten them about each individual SEND case. This contradicts teachers' responses in the previous part that they needed trainings to understand the SEND cases in their classes. (Appendix 4.2)

4.3.4 A survey-based questionnaire with the two SEN Co's responsible for Hatem:

Two SEN Cos were supporting Hatem and communicating his results to his mom. The first one supported him in English, and the other supported him in Math, and both shared the science responsibility. Unfortunately, there was a rare support in Arabic, mainly, by the subject teachers at their convenience. The SEN CO that supported Hatem in English will be referred to as *S1*, and the one that supported Hatem in Math will be referred to as *S2*.

Although *S1* described his learning difficulty as mild, *S2* described it as moderate. This discrepancy assessment of Hatem's learning difficulty was confusing to the researcher as the situation should have reversed, given the fact that he has a problem in both languages.

When asked about Hatem's problems in class, they answered:

S1: "He often daydreams, he has a short attention span"

S2: "When it comes to math, he does not face any problems in calculations... The problem he may encounter in math in completing 'problem solving'.... The reason for it is because he has dyslexia."

The answers of both SEN Cos seemed to be ambiguous and not conclusive as *S1* had not mentioned his problems in reading, and *S2* justified his problem in Math as a result of dyslexia but did not mention in whichever way.

In the questionnaire, both SEN Cos answered questions about how their relationship with Hatem was and how they cooperated with Hatem's teachers. They also answered some questions about Hatem's IEP; although they mentioned that the IEPs were

revised to cater for his needs and address his weaknesses, the IEPs, as discussed in the following section, did not include the present level of performance or smart objectives. This contradicted their statements about the IEPs design. (Appendices 4.3.1&4.3.2)

4.3.5 Survey-based questionnaire with the HOS:

According to the elementary HOS, there were 792 students in the section with 391 boys and the rest were girls. When asked how many students with dyslexia there were in his section, his answer was: “1”

In the questionnaire, the HOS was asked about how they admitted students with dyslexia to the school, and if the school accepted students with dyslexia who were expelled from other schools. There was also a question about the challenges he might face as the HOS in dealing with students with dyslexia, he wrote:

“Personally, no challenges. The SEND team is fully responsible for the SEND students. I am informed of their situation and progress and support them as needed”.

His answer to the previous question seemed to highlight that although being responsible for students academically, he only observed SEND students including students with dyslexia from a distance and left the whole responsibility to the SEND team. This can raise an inquiry about the cooperation of the different departments of the school in taking care of SEND students including students with dyslexia (Appendix 4.4).

4.4 The results of the focus group:

The focus group included three teachers who teach different subjects and different grade levels in the elementary section. Examining the discussion highlighted the following points:

- Some teachers have more ideas about dyslexia than others.
- The communication with the teachers and SEND department is so weak.
- They do not have the required resources to help students with dyslexia improve.
- Arabic teachers improvise because they do not have enough knowledge about the proper interventions for students with dyslexia.
- Teachers do not know how to modify the curriculum for students with dyslexia and all what they do is just mere individual efforts (appendix 5).

4.5 Documents Study:

The researcher managed to obtain Hatem's file from the SEND department as she used to work at school and to have access to the different departments. The documents studied can be divided into three categories:

- 1) Hatem's related documents such as:
 - a. The center's report

- b. The school's case study, findings and recommendations.
 - c. Hatem's IEPs of the whole year 2017-2018 Vs EOTs' results
 - d. Monthly reports.
- 2) Documents related to the school's performance in handling the modifications and adaptations for the SEND students according to the KHDA report and recommendations.
- 3) Documents of the policies and laws related to SEND students in the UAE and specifically Dubai

4.5.1 Hatem's related documents:

1. The center's report:

After observing Hatem from KG to grade 2, the school asked the mother to provide them with a report from an authorized center. The mother seemed to stall as mentioned in her interview till he became 9 years and 7 months. The report was issued in 2016.

The center used some famous screening tests to have reliable and valid results about Hatem's condition; the tests used were (WISC-IV)²⁰, (GORT-5)²¹, and others.

The tests indicated that Hatem had a low average IQ, a below average range of verbal reasoning, and his short-term memory was average while his processing speed was

²⁰ Wechsler Intelligence Scale for Children – Fourth Edition

²¹ Gray Oral Reading Tests–Fifth Edition

below average. As an overall, the tests indicated that cognitively, Hatem had significant challenges with languages as well as the speed of data processing which will impact most curriculum areas.

The final results of the tests indicated that Hatem had dyslexia which would cause difficulties in reading, writing and spelling. It would also cause a serious problem in language comprehension.

The report recommended many things such as:

- Hatem should have an extra time when he sits for exams or does activities that involve reading and writing.
- Hatem needs someone to read the questions for him.

The report also provided detailed results of the undertaken tests, areas to prioritise and suggestions for intervention in all reading areas and domains and also provided a structure for writing. It even provided websites and programs that Hatem could use to help him overcome his difficulties. (Appendix 6.1)

2. The school's case study of Hatem:

The case study tended to evaluate Hatem's social/ emotional aspects. That case study identified Hatem's learning obstacles as follows: Hatem suffers from dyslexia,

learning difficulties type 1, struggles with English language as it was the main medium of instruction at school and has problems with the academic performance.

The case study also provided some solutions, student's outcomes, level of progress based on three criteria; the student himself, his family and the school's support. The study also provided teachers with an explanation of all the aspects that Hatem suffered from. Referring to what the teachers mentioned about how and what to teach Hatem, the research can conclude that either the teachers had not received that document, or they had received it, but it was never discussed with them to be able to use its data properly. (Appendix 6.2)

3. Hatem's IEPs Vs the EOTs:

The researcher could get Hatem's three IEPs of the academic year 2017-2018 as well as the EOT exams of term 1 in the three subjects that were taught in English. The IEPs, tests and result analysis of the subjects that were taught in Arabic were not included in Hatem's file because there was no SEN CO responsible for these subjects, so there was no information about, or documentation of subjects taught in Arabic.

The IEPs started with some personal information about the boy, his case, the visiting center in charge of following up his condition with the school and the school team in charge of Hatem's case.

The IEPs provided teachers with the student's points of strengths as well as the areas that needed improvement and some accommodations and recommendations. The previous part was done by the SEND department, but the academic parts are written by Hatem's subject teachers themselves.

The objectives in the three subjects did not seem to be SMART²² as they did not seem to be time bound, action oriented, or specific. In Math, there were no objectives, but only the names of the lessons given throughout the terms. However, the objectives mentioned in other subjects did not seem to cater for his weaknesses as many of them required high mental processing and higher thinking skills.

The interventions mentioned in the IEPs are so broad that can work with any SEND student including students with dyslexia. No modification in the curriculum was done based on Hatem's results in the quizzes, announced quizzes²³ and End of Term Exams as they did not include any thing about reteaching the concepts that he could not master.

Hatem's present level of performance was only mentioned in Math, yet there was no mention of a modified curriculum based on that level. (Appendices 6.3.1,6.3.2&6.3.3).

²² Specific, Measurable, Achievable, Realistic and Timebound.

²³ Midterm exam

The mother did not sign all the IEPs and this was confirmed in her interview with the researcher; she did not know what an IEP was or what it was for. This again indicates the school-parents miscommunication.

Hatem's marks in the EOT exams were good in math, yet they were comparatively low in English and science (appendices 6.4.1, 6.4.2, 6.4.3, 6.4.4). The low remarks could be due to either the objectives in the IEPs were too high to achieve, or the questions in the exams were too difficult to comprehend and answer. Surprisingly, nothing was mentioned in term 2 IEP about addressing the weakness that Hatem demonstrated in term 1 exams.

4. The monthly reports:

Teachers write monthly reports of all SEND students to evaluate the students' performance in the subjects taught in English week by week. However, no Arabic reports were found in the student's file because there was no SEN Co for the subjects taught in Arabic. The researcher managed to have the reports of October and November. Appendices (6.5.1, 6.5.2). The monthly reports covered the aspects recorded in Tables (4.10 & 4.11). The performance was recorded using Likert- type scale; very good (VG), Satisfactory (S), needs improvement (NI), yet the researcher believes that the scale seems to be insufficient as it jumps from '*very good*' to '*satisfactory*' with no '*good*' in between.

Analysing the reports, the researcher examined the fourth week results of October in the three English-taught subjects because it is considered the ultimate outcome for the whole month:

Some teachers used: *Good* (G) instead of *Satisfactory* (S). This seemed to be difficult for the researcher to compare Hatem's monthly performance in the three subjects. One more challenge was that the performance of just the first three weeks of November were included and the performance of the fourth week was missing in both English and science. Consequently, the researcher decided to compare the third week in the three subjects. Teachers' evaluation of Hatem's performance varied as follows in tables 4.10 and 4.11:

Table 4. 9: Hatem's records of the three EMI subjects in October:

Aspects	English	Maths	Science
Completion of homework	VG	S	VG
Paying attention	VG	S	G
Following instructions	VG	VG	VG
Completion of assigned tasks on time	VG	VG	G
Participation in class activities	G	S	VG
Understanding concepts	G	S	VG
Seeking help when needed	G	S	G
Working independently	G	VG	G

Table 4. 10: Hatem's records of the three EMI subjects in November:

Aspects	English	Maths	Science
Completion of homework	VG	VG	VG
Paying attention	VG	VG	G
Following instructions	VG	S	VG
Completion of assigned tasks on time	VG	S	G
Participation in class activities	S	VG	VG
Understanding concepts	S	VG	VG

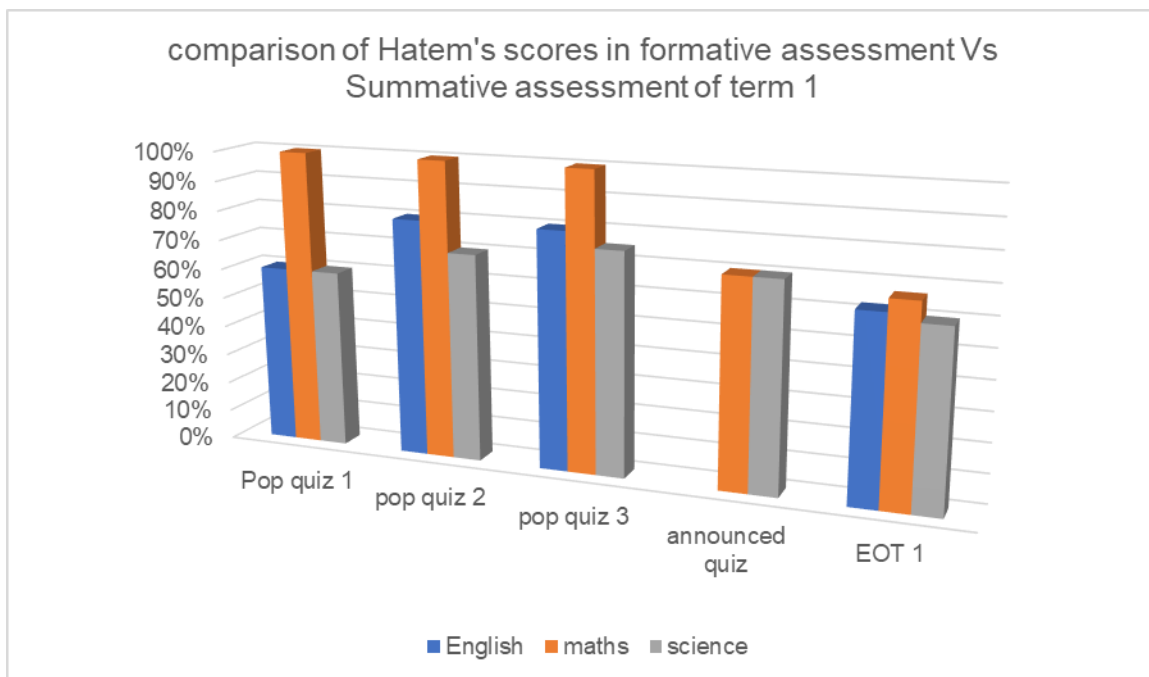
Seeking help when needed	VG	S	G
Working independently	VG	S	G

Examining the previous tables, one can notice the inconsistency in Hatem's performance; his performance fluctuated in English and math but remained consistent in science with neither progression or regression, yet the marks of pop and announced quizzes of the whole term and the results of the End of Term Exam (EOT) did not reflect the previous levels of performance²⁴.

The researcher believes the comparison of the English marks will not be sufficient as the score of the announced quiz recorded in both monthly reports showed deficiency although the announced quiz used to be administered once per term. A comparison of Hatem's results in the formative Vs summative assessment is recorded in the following figure.

Figure 4. 8: Examines Hatem's scores in the pop quizzes till the end of term 1

²⁴ Refer to (appendices 6.4.1,6.4.2,6.4.3,6.4.4)



The chart shows a noticeable declination in Hatem's results in both types of assessment which could mean that either the pop and announced quizzes were too easy and not challenging enough, or the EOT was too difficult and challenging for the boy. This insufficiency resulted in the inconsistency in the student's performance, hence results.

Studying the EOTs , the researcher noticed Hatem's sloppy handwriting, yet there was nothing mentioned in term 2 IEP about using special intervention to overcome this problem.

4.5.2 Documents related to the school's performance in handling the modifications and adaptations for the SEND students according to the KHDA report: (Appendices 7)

1. The SEND Department policy was written in 2016-2017 and it seems that no updates were done to it since then. It included the school's rationale in which it declared that the school would abide by the Federal Law 29/2006 and follow the MOE regulations stated in "School for all" and the KHDA categorizations (Appendix 7.1).

The policy also included detailed account of the aspects of provision, facilitations, admission policy and services that include identification, curriculum modification, interventions and progress outcomes and personal support. It also included the role of parents and SEND department.

Although the policy is well detailed, the teachers did not seem to be aware of it as it was not posted anywhere in the section nor given to or discussed with them in the meetings held by the department. This can confirm the opinion of one of the teachers in the focus group when she said that it's all about paperwork to be put in the files.

2. The SEND department Handbook is another document related to the SEND department role at school. In addition to the same elements represented in the policy, this 41-page-document includes detailed accounts of each disability and the process

of following up SEND students (highlighted is the detailed part about dyslexia, (appendix 7.2).

3. TF1²⁵ and TF2 forms are used by the teachers in the elementary section to refer students with problems to the section's counsellor then to the SEND department. (Appendices 7.3,7.4). Later, the SEND department recommended that all sections use these forms for referral purposes. Usually, the counsellor would wait till most teachers issue many complaints about the same students before she takes actions; this might take a whole term. The researcher believes that slow pace of the identification process can lessen SEND students' opportunities to be properly educated which can negatively influence their results by the end of the term.

4. One more important document is the KHDA report, 2017-2018, of the school's SEND department (Appendix 7.5). The report gives a comprehensive account for the general performance of the school and then gives detailed account about each performance indicator, one of which is the curriculum. Although the curriculum rated *good*, the report highlighted that the results of the external exams were not used to adapt the curriculum for SEND students accordingly.

Although the SEND department rated '*good*' in the report, the inspection highlighted some points to be taken into consideration for future practices such as: the IEPs do not involve all stakeholders, addressing the targets mentioned in the IEPs was not

²⁵ Teacher's form

consistent, the inconsistency of the SEND students' progress, and the instruction provided to SEND students is not attentive to their learning and progress. The inconsistent, sometimes contradicting, responses of teachers about adaptation and modification of instruction is reflected in the KHDA report. Also, the mother's lack of knowledge about the IEP and what it was for was pinpointed in the report.

4.5.3 Documents of the policies and laws related to SEND students in the UAE and specifically Dubai:

In 2006, the UAE signed 'Convention on the Rights of Persons with Disabilities and Optional Protocol', and issued the Federal Law 29/2006 to guarantee a quality education for all students including students with special needs in all types of the educational establishments in both government and private sector ("Education for people of determination" 2019).

Although the federal law became effective in Dubai a year after it was issued when the government announced that its government schools accepted 57 students (Rashid 2007), it was not until 2014 when Dubai issued Law (2) that demonstrated Dubai's commitment to providing full academic and social inclusion of people of all ages who have disabilities and/or entitled to receiving special educational needs (KNOWLEDGE AND HUMAN DEVELOPMENT AUTHORITY 2017) (Appendix 8).

It seemed that the school in the case study abided by the previous laws in theory, but there are some deficiencies in the school's practices regarding inclusion in general and including students with dyslexia in specific.

CHAPTER FIVE: CASE-STUDY BASED FINDINGS AND RECOMMENDATIONS

The aim of this case study is to examine the practices in a private mainstream school in Dubai regarding students with dyslexia. The case study aims to find some answers for the following questions:

1. What is on offer for students with dyslexia in the elementary section (grade 5) in mainstream schools in the private sector in Dubai in relation to:

1.1: Policies and procedures

1.2 Identification and assessment

1.3 Placement and in-class support

1.4 Curriculum differentiation and extracurricular activities

1.5 Professional development for teachers

2. What can be recommended to help students with dyslexia reach their utmost potentials in mainstream classes in private elementary schools in Dubai?

The qualitative approach was used to discuss the previous questions and the findings in Chapter 4. In Chapter 5, A discussion of these findings is presented, and recommendations are suggested along with a conclusion at the end of the chapter.

5.1 The School's recent practices regarding students with dyslexia in the elementary section:

5.1.1: The school's policies and procedures:

Although the school is not new, and the SEND department was founded at least 4-5 years ago, teachers were not aware of the role of that department. The department provided teachers with full files of their SEND students case with resumes and the external centres' reports if any, yet it seemed that most teachers could not really understand the differences between each case and how to cater for it.

by October 2018, a behaviour policy for the elementary section was issued and sent to all parents who had children in the section, not necessarily to those who have children with behavioural problems. The policy went from general aims going to specific aims related to behaviour issues, yet apparently, there were no policies that might address other problems and deficits related to the SEND students including students with dyslexia.

Although any policy is considered a living document of which its development should be continuous to cater for the ongoing changes at school (Stevenson & Bell 2006), yet the SEND policy has not changed since it was written. Consequently, the role of the curriculum department and the curriculum coordinator in helping SEND students was not mentioned as the curriculum department was founded a year after the policy was written.

On the other hand, although the school's policy stated that parents were an active party in supporting their SEND children, the policy was not discussed with parents and the IEPs were not signed by them either. However, policies should be considered a 'dialectic process' in which all potential stakeholders that might be influenced by it should participate in moulding its progression (Stevenson & Bell 2006).

The SEND Department Handbook was issued in 2016- 2017. However, it did not seem to be modified or updated to address the new problems at school, or the KHDA recommendations provided to the SEND Department. The handbook included the aspects of support the SEND Department provides to SEND students, yet teachers did not seem to know those aspects when answering the survey.

Adding to that, the handbook included the Department statement that pledged full inclusion to all students including SEND students. It also promised to provide the SEND student with modified curriculum and special planning that addresses each student's needs and the level of severity the student might demonstrate, yet in the questionnaire, most teachers agreed that they do not need to provide their students with dyslexia with modified or different curriculum and stuck to the curriculum they used with all students, and they might supplement it with some simplified worksheets even if the student does not need this simplification. This confirms the teachers' idea that all SEND students need simplified worksheets.

Hatem's IEPs included very broad interventions and the same lessons given to mainstream students without considering Hatem's problems in processing and higher thinking skills. These facts can be applied to all IEPs of SEND students in the elementary section,

Although teachers wrote the IEPs which are considered individual plans for SEND students, using modified curriculum that caters for each student's case was inconsistent as written by the surveyed teachers. Although modifying and altering the curriculum was mentioned both in the department's handbook and in the school's SEND policy, most teachers confirmed that they use the same curriculum as for the mainstream students.

The fact that there are no IEPs for Arabic subjects can affect the students' progress and improvement in Arabic and all subjects taught in it. Furthermore, one of the teachers wrote that she did not know who writes the IEPs and guessed that it might have been the SEND department. This reflects that the department does not provide the teachers with the proper knowledge about designing the plans.

Moreover, the curriculum department, represented by the curriculum coordinator, stated that the department is not responsible for modifying or altering the curriculum of the SEND students as he claimed that it was the SEND department responsibility. This could create a gap between the mainstream students and the SEND students regarding the concept of inclusion. That is why the teachers' practices of modifying

the curriculum for students with dyslexia were inconsistent and were based on teachers' subjective opinions and individual improvisation because there was not a common framework that fosters inclusion and individuality at the same time.

Adding to the previous notes, most teachers, if not all, agreed that they had more students with dyslexia in their classes; however, only one student was officially identified with dyslexia according to both the HOS and STL. This questions the screening and the assessment process the school administers with the SEND students upon admission and teachers' referral.

5.1.2 Identification and assessment:

Based on the STL, the mainstream private school has its identification tools of SEND students including dyslexia, upon admission if the student did not have a report, yet the school's identification tools and methods remain vague and unknown.

Moreover, the STL declared that if the students were not identified before admission, it would be the role of the teachers to identify the students upon observing them during the sessions, and then refer them to the counsellors who refer them to both the HOS and the SEND department. Apparently, it is a very long road to walk, and makes one wonder about the role of the department to screen or assess students as the department would only refer students to the visiting centre to assess and write reports with recommendations. This means that the teachers are the first gear in the process,

and the SEND department has no real role in identifying or assessing students with dyslexia, but to refer them to a specialized entity.

Studying the results of the teachers' responses to the questionnaire showed that teachers could identify more students with dyslexia in their classes although it was just one student who was officially identified. This does not guarantee consistency or accuracy as there was no unified framework of identification or assessment which means that identification can be due to teachers' beliefs, culture and knowledge, and the real people in charge do not have real roles in the process.

Furthermore, all teachers expressed their needs for more training when it comes to what dyslexia is, how to deal with students with dyslexia and how to modify the curriculum to cater for their needs. Moreover, they expressed, one way or another, their need for help in designing proper IEPs and how to implement them in class to achieve successful inclusion.

According to the surveyed teachers, they could contact with the parents to communicate their children's progress, but apparently this does not happen consistently as not all the IEPs are signed let alone discussed by the parents.

Although the IEP is an important document for assessing the student, in this case Hatem, academically, emotionally and psychologically to identify what he needs regarding the previous aspects and decide the types of interventions needed in each

step on the way, studying the IEPs showed that there is inconsistency in mentioning the present levels of performance related the previous aspects, no specific goals designed based on his level of performance and the short term objectives are either missing or not SMART.

Although the school has created a policy and a handbook for the SEND department, it has not been communicated to teachers to discuss and amend, so most teachers do not know about the policy; they just know about their roles with students with dyslexia. Also, the previous document includes all types of special education needs; description, features and how to deal with in all school phases, but this handbook is 41 page long and even if the teachers had it already, it would not be expected of them to go over the whole documents specially when they have different special need students.

5.1.3 Placement and in-class support:

Observing Hatem, it was found out that he was seated in the first group to the very left, somehow distant from the teacher, especially that he sat in the second chair behind another student. This seating arrangement could cause Hatem to feel distracted, hence bored, more often and would cause him to be out of the teacher's reach if she wanted to give him some different instructions.

Furthermore, there are no teachers' assistants in grade 5, only in KG up to grade 1. Although some researchers see that using TAs²⁶ in class has an unintentional negative impact rather than positive as it hinders the proper educational models provided by teachers (Webster 2014), other researchers suggested that the well identified role of a TA in class can be important as TAs can provide support and resources to SEND students in order not feel segregated or marginalized in class. They can also work as liaisons between the school and home for a better cooperation and consistent follow-up (Tucker 2009).

Having a teachers' assistants in class can help students with dyslexia such as Hatem in reading the difficult parts without disturbing the whole class. She can also help teachers differentiate instructions with the different groups without feeling challenged or overloaded for all student to get the ultimate benefit of the sessions.

Many teachers expressed their need of help and support; this help can be in class or by pulling out the students to give them individual classes, but in this case, they were talking about the role of SEN Cos and support teachers.

In spite of the school's policy and the KHDA recommendations of including SEND students in mainstream classes, some teachers believe that pulling the SEND students out of class is the answer especially with students with dyslexia because they need extra care that can be difficult to be provided in class.

²⁶ Teachers' assistants

Being a member of the school team, the researcher is aware of the meetings system held at school. There are two types of meetings; vertical meetings which are held once a week with each HOD and his/her team, and horizontal meetings that are scarcely held at school; one or twice per term. These horizontal meetings are conducted by all teachers of the same grade, so those meetings are generic and do not focus on individuals and their problems. In that case, teachers do not have a real chance to discuss the problems of their students or their best practices to ensure the progress of those students.

5.1.4 Curriculum and extra-curricular activities:

As mentioned before, using differentiated curriculum is inconsistent with students with dyslexia and depends on teachers' knowledge and awareness of such learning difficulties. Many teachers think that there is no need to modify the curriculum or use different instruction, and they just provide students with dyslexia with 'easier' worksheets and exams. This applies to all SEND students; same modifications for all.

The lack of unified framework and the fiddly role of the curriculum department made it difficult and sometimes confusing for the teachers to construct appropriate instruction for students with dyslexia and other disabilities. The fact that the teachers are not supported with curricular resources to help them cater for these students increases the feeling of unbelonging and boredom of students with dyslexia; the

reading texts are beyond their ability to read, the font is too small for them, and teachers do not allow them extra time for reading; they just follow the class pace.

The school designed an ‘ELS²⁷’ cocurricular programme for students with low academic achievement. This program is conducted once a week, yet this program is not designed to suit students with dyslexia regarding font and paper colour. In addition, the number of students in these classes is too big for teachers to focus on students with disabilities let alone students with dyslexia. The ELS program is executed right after school at the same time and place of other clubs such as sports, math and art. This can negatively affect the students’ performance, especially the boys, because they would feel deprived of their rights in having fun at their school as their peers.

Although each class is supported with a computer and projector, and all student in grade 5 have his/her own laptop, no helpful technological applications such as electronic readers are used to help students with dyslexia. Moreover, SEND students can be pulled out, once a week upon convenience, to a resources room that is provided with games and a computer, but it was never used properly to improve Hatem’s reading as a student with dyslexia.

²⁷ English Language Support

5.1.5 Teachers' professional development:

As a member of the school team, the researcher knows that some training sessions delivered by the SEND department were held at school, yet all the sessions were so broad and talk about SEND students in general. No specialized sessions about each disability were delivered.

On the other hand, there were one-on-one meetings with the teachers who have SEND students in their classes to inform them about each case and how to deal with it. However, in their surveys, most of the teachers confirmed their needs of more professional development sessions to acquire more knowledge about SEND students specially, students with dyslexia.

5.2 Recommendations for efficient school practice concerning students with dyslexia:

5.2.1 What the Ministry of Education in the UAE can do:

- The Ministry of Education can launch a raising awareness campaign about dyslexia; symptoms, coexisting problems and talents and the potentially required interventions. Dyslexia is considered an SpLD, with no obvious disability, so lots of families would blame the educators for being weak or careless and not able to communicate the subject knowledge to their children. On the other hand, educators would consider it carelessness and negligence of both the children and their parents. Also, the lack of data and information as

the SEND field is still new, schools consisting of, SEND departments, teachers and administrations can face confusion as they would not be able to use proper assessment tools or intervention methods to address students with dyslexia. Furthermore, the culture in the UAE plays a significant role in handling such disability, so parents, unaware of their children problems, would treat their children badly as they compare them to their mainstream kins. This can add more psychological complications to their children's problems. To avoid a great deal of these problems, the Ministry of Education can use the social media forums that everyone use nowadays to help people acquire the needed knowledge.

- One more thing the MOE (Ministry of Education) can do is to monitor the admission and the conditions of the inclusion systems in the private sector; Most of private schools care about their investments, so they would admit all students to increase their profits and agree to register them under the SEND umbrella even if they were not SEND students in general or with dyslexia in specific because they would collect extra fees for that unjustified inclusion. Some other schools would consider their profits as well as their reputation, so they, fearing for having a lower academic performance, refuse to include some SEND students especially those with dyslexia to keep up their performance level.
- The KHDA in Dubai has issued 'Dubai Inclusive Education Framework' to define and address the needs of SEND students, yet the framework is not

disability oriented; it deals with handling SEND in general. This helps schools follow a unified framework, but it does not help schools deal appropriately with different disability not to mention dyslexia. Another ‘guidelines’ with the potential symptoms and coexisting problems of all cases included under the SEND umbrella need to be issued to work as a substantial source of knowledge for schools to refer to.

- The MOE needs to encourage and foster more research about dyslexia for more conclusive facts and ways of successful interventions that will be considered locally and culturally oriented rather than depending on the research conducted outside the UAE.

5.2.2 Recommended practices for the school:

- The school has already issued a handbook and policy of inclusion, so it needs to discuss them both with all the stakeholders especially teachers and seek their feedback and recommendations to raise their awareness and guarantee more successful practices. It is well known that opening communication channels with teachers motivate them to reach the utmost aimed performance (Tyler 2016).
- The curriculum department should cooperate with the SEND department to come up with a parallel curriculum that fits in the school academic framework

and addresses the individual needs of SEND students let alone students with dyslexia.

- The school should conduct specialised workshops to introduce each SEND problem especially dyslexia because it can be a great hinder for students to progress in other subject matters.
- The SEND department should be keen to develop an interaction system with all the stakeholders in assessing and designing IEPs and action plans. This will facilitate executing these plans because each of the involved parties will know their roles in the process.
- The school represented by the SEND Department should discuss the IEPs and interventions with SEND students with minor disabilities such as dyslexia to hold them responsible for their education especially when they are old enough to understand and participate in implementing it.
- An individual resume of each student should be designed according his needs and levels of performance and avoid one resume that broadly fit all individuals with dyslexia.
- There must be channels of consistent communication with the parents and/or caregivers to take part in all decisions involving their children. The school should also be keen to discuss the IEPs, teachers' feedback and the students' level of performance with parents to be aware of the programmes provided to their children and their effects.

- There should be extra- curricular activities for students with dyslexia to help them improve their reading skills and increase their self-confidence while reading aloud.
- Understanding the problems of students with dyslexia will help teachers maintain a balanced and objective relationship with the students. This can encourage students with dyslexia to improve to satisfy their teachers.
- Teachers should feel the SEND department is approachable and supportive, so they can communicate any mishaps that can occur with students and help solve them instantly.
- There should be psychologists and a regular visiting speech therapist to help teachers differentiate between students with dyslexia and lazy students who are not properly followed up at home. The psychologist and the therapist should visit classes in which teachers suspect dyslexia among students to observe and examine them and come up with a preliminary diagnose to be assessed by the SEND department. This can change teachers' perspectives about students with dyslexia and eliminate any doubts of laziness and/or carelessness.
- Workshops run at the beginning of and throughout the academic year should be conducted by the SEND department and some external authorities specialised in dyslexia as reading difficulties can hinder the learning process in all subjects not only languages.

- Teachers who help students with dyslexia improve their reading skills should be acknowledged by the school administration. This can work as a system of rewards that could incentivise other teachers to work as hard.
- If suspected with dyslexia upon admission, students should be screened to ratify or refute the argument of having dyslexia. Once confirmed, teachers should be informed immediately to help them process the fact that their classes will include students with dyslexia, so they can psychologically and academically get ready to embrace students and to help them improve.
- Researches about dyslexia have proven that some other learning difficulties correlate with dyslexia, so the SEND department should provide these students with the needed help and clarify the link between dyslexia and such disabilities to both parents and teachers. Doing this will help teachers of all subjects successfully set their objectives and predict the outcomes in order not to accept students' results and not to overload them with unneeded frustration.
- Extra-curricular activities that can improve students' reading skills should be designed according students' preferences and needs. Those activities should start at the beginning of the year for better results, yet these activities should be carefully designed to eliminate students' boredom and guarantee their involvement and improvement.

5.2.3 What teachers can do

- Teachers should embrace individuality to be able to include all students, so they can have a good rapport with all students and spread satisfaction within.
- Teachers should be fully aware of their students' points of strengths and weaknesses, what they need and what they can do and their learning styles to be able to provide them with the proper instructions.
- Teachers should be aware of good practices in teaching to be able to plan their instruction according to their students' needs and avoid mishaps. Teachers should vary the activities done in class to guarantee the utmost involvement of students.
- Horizontal meetings is a must. Teachers of the same class should have weekly or biweekly meetings to discuss their best practices as well as any unpredicted occurrences. They can also share ideas about the best methods to teach and interact with their students, let alone students with dyslexia.
- Teachers should be aware of the layout of their classes and seat students with special needs as close as possible to them to be able to be handy when needed. This can save the time moving around till they finally reaches the student in need for special help.
- Appraisal and acknowledgement should be provided to students with dyslexia when they improve in reading to build self-confidence and urge them to work harder to get more appraisal. This technique can also increase the students'

faith in their teachers. This can make students work harder to please their teachers.

- Using assistive technology (AT) in class can help students with dyslexia improve their reading skills. Teachers can provide students with reading websites that the students can use in class and at home to listen to the texts while reading them (Edyburn 2006). This will help the student link the pronunciation of words to their written forms for faster knowledge retrieving in the future. Teachers can also encourage students with dyslexia to type rather than write to save time and avoid the possible sloppy handwriting. Using ‘*Multi-sensory*’ technique in class can help students with dyslexia improve as they would use more than one sense to guarantee scaffolding for struggling reader (Rupley et al. 2015).
- Teachers should be aware of the specifications of worksheets and exams given to students with dyslexia; the background of sheets should be blue or yellow, the font should be big and clear with reasonable line spacing, and sentences should be short and simple for the student with dyslexia to process. Teachers should also grant students with dyslexia extra time in tasks and exams. Moreover, in exams, a teacher or a support teacher should read the questions clearly and slowly to the students with dyslexia to process and answer.
- Teachers should be aware that, in most cases, students with dyslexia should be provided with a modified, in some cases different, curriculum, hence instruction, that can address their needs and help them improve their skills. The

modified curriculum should put students in reasonable challenges to activate their potentials, yet it should not be too challenging to frustrate them.

- Teachers are better be accompanied with teachers' assistants (TA's). They can help teachers in providing students with dyslexia with extra help needed without jeopardising wasting the class time or losing the class control. (TA's) can also help in implementing the pull-out technique to help students read loudly outside the class context for more self- confidence.

5.3 Conclusion:

The researcher investigated how an international mainstream school in Dubai catered for students with dyslexia in grades 1-5. The researcher is aware that the previous private mainstream school does not represent all other private mainstream schools in Dubai. An intensive examination of the policies, curricula, assessment and identification, the role of SEND department in placement and support, and in providing teachers with the needed PD sessions was conducted. It was found that the communication between teachers and the SEND department is not strong enough. Moreover, the SEND policy was not communicated to or discussed with the teachers and other stakeholders.

Furthermore, not all teachers at school could relate reading struggling to dyslexia; many of them related the reading disability to students' carelessness or the lack of follow-up at home. In that case it would be confusing for

teachers to implement the required provisions and interventions. Moreover, due to some cultural boundaries, parents would not like to consider dyslexia as a disability, so they refuse to take their children to specialised personnel consequently. That is why the administration in the investigated school needs to facilitate the parents'-teachers' communications; teachers should be able to contact parents directly without waiting for the SEND department to take the step.

One more thing is that many teachers believed that students with dyslexia do not need any curriculum modifications; they might only need easier worksheets. The curriculum department was not cooperative with the SEND department to design curriculum suitable for the SEND cases at school, let alone dyslexia.

Another finding was that teachers in the investigated school should go through a long path to get the SEND department to investigate the cases suspected with dyslexia although it is a crucial disability that can affect the learning process not only in languages, but also in all other subjects. One more thing to add, teachers in that school needed more trainings and one-on-one sessions with the SEND departments and the school counsellors to enlighten them about what dyslexia is and the right interventions required to help improve the reading skills of the students with dyslexia.

In Hatem's case, the school administration represented by the SEND department are fully aware that he is a student with dyslexia, yet not all his teachers could provide him with successful interventions; the IEPs are not well designed or activated to address his needs. IEPs should be written for Arabic subjects as well as English subjects and communicated to all stakeholders involved including the curriculum department and Hatem himself. Including Hatem can activate his schemata and hold him responsible for his education.

New teaching practices should gradually replace traditional practices; the use of AT and multi-sensory techniques in and out class will help all students, let alone Hatem and other students with dyslexia, have fun while improving their reading skills.

Building a good rapport with SEND students can encourage them to work as hard as they can to please their teachers because teachers play the main role in the teaching- learning process. For that matter, teachers should allow these students to work upon their pace and not to show any disapproval of how slow they read or comprehend what they will have already read.

Including students with dyslexia in mainstream schools is a hard mission because it can be misinterpreted, and students with dyslexia can be forever wronged. This can lead students with dyslexia to suffer from covert exclusion

if the teachers are not prepared to provide all students with the equity needed for more successfully inclusive environment.

More efforts are needed from all the stakeholders involved in education in Dubai including the Ministry of Education to raise the society's awareness of dyslexia and the successful provisions and interventions needed to help such students fit in the mainstream classes without feeling segregated or bullied. The earlier students with dyslexia diagnosed and helped, the better and the faster the positive results are in all aspects of life.

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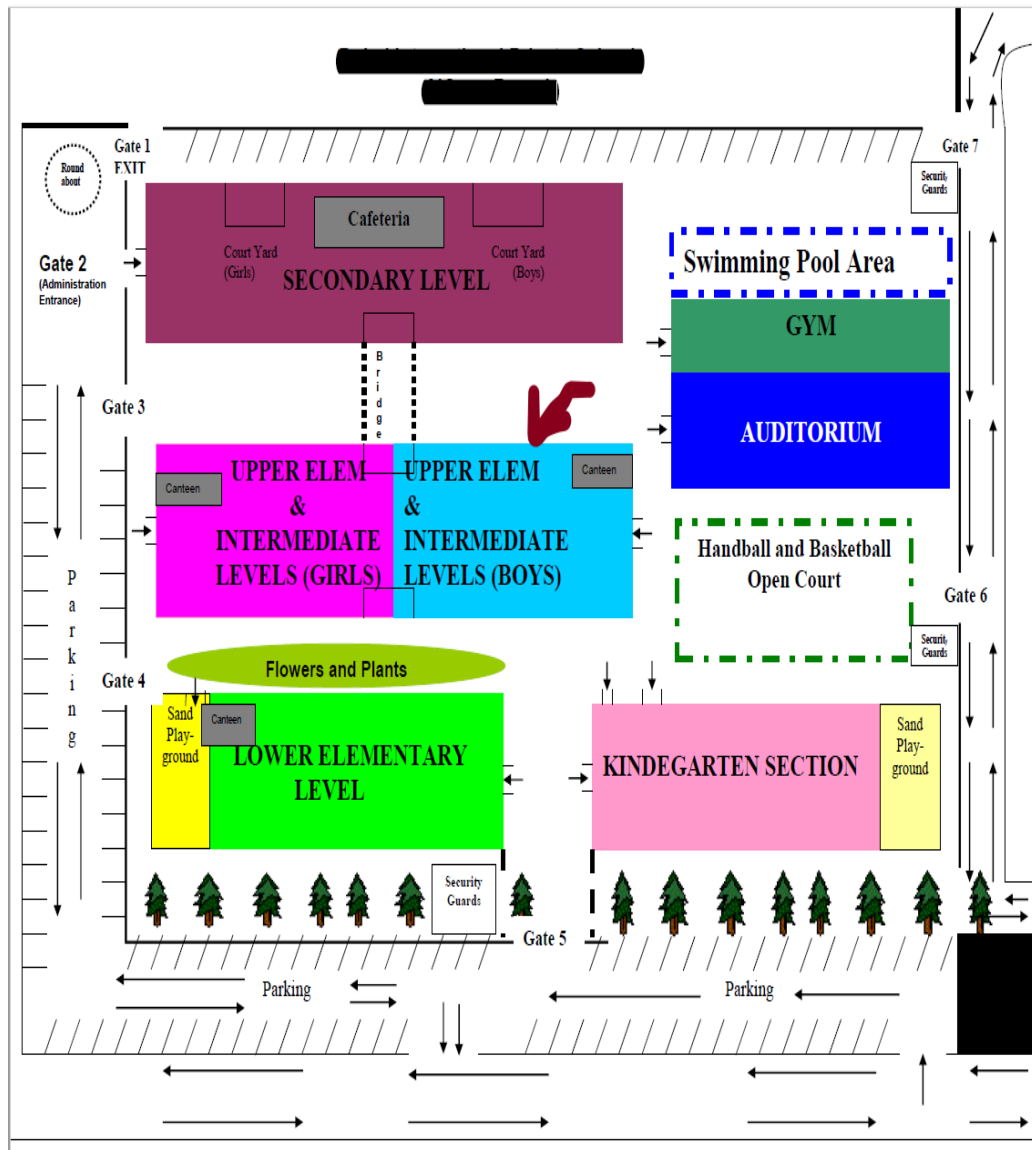
Appendices

Appendix 1: About the school

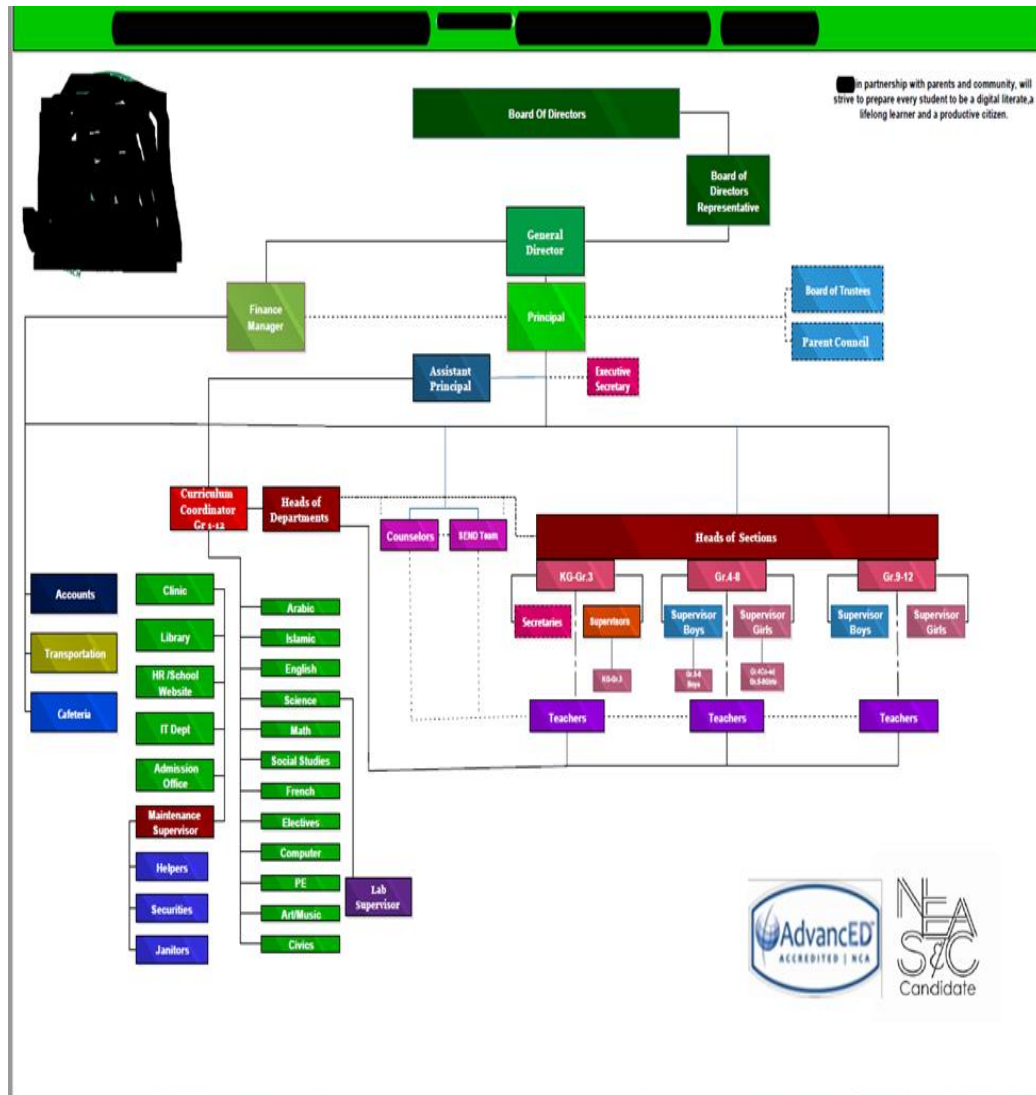
Appendix (1.1): The boys' section layout



Appendix (1.2: The Location of the middle school campus in the school layout



Appendix (1.3): The organizational chart at school



Appendices 2: The Class Observations

Appendix (2.1): Observation account of the English lesson

Date: May 22, 2019

Location: Dubai Private Mainstream School, Grade 5 classroom

Observer: RH

Observed: Hatem, a fifth grader diagnosed with dyslexia

Period: 4

Subject: English

Teacher: T

Hatem the student observed: H

A permission was sought from the English teacher two days prior observation. The researcher (RH) greeted the teacher and students upon entering the class. RH sat at the back of class to be a non-participant observer. It was a grammar lesson, and students had their books and copybooks ready and open

1. 11:05: The teacher entered the class and wrote the title of the lesson “*Indefinite Pronouns*” on the board, yet she didn’t write the date or title.

A video was played for students to watch without giving them a prior task for students to watch and answer.

H. did not pay attention to the video and started to look around as if he was bored or lost interest.

T: says “*Someone is going to win their race*” What’s wrong with that sentence.

H: “*their race*”. T: What’s wrong with it? H: emmmm.... Another student answered

2. 11:10: T. writes a table of the indefinite pronouns and asks students to copy it.
3. 11:15: H. raises his hand to answer the teacher's a question; "*What is the indefinite pronoun about places?*" The teacher chose another student to answer.
H. started to yawn and click his fingers.
4. 11:20: T. started to ask some questions and other students attempted to answer them, but H. continued writing without any active participation
5. 11:30: T. asked students to answer the activities in their books. H. started to work individually without help. He also seemed very on task.
6. 11:35: T. started to elicit the answers and write them on the board. She asked students to use their green pens to tick the correct sentences in their books. H. answered all sentences, but he intentionally skipped one sentence in the middle; one of his group peers attracted his attention to that, so H. completed it.
H. tried to participate by raising his hands to answer some questions, but the teacher chose other students.
7. 11:45: The bell rang. RH thanked the teacher and students and left the room.

Appendix (2.2): Observation account of the science class

Date: May 14, 2019

Location: Dubai Private Mainstream School, science lab

Observer: RH

Observed: Hatem, a fifth grader diagnosed with dyslexia

Period: 2

Duration: 40 minutes

Subject: English

A permission was sought from science teacher two days prior observation. The researcher (RH) greeted the teacher and students upon entering the class. RH sat at the back of the lab to be a non-participant observer. It was a geology lesson, and students had their books and copybooks ready and open. Hatem was seated at the first table to the left of the teacher. English was the language of instruction.

Teacher: T

Hatem: H

Students: Ss

1. 8:40: T. asks Ss to write a report about “Modeling Earth Layers”. H. works with a peer. H. dictates and his peer writes. H. takes the initiative to talk to the teacher about another student who wants to join the group. T. passes by all groups to monitor and guide.
2. 8:45: T. goes to H.’s group again to discuss the report that was dictated by H. and other peers. H. comfortably discuss the report with T. T. extends the time to submit the final reports.
3. 8:47: T. gives H.’s group a remark that they are wasting time.
4. 4:48: T. sets some rules for the next groupwork activity; no fighting, everyone should work, make the model, take measurements and assemble the layers. Ss can use coloured playdough or coloured paper. Ss communicate in Arabic.

5. 8:50: T. goes to H.'s group and discusses the layer everyone has chosen and provides them with guidance, every student individually designs a layer, then they all assemble the layers into the Earth sphere. H. works independently in the first step without.

6. 8:55: H. finishes his layer and gives it to the group leader to assemble the model. T. passes by the groups to remind them to take measurements.

7. 8:56: H. uses the ruler to measure his layer and gives the measurements to the group leader to record it in the report. Arabic was the language of communication.

8. 9:02: the group finishes before the other groups and starts to chat. H.'s peers take permission to wash their hands, but H. refuses.

9 9:06: T. announces stops students as the time is up for Ss to start presenting their models and reflecting on them. Groups started the presentations one by one; T. would give prompts to ignite the presentation and ask the audience to interact and ask the presenting group questions if they have any.

10 9:10: H's group's turn in the presentation round. The group leader starts, and H. follows. T. asks H a Q: "*If scientists can't visit the layers of the Earth, how could they know it is hot?*" H. answers: "...by volcanos." T. asks him to elaborate. He answers: "*When volcanos come up, scientist check everything that comes up.*". T. praises his answer.

11 9:15: T. rechecks the presentations of the other 3 groups due the time. T. asks a wrap-up a problem- solving question to finalize the class period: "*If you were a scientist and knew a volcano would erupt in China, what would you do?*" H. throws a comment without asking for permission: "*I go to space.*" T. praised his critical thinking

12 9:20: T. dismisses class and asks Ss to go back to their class.

RH thanks the teacher and leaves.

Appendices 3: The interviews

Appendix 3.1: The interview with Hatem's mother

Date: May2, 2018

Location: SEND Team Lead (STL) Office

Interviewer: R.H

Interviewee: Hatem's Mother

Time: 11:00pm

Duration: almost 1 hour

An appointment was scheduled over the phone a few days prior the meeting via the STL. The mother agreed to be audio-taped throughout the interview. The mother was guaranteed anonymity and adherence to all ethical research procedures. The STL preferred to leave during the interview. The interview was conducted in Arabic and back-to-back translated.

R.H: The Researcher

M: Hatem's Mother

H: Hatem

1. R.H: Thanks for coming here and allowing me to talk about Hatem. Is Hatem your eldest son?

M: *Don't mention it. No, he is the youngest.*

2. R.H: When did you notice that he had a problem in reading?

M: *When he was in grade 1. I noticed that there is weakness in English, but the other subject teachers didn't complain. I went to section supervisor back then, Miss A., to consult her. She said look! If you noticed that he is weak in English... (deviates)...Because We generally speak Arabic, but we study in English (back to the first point), so Miss A. told me that there was a centre that is coming to school, and everyone speaks well about. Go there and check, and they will offer you a discount. I paid. I was ready to do anything for my children."*

3. RH: How old was he when you took him to the centre?

M: *He was in grade 1; He was 6 years old. It was after term1 because when I saw the results of term 1. I freaked out. I knew then that H. has some difficulties in English. We used to read the word and then write it, but he can't read it again. He would listen and memorise, but he can't read. He would get 100/100 in Islamic. In Social Studies last year, He got 99/100. Even in Science, but he depends on listening; he listens to the teacher and memorise.*

4. R.H: What did they do in the centre?

M: *They did some assessment and they said he needed a year.*

5. R.H: What for?

M: *The needed to see H. twice a week to help him improve in English. This was before discovering the dyslexia issue. As a mother, I thought it was just a weakness because of his young age, you know, The centre was far and expensive but we continued to take him there for one whole year, but there was no improvement. My sister suggested that I bring him a tutor at home. In grade 2, I talked to his English teacher; she was a very strong teacher. She accepted to help him once a week at home in grades 2&3; he improved. Then in grade 3, when I asked him to come and read with me, he used to stall. Even in Summer, he used to go to some neighbours to recite Qur'an. He could memorise when he was there, but he couldn't read the verses. One day I was on (a social media forum), I was following a professor in Education. He used to talk about reading difficulties same as my son's case. His teacher suggested that I check him up. I also watched a Hindi film about a boy same as H. this boy used to be bullied by his friends, same as my son.*

6. RH: ...so, when exactly did you notice the problem?

M: *After grade 3. I started to read about reading difficulties and searched about institutes specialised in it to do an assessment for my son. I contacted a centre when H. started grade 4 because he got 7/30 in the first two quizzes in English and Arabic. When I got the quizzes papers, I asked to read the questions, he took a very long time to blend sounds and read words and to understand the questions requirements. When I read the questions, he correctly answered. The centre scheduled me in November. When we went the doctor said 'It's too late' I replied that I didn't know before. He said it usually starts in KG.*

7. RH: What were the centre's recommendations?

M: *They gave two choices: either I choose the centre to help H. or the school. The centre was too expensive, so I chose the school. The centre communicated with the school for help.*

8. RH: How did the school responded to that?

M: *I brought the report to school and the HOS told me that they would include him in the SEND department.*

9. RH: Have you noticed any improvement in reading after that?

M: *He has improved a lot, but still he faces difficulties when reading. Maybe because he grew up. Even in writing, his Arabic teacher says that he doesn't like to write much of a composition, but he writes. When I registered him as a SEND student, his math and science teachers told me that he was so too good to be included as a SEND student.*

10. RH: How was it when you found out that he is a student with dyslexia?

M: *I kept crying, and then I googled dyslexia and found out the Steve Jobs and Einstein were with dyslexia as well, so I felt better. At the beginning, my husband was in total denial and kept saying my son was OK. "Why did you go to that center?" I told him that we need to accept the problem to be able to deal with the problem. "I am not illiterate; I am in the academia and I know." His cousin is also a SEND student; he has speech difficulty when he was young. His mother used to take him to speech therapist and his father was in denial also.*

11.RH: When exactly did he join the SEND department?

M: *In grade 4, term 2.*

12. RH: Did they do him any assessment at school?

M: *No, they just took the center's report. They took him in for free that year. I did that because I didn't want my son to feel less than his peers, and, you know, all knowledge requires reading*

13.RH: You said that you registered him as a SEND student in term 2, grade 4; how did the school dealt with his problem?

M: *I don't know... They didn't tell me.*

14.RH: What about Hatem, didn't you ask him?

M: *No, It was a new thing to me; I didn't ask him.*

15. RH: (interrupting) Didn't you communicate with the SEND department?

M: *No, just I knew that he was included in the SEND department, and he set for tests alone, not in class with his peers.*

16. RH: (commenting) That all what you knew! Did you know what used to do in class?

M: *No, and I still don't; they just send me a monthly report in which they mention his marks and if there is progression or digression, but I don't know anything about the whole procedures.*

17. RH: (commenting) You don't know that they give H. a copybook with all his sheets?

M: *Yes, I know that because I get it at home. Even in science, he studies in the copybook not in the book. About the English, his grade 2 teacher (she said the name of the teacher) still following him till date, but lately, I have started to follow him up in English as well.*

18. R.H: A home, how do you as a parent help H. improve?

M: *I have started to get him to read with me for 20 minutes daily. At the beginning, he used to do it; 10 minutes for Arabic, and 10 for English.*

19. RH: (Interrupting) Does he have dyslexia in both languages?

M: yes, in both languages, but he has more reading difficulties in English. It's more difficult in English because it's not his 1st language. You know, Arabic is his first language. Even now, sometimes he doesn't like reading 'whatsapp'. When he watches a movie with us, he doesn't like to read the subtitles. He keeps asking 'what happened?' One day, we were watching a Turkish TV show- they speak Turkish, so he must read the subtitles- he can't because it is too fast for him. I am trying to make him read beyond the concept of the school's textbooks; when he was young, he would read any signpost in the street, but he used to confuse (ط&ظ)- Arabic letters and sounds-(she mentions some more similar letters that produce different sounds in Arabic), and then he forgets what he has just read. When I was passing by the KG section, I met an assistant there (mentions her name). I told her that we discovered that H. is with dyslexia. She was so surprised and said, 'How we didn't discover that when he was in KG!' and then commented 'emmm..that's why he used to read then forget.' Even my mother in law; she was unhappy about H.'s cousin and how his mother took him to hospital to get him a report and paid so much money. I said, 'she wouldn't have done that unless there had been a problem with her son, and there is a problem with H. as well.' She couldn't believe it, but I told her that there was a problem that should be solved. (Then she continues)- 'In other schools, they teach them Arabic and English in the resources room. I don't really know what happens in there, but that's what I have been told'.

20.RH: How is his score in English this year?

M: She gave him 60/100, the marks of the boy in the other subjects are good.

21. RH: How was his grade in the EOT?

M: I haven't seen the paper.

22. RH: It should be on the grades system. Haven't you seen it?

M: I don't remember, but in the midterm, he got his best marks, but his last science drop quiz, he got 5/10, but system of the homework assignments and drop quizzes is so difficult; one day there many quizzes and assignments and another day, there is only a math assignment. The quizzes used to be on Sundays. These are children, they need a break. They need the weekend to play and visit the families. Today he has a computer quiz, yet the teacher did not do the exercises in the book with the students.

23:RH: When something like that happens, what do you do? How do you communicate that to the school?

M: I don't like problems, so I just let go. I don't like to interfere or impose myself

RH: ... but it's your right to communicate with the teacher!

M: I would say that the teacher might have been absent, and they will pay attention to this in the quiz, and it wasn't that big deal.

RH:(Commenting) If you want to follow your son up, do you communicate with the school?

M: I call the school.

RH: Who do you call?

M: *I follow up with the SEND department*

RH: **Do you call his teachers?**

M: *No, I have no relationship with the teachers, and I don't like to impose myself on them. You know that teachers are always under enough pressure. When I was a teacher, I used to be annoyed by the persistent parents. If he gets good marks in the quizzes, it is OK, if he doesn't I communicate with the SEND department.*

RH: **How do you communicate with them?**

M: *using class dojo. Even the material for the EOTs are sent to me through class dojo by the SEN Cos. I don't know exactly what is going on. I don't like to interfere. Eventually, I like to see good results. I am busy after all with other stuff.*

24.R.H: **Do you take Hatem to a specialist outside school?**

M: *No, not in the meantime.*

RH: **What about before?**

M: *I just took him to centers to help him with reading before I knew he is with dyslexia. I would tell the center to help when he had spelling quiz or so, but they sent me a message with him that they didn't help with homework. We can only help him improve. They told me many periods he needed and what their program was. I thought my son would end up fluent in English as they were Americans, but what they would talk about was money. (The mother quotes the people there): 'Now we will talk about the money!'. I left them. I felt that my son improved more with his 2nd grade teacher (the mother names the teacher)*

25.R.H: **You said that H. has improved...**

M (interrupting): *In term 2 he got good marks in the midterms, but in the EOT, I don't know what happened to him. All the subjects were good, but in science. His tutor, the 2nd grade teacher, said that she was shocked, but I knew that the EOT was too hard. Even the mainstream students couldn't get high marks in it. My nephew is genius and he is with H. in class... (stopped here as if she didn't need to add anything more in that point)*

RH (Trying to get her to elaborate): **Doesn't H. have a different exam?**

M: *the exam was 9 pages.*

RH: **but was his exam different or not?**

M (repeating): *9 pages. I don't know if it was the same exam or not, but I don't think it was different. He said: 'it is the same, mum. 'You know in science, the part he should have studied was so short; 2 pages only, not that much. I think it was more of critical thinking. He came and told me 'even my cousin, he didn't get a good mark, mum'. The highest mark in class I think was 24/30. In term 3 parents' meeting, his tutore told me that she covered the answers and he gave the right answers although he didn't study; it was in term 2 and he wouldn't have remembered in the meeting...*

RH:.. so, do you think that he needed someone to read the questions for him?

M: *emmm, and one more thing, if H. knows that he is good at something, he gets too self-confident. He would answer the questions fast and goes out of the exam hall. He*

said: 'I was the 1st finisher.' He didn't read the questions thoroughly. I even said that they should have read the questions for you. He said yes they did. I don't how he did that, but as a student, sometimes he can do well, and sometimes he can't. He learns from his mistakes. He feels that I am not happy; he wants me to forgive him. He calls for me now to help his with his lessons and study. I would say: 'you have to study on your own.' He would say: 'I can't study on my own.' When I insist, he stalls and leaves the room.

RH: Do you think that is because of his problem?

M: Not just that.. All my boys are difficult to handle. My daughter are somehow different. My boys would open the copybook for 15 minutes and say, 'I am done!' when you ask him, he can't answer

26. RH: With all what has been happening to him, how do you see Hatem's academic future?

M: I don't know. I can't tell. If he remains that weak.... He has to do IELTS, and the subjects will be more difficult... He is still weak.

27. RH: As a mother and educator, what can you suggest for the school to do more for H. to improve?

M: Maybe, they need to focus more on reading skills; they could give him more reading classes, but with the proper interventions of dyslexia... because I even don't know how to do that. I am not an expert in that field. I used to teach grades 11&12, but to students with no problems, but when you ask me to teach grade 1, I can't. I didn't learn how to. I think he needs more focus on reading. He also can be given short stories or short slips as a daily assessment;

RH: Do you mean he does that at home with you or in class?

M: No, he can't do that in class with his peers, so we can read them at home.

RH: Do you use (a website prescribed by school) at home?

M: Yes, we do. He logs in and reads, but he wouldn't want to. You know, he would do his homework and that's it and no more. He doesn't want to do extra things. You know it is a pressure with all the subjects. He is just a child, and how many hours are there in the day! Maybe, even 4-5 lines... Maybe if he sees them in big font... he even would ask: 'how many lines?' I would say : '3 lines only, sun.. three lines only' He would ask: 'How many words?' (The mother laughs)I would say: 'When you start, you'll finish.' He does it, but what can be done in a minute, he does it in an hour.

28.RH: Do you think it will be better for him to read on a coloured papers, or white papers?

M: I don't know, I never tried to get him to read with coloured paper

RH: What about coloured backgrounds on the computer and online?

M: yes, maybe it is better.

RH: Would you want the school to provide him with reading texts using coloured paper?

M: *I don't know. I am not an expert. One of my friends told me that his nephew has the same problem and he can only read well when the paper is blue, but I don't want him to get used to that*

RH (interrupting): **If this can help him, why not?**

M: *Why not. I don't know how they do things. They really work hard.. the SEND team do well, but I don't see that my son studies things that the others don't. They read for him in the quizzes and give him shorter material... This is not a cure. This like they give him less material for his condition, but this is not the cure (she means not the right intervention) We didn't touch the problem. There are some steps to be done to see how the cure is.*

29.RH: **Do you think that you need the school to communicate with you more?**

M: *Yes, that I see a monthly report that he is this and that... I don't feel that it's a cure. It's more like an assessment. I want to see that do real things... what's happening, what we have done to...what are the procedure to solve the problem.*

30. RH: **Have you seen his IEP?**

M: *No, What is the IEP?*

RH: *The Individual Educational plan; the plan made specifically for him. The educational plan made for him.*

M: *No, What they sent me on 'class dojo' in term 2 because the SEN Co wasn't here...(She shows her account to RH)...Look! That's what I receive.*

RH: *This is the monthly report...*

M: *That's what I get, but a plan or we do this or that, your son needs this or that, no.*

31. RH: **how do you think they can communicate with you in that case?**

M: *I'd rather come to school*

RH: **...for meetings?**

M: *... to explain to what has been happening. This is how it should be. This is the first step. I registered my son in the SEND department, I have to know their rationale behind what they do. What are the steps... meaning, I registered him, he has to be taken care of in the tests, in the amount of material but what are the steps? This is not a cure.*

32. RH: **If the procedures require you to do some things at home, are you ready for that?**

M: *Yes, I told you before, I am ready to go far and beyond, but my son gets better. I am ready to do everything. I convince him, ask him gently... He is not the type that I can be harsh with. Never. He is different. I was tough with my daughters at the beginning, but he no, I can't. generations have changed. My daughter, in grade 10, I say to her 'let's go'... we were going out... I was like 'let's go'. She was like 'mum, stop urging. I can't get dressed while you're buzzing' I was like 'we're going to be late' She was like 'yea, let's go late'*

33. RH: **Would you like to tell me anything about H. that I didn't ask about?**

M: *No... I don't know what you should ask me about*

RH: **I am done with all my questions...**

M: *I told you all what I have*

R.H: Thank you so much for your time and take care.

Appendix 3.2: The interview with Hatem

RH: Hi dear

H: Hi

RH: How are you today?

H: Fine

RH: How old are you, dear?

H: 10..... Emmmm,.... 11

RH: How do you feel about coming to school?

H: Good!

RH: Can you explain?

H: yea, good. I go to school. I study and then go home.

RH: Do you enjoy being at school?

H: (sound of *not really*).

RH: Why?

H: because every time they fight in the class, and they ...haaa... they talk very much and don't let us focus.

RH: This is about students?

H: yes

RH: what about your teachers?

H: only the English teacher...the English teacher every time she shout at me when sheee in lesson, we do not get anything, but every time, she is shouting.

RH: When you have a question, how does she answer you?

H: she say, 'raise your hand' and..... No, I never ask her.

RH: Why not?

H: I don't know

RH: When did you start to have a problem a problem while studying?

H: in grade 2

RH: What happened in grade 2?

H: When I read, I not good.

RH: How?

H: because... I was reading slowly, and they want us to do the work fast, but I can't do fast because I was working slowly.

RH: Tell me what happens when you read. Do you have any problem to see the words?

H: No, I see good, but I read slowly.

RH: Do you have the same problems with maths and science?

H: No... No, I don't.

RH: What about Arabic?

H: no, Arabic is good. I know how to Arabic fast, but little bit I read slowly sometimes because hard words. I cannot read them fast.

RH: What do you mean by hard words?

H: Tall words

RH: What do you do when you can't read a word?

H: I tell the teacher.

RH: What does the teacher do?

H: She tells me the word. After I repeat

RH: How does the English teacher help you when you cannot read fast?

H: She shout on me

RH: Does she help you?

H: She help me, but she shout on me.

RH: How does she help?

H: I don't know because she speak fast.

RH: Describe what usually happens in the English class?

H: The teacher read fast. We do know what she say, but she read a little bit fast. Sometimes she give me a paper and I read at home. Sometimes she gives me a sheet.

RH: What sheets?

H: another sheets. Different sheets.

RH: What do you mean by different sheets?

H: Easier sheets, but there are hard words. I cannot read them.

RH: Do you read at home?

H: Yeah

RH: What do you read?

H: sometimes I read stories, sometimes when I play games I read the things. I read them. They write for me. When I play.. When I kill someone or something they put for me right.

RH: Is it easier to read the words in games?

H: yea it easier but there are tall words. Sometimes they write their names and numbers.

RH: Do you read books?

H: Yea I read

RH: How often?

H: Sometimes. I read on that website (*a website subscribed by the school for reading levelled reading texts*). Sometimes I read every day. Sometimes I don't read. Sometimes I don't read in the weekend because I not at home. Sometimes I do my homework. Sometimes I am playing.

RH: Does the teacher give you stories on the website to read?

H: No, I choose. She does not give give me anything.

RH: What kind of stories do you like to read?

H: I open any story and read. Anything I read.

RH: Do you think you need more help in reading at school?

H: yea.. they read for me in the quizzes.

RH: What help do you need in regular classes?

H: they let me read. When I read slowly, she tell me read but there are some words I cannot read them.

RH: In which subject?

H: English

RH: What about the other subjects?

H: Science I read, math no I don't read

RH: For next year, what do you think you need to be better in reading?

H: I read harder

RH: How can the school help you?

H: Help me reading

RH: How?

H: I need someone to read for me. When I have a hard word. I go to google, and it read for me. Sometimes I forget the word and I can't read it next time. I forget it I need someone to read for me every time. Because it's hard.

RH: How many reading tasks can you use to practice per week?

H: only one because the story is very tall.

RH: What about the other subjects? Do you have problems in science for example?

H: No, science is no, but sometimes I forget something I cannot do it because I cannot remember it. My mom teach me, but I forget it because something hard.

RH: What about Math?

H: Not everything is easy; something is hard, something is easy.

RH: I have heard that you are good at math and science, and you get good marks...

H: yea

RH: What about in English?

H: Last time I was good in the quiz, I got 8, but she give me 16...17.

RH: What about Arabic?

H: Arabic is easy. I get 8...7. 9 sometimes. Sometimes I get 10

RH: ...and the social studies?

H: easy; the easier subject

RH: So, Hatem, at the end, how can English be easier for you?

H: sometimes when I read, I forget because the paragraph is big, and the words are tall.

RH: So, you want the paragraphs and words to be shorter.

H: Yes

RH: Thank you very much, Hatem, and good luck.

H: Thanks

Appendices 4: The questionnaires

Appendix (4.1) Hatem's teachers' questionnaires

4.1.1 The questionnaire-based interview with Hatem's Islamic teacher

استبيان مع مدرسي حاتم للمواد التي تدرس باللغة العربية

الهدف من هذا الاستبيان هو التحقق من شدة الصعوبات التي قد تواجه التلميذ في الماد المختلفة. الاستبيان يعطي الفرصة لمدرسي حاتم لابتداء رأيهم في مواطن القوة و الضعف لديه و ما مدى ملائمة المنهاج الحالي والخطة الفردية لحالته و ايضا اقتراحات المعلمين لتلبية احتياجات الطالب اكاديميا. الرجاء ملء هذا الاستبيان. جميع المعلومات التي ستورد في هذا الاستبيان ستستخدم في دراسة الحالة. هذه الدراسة تضمن للمشتركين السرية في جميع مراحلها و لكم كل الحق في العدول عن الاشتراك في الراسة في اي وقت تريدون

1. المادة التي تدرس: تربية اسلامية

2. ما هي المشكلات التي يظهرها حاتم في الصف؟

ضعف التركيز

3. اعتقد ان مستوى ضعف التحصيل عند الطالب هو:

ج. خفيف

ب. معتدل (متوسط)

ا. شديد

وضح مواطن الضعف عند الطالب

عدم الانتباه

4. متى لاحظت ان الطالب يعاني من صعوبات التعلم؟

منذ ان اتم الامم الاولى

5. هل تستطيع تقدير عمر الطالب العقلي؟

6. كيف تصف علاقة الطالب بك كمعلمه/ معلمته؟

متعاون

7. هل هناك أي تعاون بينك وبين قسم أصحاب الهمم (ذوي الاحتياجات الخاصة) بالمدرسة؟ وضع
 نعم استأذنتهم في كتابة المستويات
8. كيف قام قسم ذوي الاحتياجات الخاصة بتعريفك بحالة حاتم؟ وضع
 بتصميم المعلمة الخاصة به
 عرض بيان حالته وكيف يتعامل معها
9. كيف تقيم خطته الفردية؟ وضع
 أحسن له أنه يتفاعل خاصة
 أسهل له العملية
10. من هو المسئول عن تصميم وكتابة الخطة الفردية؟ وضع الاجراءات
 المسئول بالتصميم والكتابة
11. هل تعتقد ان الخطة الفردية الحالية تلبي احتياجات الطالب اكامييا؟ وضع
 بشكل جيد
12. هل تشارك اسرة حاتم في عملية التعلم؟ وضع
 نعم بشكل دائم

13. كيف يؤثر تواجد حاتم في صفك على عملية التعليم و التعلم؟
يسر له تأثير حاتم على سير التعليم

14. في رأيك ما هو السبب في الضعف الأكاديمي لدى حاتم؟ هل هو ناتج عن: ضعف عقلي أم مشاكل اجتماعية أم أن اللغة الانجليزية هي لغة التعليم الأساسية في المدرسة أم القراءة في اللغتين العربية و الانجليزية أم دراسة التاريخ و المواد الاجتماعية أم هي اسباب طبية و نفسية؟ وضح

سبب يكون ضعف عقلي

15. ماهي مواضع القوة للطلاب (حاتم) كما تراها في الصف؟

القراءة بصيرة (لوعاً ما)

16. ماهي نقاط الضعف لدى حاتم كما تراها في الصف؟

فهم السؤال

17. بناء على ملاحظتك الصفية ماهي احتياجات حاتم بالنسبة في المادة التي تدرسها؟

المساعدة المستمرة والمكانة في البيت

18. ما انواع الدعم التي تقدمها للطالب في الصف؟ وضح

مدرسة في محو الأمية

19. كيف تعزز المدرسة الخدمات التي تقدم للطالب؟ وضح

بالنوازل مع البيت

و توفير بيئة تعليمية مناسبة

و متابعة المدرس والسؤال

المتفرعن حالة عام

عبدالله

4.1.2 The questionnaire-based interview with Hatem's Arabic teacher

استبيان مع مدرسي حاتم للمواد التي تدرس باللغة العربية

الهدف من هذا الاستبيان هو التحقق من شدة الصعوبات التي قد تواجه التلميذ في المواد المختلفة. الاستبيان يعطى الفرصة لمدرسي حاتم لابتداء رأيهم في مواطن القوة و الضعف لديه و ما مدى ملاءمة المنهاج الحالي والخطة الفردية لحالته و ايضا اقتراحات المعلمين لتلبية احتياجات الطالب اكااديميا.

الرجاء ملء هذا الاستبيان. جميع المعلومات التي سترد في هذا الاستبيان ستستخدم في دراسة الحالة. هذه الدراسة تضمن للمشتركين السرية في جميع مراحلها و لكم كل الحق في العدول عن الاشتراك في الدراسة في اي وقت تريدون

1. المادة التي تدرس: لغة عربية

2. ما هي المشكلات التي يظهرها حاتم في الصف؟
ليس لديه القدرة والكتابة ولا يستطيع تمييز الحروف على الكلمة

3. اعتقد ان مستوي ضعف التحصيل عند الطالب هو:
أ. شديد
ب. معتدل (متوسط)
ج. خفيف

وضح مواطن الضعف عند الطالب
ضعيفة جدا في أساس الممارسة
عند تعلم قواعد جديدة على طريقة

4. متى لاحظت ان الطالب يعاني من صعوبات التعلم؟
بما أنه اجاب سري ولست في قدرة الطالب

5. هل تستطيع تقدير عمر الطالب العقلي؟
لا

6. كيف تصف علاقة الطالب بك كمعلمه/ معلمته؟
عادية

7. هل هناك أي تعاون بينك وبين قسم أصحاب الهمم (ذوي الاحتياجات الخاصة) بالمدرسة؟ وضح

لا

8. كيف قام قسم ذوي الاحتياجات الخاصة بتعريفك بحالة حاتم؟ وضح

الطالبة منتقلة الى المدرسة مع بداية الفصل الثاني الدراسي
مريضاً ولم يكن أمراً أن يكون معاً أصحاب الهمم

9. كيف تقيم خطته الفردية؟ وضح

لا يوجد خطة فردية

10. من هو المسئول عن تصميم وكتابة الخطة الفردية؟ وضح الاجراءات

الناو قس الدعم

11. هل تعتقد ان الخطة الفردية الحالية تلبي احتياجات الطالب اكاديمياً؟ وضح

لا يوجد خطة

12. هل تشارك اسرة حاتم في عملية التعلم؟ وضح

لا والمدرسة مساعدة طابع المدرسة

13. كيف يؤثر تواجد حاتم في صفك على عملية التعليم والتعلم؟

تزعج الكل، ليس الصف من الصفا.

14. في رأيك ما هو السبب في الضعف الأكاديمي لدى حاتم؟ هل هو ناتج عن: ضعف عقلي أم مشاكل اجتماعية أم

ان اللغة الانجليزية هي لغة التعليم الاساسية في المدرسة أم القراءة في اللغتين العربية والانجليزية أم دراسة

التاريخ و المواد الاجتماعية أم هي اسباب طبية و نفسية؟ وضح

أظن ان اللغة الانجليزية هي لغة التعليم الأساسية

15. ماهي مواضع القوة للطلاب (حاتم) كما تراها في الصف؟

لا يوجد

16. ماهي نقاط الضعف لدى حاتم كما تراها في الصف؟

ضعف في أساليب المادة
يحب التباهي بسهولة

17. بناء على ملاحظتك الصفية ماهي احتياجات حاتم بالنسبة في المادة التي تدرسها؟

إعادة تأهيله ومعالجة السلوكيات
مما سبب

18. ما انواع الدعم التي تقدمها للطلاب في الصف؟ وضح

تدريبات مختلفة عن باقي الطلاب

19. كيف تعزز المدرسة الخدمات التي تقدم للطلاب؟ وضح

كل ما يمكن

4.1.3 The questionnaire-based interview with Hatem's English teacher

28/6/2018

**Semi-structured questionnaire-based interviews
with Hatem's teachers**

The aim of this questionnaire is to investigate the severity of difficulties that the student might face in different subjects.
The questionnaire covers also the teachers' opinions regarding the student's strengths and weaknesses, and how suitable the current curriculum, syllabus and IEP are, and suggestions for any support to meet the student's needs. Please answer the following questions. Any information you provide is relevant to the study. This study guarantees anonymity throughout all phases. You have the right to withdraw the study anytime you desire.

1. Subject taught: English

2. What are the problems that Hatem show in class?
Hatem shows signs of moodiness, uninterest in the tasks assigned to him in class. Cannot focus for a long time / Hard for him to remain focused.

3. I think that the student's learning difficulty is:
a. Severe ☒ b. Moderate c. Mild

In which developmental area? Explain:
Hatem finds it difficult, if not impossible to stay in task for extended time.
He gets easily confused.

4. When did you observe that the student had difficulty? very slow in reading
Hatem doesn't approach tasks enthusiastically. He always needs to be supplemented with instructions.

5. Can you estimate the student's mental and intellectual age? other strategies.
Sorry, it's very hard for me to estimate because I am not a specialist. And my major is English Literature and not psychology.

6. How do you describe Hatem's relationship with you as his teacher?

Hatem is a polite and quiet student. He shows deep respect towards me and towards his classmates.

7. Is there any form of cooperation between you and the SEND Department?

Explain.

Frankly, not that much. In other words, it would have been more beneficial for both of us, Hatem and I, and great help if provided with more info. and more strategies on how to deal with such cases.

8. How did the SEND Department introduce you to Hatem's case? Explain.

Through a brief meeting that took place the first week of school.

9. How do you evaluate his IEP? Explain.

He's showing improvements. He's doing much better than term one and term two.

10. Who is responsible for designing the IEP? Explain the procedure.

I have no idea, but I guess it's Mrs. Pascal (deputy principal).

The IEP is designed to evaluate the student's progress and highlight the strengths and weaknesses in order to ~~improve~~ to build on them.

11. Is the family involved in Hatem's education? Explain.

I had no contact with the parents, as a specialist from the SEND Dep. is in charge. Nevertheless, Hatem never showed up to class unprepared or not ready.

12. How does the student's existence in your class affect the teaching-learning process?

I've never felt that his existence in my class affects the teaching-learning process. As I mentioned before, he's quiet and respects the classroom rules. Besides, I make sure to assign him worksheets that meet his needs and suit his case.

13. In your opinion, what causes the student's academic difficulties: intellectual, social background, English as medium of study, reading in both languages; English and Arabic, History and social studies, medical or psychological reasons..... Explain

Many factors cause the student's academic difficulties. One major factor might be poor teaching. Many teachers who deal with such cases lack background knowledge and training how to deal with them about thirty years.

14. What are the student's points of strengths as you can see them in class?

Hakem's performance improves when being encouraged and directed. Also, he shows willingness to learn. He is enthusiastic towards learning.

15. What are the student's points of weaknesses as you can see them in class?

His background knowledge. Reading very slow. Always needs to be directed and reminded to stay on task.

16. According to your observation in class, what are the student's needs related to your subject taught?

More help and a specialist or a helper to stay with the teacher to help ~~him~~.

17. Do you think that the current IEP caters for the student's needs? Explain.

Yes, it does. I believe it meets all the student's needs. It covers all ~~what~~ a teacher needs to fill and report about the student.

18. What support do you provide the student in class? Explain.

I provide him with practical and emotional support. I do always encourage him and praise him after each classroom task assigned. Work sheets are simple and short.

19. How can the school enhance the services provided to the student? Explain.

- One to one mentoring.
- Simplified versions.
- Audio-visual aids.
- Differentiated sheets.

4.1.4 The questionnaire-based interview with Hatem's science teacher

Semi-structured questionnaire-based interviews with Hatem's teachers

The aim of this questionnaire is to investigate the severity of difficulties that the student might face in different subjects.

The questionnaire covers also the teachers' opinions regarding the student's strengths and weaknesses, and how suitable the current curriculum, syllabus and IEP are, and suggestions for any support to meet the student's needs. Please answer the following questions. Any information you provide is relevant to the study. This study guarantees anonymity throughout all phases. You have the right to withdraw the study anytime you desire.

1. Subject taught: Science.....
2. What are the problems that Hatem show in class?

Difficulty in reading & writing.

3. I think that the student's learning difficulty is:

a. Severe ☒ b. Moderate c. Mild

In which developmental area? Explain:

Reading/Writing Skills

Hatem can easily communicate and interact verbally, understand the scientific concepts. He has logical thinking.

4. When did you observe that the student had difficulty?

At the beginning of the year.

5. Can you estimate the student's mental and intellectual age?

10 years old.

6. How do you describe Hatem's relationship with you as his teacher?

He is polite, mature student with
ability to communicate properly.

7. Is there any form of cooperation between you and the SEND Department?
Explain.

Yes, we cooperate to discuss his case,
update IEP, ~~and~~ ^{him} assess and analyze his results.

8. How did the SEND Department introduce you to Hatem's case? Explain.

They did a meeting, explained his case
and guided me about the modification/accommodation
that I can do in order to help him.

9. How do you evaluate his IEP? Explain.

It suits his case and it is effective
because he is progressing.

10. Who is responsible for designing the IEP? Explain the procedure.

The teacher and the SEND department.

11. Is the family involved in Hatem's education? Explain.

We always follow up with his parents. They
are supportive and are involved in the teaching/
learning process.

12. How does the student's existence in your class affect the teaching- learning process?

Haten is involved in the cooperative learning / lab work / discussions / presentations. He is progressing in independent work.

13. In your opinion, what causes the student's academic difficulties: intellectual, social background, English as medium of study, reading in both languages; English and Arabic, History and social studies, medical or psychological reasons..... Explain

English / He has scientific reasoning / logical thinking / social skills. His problem is in English language.

14. What are the student's points of strengths as you can see them in class?

His Good spirit / His sense of humor / his good social skills / His common sense and logical thinking.

15. What are the student's points of weaknesses as you can see them in class?

Reading / writing skills

16. According to your observation in class, what are the student's needs related to your subject taught?

He needs assistance in reading the questions. ~~and writing~~

17. Do you think that the current IEP caters for the student's needs? Explain.

yes / He can grab the objectives and he is showing progress.

18. What support do you provide the student in class? Explain.

I give him chance to be involved & participate in all the activities even if they are challenging. He can do such tasks, can express it verbally but can't write reports about experiments.

19. How can the school enhance the services provided to the student? Explain.

He must participate in reinforcement ~~and~~ literacy programs. He has to take writing / Reading Foundations.

Appendix (4.2): Questionnaire based interview with the SEND Team Lead

This questionnaire will be used for academic purposes; the dissertation of a master's in special educational needs. The questionnaire is anonymized, and you can withdraw from the research any time you like.

Dyslexia stands for reading difficulties

1. How many SEND students do you have in the school?

Boys	Girls	Total
50	18	68

2. How many students with Dyslexia in the school?

Boys	Girls	Total
5	0	5

3. How many students with Dyslexia in the primary section?

Boys	Girls	Total
1	0	1

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

Yes, we prepare a student resume based on their diagnostic report if it's available. If no we do our own assessment.

4. Do you accept students that were expelled from other schools because of their reading problems?

Yes

Why?

.Because we believe that each child is unique and deserve help.

5. What urges you to put a non- reported student through screening for Dyslexia?

The teacher feedback and the therapist from outside centers.

6. Do you have screening tools to identify students with Dyslexia who are not reported?

Yes

7. As a school, what procedures do you follow to identify students with Dyslexia?

Teacher fill some checklists and forms to refer the student to the supervisor who refer the student to the counselor.

The counselor will observe and assess the child and if she finds concern she will refer to the SEND Lead.

8. Do you think students with Dyslexia have learning difficulties that they might need modification or adaptation of the learning conditions with regards to other children?

Yes

9. Do you have policies that address students with Dyslexia in your school?

We have policy to address all the SEND students.

10. How do you support students with Dyslexia in your school?

The SEND team prepare in collaboration with the subject teacher an IEP and monitor the implementation of the IEP in the classroom. We also provide push in session in classroom in English, Math and Arabic.

11. How do you support teachers educating students with Dyslexia in your school?

We train the teachers (PD training and one-to-one meeting with the SENco)

12. What are the challenges that you face as the SEND Team Lead in dealing with students with Dyslexia?

We need more resources (Laptop, reading pen etc...)

13. What are the problems that you spot in the school's practice regarding students with Dyslexia?

14. What are the recommendations that you suggest improving the school's practice in dealing with students with Dyslexia?

We need to have specialized teacher and more learning support teachers.

Thank you for your cooperation

Appendix (4.3): Questionnaire based interview with Hatem's SEN Cos

Appendix (4.3.1): The questionnaire-based interview with SEN Co of English

questionnaire-based interviews
with Hatem's SENCOs

The aim of this questionnaire is to investigate the severity of difficulties that the student might face in different subjects as highlighted by the SENCOs responsible for following his case.

The questionnaire covers also the SENCOs' opinions regarding the student's strengths and weaknesses, and how suitable the current curriculum, syllabus and IEP are, and suggestions for any support to meet the student's needs. Please answer the following questions. Any information you provide is relevant to the study. This study guarantees anonymity throughout all phases. You have the right to withdraw participating in the study anytime you desire.

1. Subject taught: ...English...
2. What are the problems that Hatem show in class?He often day dreams, he has a short attention span.
3. I think that the student's learning difficulty is:
 - a. Severe
 - b. Moderate
 - C. MildIn which developmental area? Explain:

In understanding new concepts, reading comprehension, building sentences and reading.
4. When did you observe that the student had difficulty?
During class activities and in testing.
5. Can you estimate the student's mental and intellectual age?
He's two years below his present age

6. How do you describe Hatem's relationship with you as his SENCO?
He asks for assistance in studies as well as homework. During exams he asks me for further explanation
7. Is there any form of cooperation between you and the subject teachers? Explain.
Yes, we set IEP goals that meet the needs of the student, we ensure that he gets an appropriate material for revision. We monitor his progress.
8. How did you introduce Hatem's case to the main-stream teachers? Explain.
I shared information based on his diagnostic report, we had a meeting discussing his strengths and weaknesses. Teachers received a resume about the student at the beginning of the year.
9. How do you evaluate his IEP? Explain.
First we ensure the goals are aligned with Common Core Standards, then we ensure that goals are measurable and attainable.
10. Who is responsible for designing the IEP? Explain the procedure.
Teachers, parents and SENCO
11. Is the family involved in Hatem's education? Explain.
Yes, the mother meets twice to three times a year with us as well as his teachers.
SENCO and mother are using a daily app for communication.
12. In your opinion, what causes the student's academic difficulties: intellectual, social background, English as medium of study, reading in both languages; English and Arabic, History and social studies, medical or psychological reasons..... Explain
Lack of basics, little exposure to the English Language, and little follow up at home
13. What are the student's points of strengths as you can see them through observing and helping him?
He is keen to learn, very quiet and friendly.
14. What are the student's points of weaknesses as you can highlight?

He is weak in reading, speaking and writing

- 15.** According to your observation in class, what are the student's needs related to your subject with which you help him?

He needs to build his vocabulary, as well as his reading fluency and comprehension.

- 16.** Do you think that the current IEP caters for the student's needs? Explain.

Yes, goals are aligned with the curriculum and specific, it shows the areas of need and monitors his progress among the goals.

- 17.** What support do you provide the student in class? Explain.

Push in support, ensuring that he gets differentiated instruction

- 18.** How can the school enhance the services provided to the student? Explain.

By ensuring that the student is progressing academically and emotionally.

Thank you for your cooperation

Appendix (4.3.2): The questionnaire- based interview with SEN Co of Math

questionnaire-based interviews
with Hatem's SEN COs

The aim of this questionnaire is to investigate the severity of difficulties that the student might face in different subjects as highlighted by the SEN COs responsible for following his case.

The questionnaire covers also the SEN COs' opinions regarding the student's strengths and weaknesses, and how suitable the current curriculum, syllabus and IEP are, and suggestions for any support to meet the student's needs. Please answer the following questions. Any information you provide is relevant to the study. This study guarantees anonymity throughout all phases. You have the right to withdraw participating in the study anytime you desire.

19. Subject taught: Math

20. What are the problems that Hatem show in class? When it comes to math, he does not face any problems in calculations and understanding the concepts being projected to him. The problem he may encounter in math is completing "problem solving" questions and critical thinking problems. The reason for it is because he has dyslexia.

21. I think that the student's learning difficulty is:

b. Severe

b. Moderate

C. Mild

In which developmental area? Explain: The issues he has are in the visual and sensory skills. He struggles to see the words the way they are displayed on any screen/paper and results in a poor level in reading.

22. When did you observe that the student had difficulty? He was directed to the SEND program after his mother has brought to us an official diagnosis report.

23. Can you estimate the student's mental and intellectual age? He is on level with his mental and intellectual age when it comes to mathematics. He takes the regular curriculum with the rest of his class.

24. How do you describe Hatem's relationship with you as his SENCO? It is a very comfortable and secure relationship in which he can ask me any question or concern that comes to mind.

25. Is there any form of cooperation between you and the subject teachers? Explain.

The math teachers work with me side by side to accomplish his needs in the best way possible. We discuss the methods and strategies to help Hatem in class and further develop ways to overcome his obstacles in problem solving.

26. How did you introduce Hatem's case to the main-stream teachers? Explain. I had a meeting with the teachers and provided them with a file that contains a resume that explains the accommodation that Hatem needs in the classroom. A manual explaining dyslexia and how it affects Hatem. As well as, a plan for another meeting to discuss the IEP (individual educational plan).

27. How do you evaluate his IEP? Explain.

The evaluation is done according to the set of objectives and key concepts that Hatem is expected to meet, as he works on the subject throughout the semester. The IEP includes an evaluation of his social and emotional position between a semester and another till the end of the year. That allows me to observe his progress and compare it to the previous years' achievements.

28. Who is responsible for designing the IEP? Explain the procedure.

The SEND team and teachers work together on the IEP and discuss what objectives Hatem needs to meet by the end of every semester for each subject English speaking subject. My SEND colleague and I type the format of the

IEP, discuss with the parents the objectives Hatem needs to accomplish, and ask them to sign it and we provide them with a copy.

- 29.** Is the family involved in Hatem's education? Explain.

I have answered this matter in the question above.

- 30.** In your opinion, what causes the student's academic difficulties: intellectual, social background, English as medium of study, reading in both languages; English and Arabic, History and social studies, medical or psychological reasons..... Explain

In the society we live in today, the students are coming from a background that lacks a proper social orientation and an environment that focuses on building their communication skills and developmental cognition. The students are unable to focus on learning one language, as they are taught English in school but told to focus on Arabic at home and might even have a helper that speaks a completely different language. Another factor would be a health issue, in which the students are not consuming the proper nutrients in their daily meals. The students tend to be fed fast foods and artificially induced snacks that are not suitable for a developing child. All these elements play a huge role into affecting the student's intellect from an early age.

- 31.** What are the student's points of strengths as you can see them through observing and helping him?

He is good at grasping new concepts, interacting with his math teacher and finishing his classwork on time.

- 32.** What are the student's points of weaknesses as you can highlight?

This matter has been discussed in the previous questions.

- 33.** According to your observation in class, what are the student's needs related to your subject with which you help him?

This has been answered in the previous questions.

- 34.** Do you think that the current IEP caters for the student's needs? Explain.

The objectives set up in the IEP focus on developing the student's skills and properly discusses the issues that Hatem faces in the subject.

35. What support do you provide the student in class? Explain.

Issue has been tackled in the previous questions

36. How can the school enhance the services provided to the student? Explain.

The school must provide more professionals to work with the students

Thank you for your cooperation

**Appendix (4.4): The Questionnaire- based interview with the boys’
HOS**

Questionnaire-based interview with the Head of Section of the school

Dyslexia stands for reading difficulties

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

Boys 391 Girls 401 Total 792

2. Do you have students with Dyslexia in your primary section?

Yes: 1

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

Yes, based on the accompanying report from the previous school and our own assessment

4. Do you accept students that were expelled from other schools because of their reading problems?

Yes (Students usually are not expelled based on reading problems. It is against KHDA policies)

Why?

It is a KHDA requirement

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

- Teacher observation and feedback
- Screening checklist

- Refer to a specialized center for evaluation

6. Do you think students with Dyslexia have learning difficulties that they might need modification or adaptation of the learning conditions with regards to other children?

It depends on severity of the case but they can experience learning difficulties and there should be a modify approach and IEP

7. Do you have policies that address students with Dyslexia in your school?

Not specifically. It is part of the SEND policy which includes recommendations

8. How do you support students with Dyslexia in your school?

Through the SEND team in collaboration with the teachers

9. How do you support teachers educating students with Dyslexia in your school?

PD session, information and ongoing support from the SEND team to teachers

10. What are the challenges that you face as the Head of Section in dealing with students with Dyslexia?

Personally no challenge. The SEND team is fully responsible for the SEND students. I am informed of their situation and progress and support them as needed.

12. What are the problems that you spot in the school's practice regarding students with Dyslexia?

We do not encounter problems at this moment as we only have 1 student.

13. What are the recommendations that you suggest to improve the school's practice in dealing with students with Dyslexia?

More awareness among teachers about dyslexia.
Appointing specialist to the SEND team to support teachers.

Appendix (4.5): The questionnaire for the Elementary teachers:

Appendix (4.5.1): The Arabic questionnaire

Questionnaire for the Primary Section Teachers

(Arabic)

تهدف هذه الاستبيان إلى الوصول إلى آراء المعلمين حول تدريس الطلاب ذوي مشاكل عسر القراءة. تغطي هذه الاستبانة آراء المدرسين في الأساليب المتبعة حالياً في المدرسة للتعامل مع هذه الفئة من الطلاب وتقديم المقترحات قصد تحسين الوضع الحالي. الرجاء الإجابة عن الأسئلة، نقدر مساهمتكم في هذه الاستبانة مع العلم انه لن يتم استخدام اي من اسمائكم الحقيقية في هذا الاستبيان و سوف يشار اليها باسماء مستعارة عند الحاجة لذلك, كما انه يمكنكم الانسحاب من هذه الدراسة في اي وقت تشاءون.

الباحثة: رانيا الحداد

التاريخ: \ 2018\

1. الجنس:

ذكر

☐

انثى

2. مدرس صف ام مادة:

لو كنت مدرس مادة فما هي:

3. عدد سنوات الخبرة:

4. عدد الطلاب في الصف:

5. هل صفوفك صفوف مختلطة؟

لا

☐

نعم

☐

6. كم عدد البنين و البنات؟

- بنين ☐ بن ☐
7. هل ظهرت علامات لعسر القراءة في صفك؟ ☐
8. نعم ☐ كم عدد البنين:
- كم عدد البنات:

8. برايك ما هي خصائص الطلاب الذين يعانون من عسر القراءة (ديسليكسيا)؟ ضع علامة (✓) امام العلامات التي خبرتها مع هؤلاء الطلاب و علامة (X) امام العلامات التي لم تصادفها و عدد الطلاب الذين يتسمون بهذه الخصائص في صفوفك و قائمة باسمائهم مستخدما حروف الهجاء:

الخصائص			
خصائص عامة	موجودا غير موجود	قائمة بأسماء الطلاب مستخدما حروف الهجاء (أب....)	عدد الطلاب ب
1. يفكر عن طريق الصور لا الكلمات			
2. يقوم بحل المشكلات بطرق غير معتادة			
3. يتسم بخيال واسع و نشط			
4. يصعب عليه المحافظة علي النظام			
5. يتسم بذاكرة ضعيفة حيث لا يتذكر القوائم و الاتجاهات و الحقائق			
6. يحتاج الى رؤية او الاستماع الي المفاهيم المختلفة عدة مرات ليتعلمها			
7. لا يتسم باتساق و دائمية			

			العمل المدرسي
عدد الطلاب ب	قائمة الطلاب مستخدما حروف الهجاء (أ)- ب....)	موجود\غير موجود	خصائص القراءة
			1. فهم محدود للنص المقروء نتيجة لضعف الهجاء او التعرف علي الكلمات
			2. صعوبة في نطق الحروف و دمجها
			3. صعوبة في التعرف علي الكلمات السهلة المكررة في اي نص
عدد الطلاب	قائمة الطلاب مستخدما حروف الهجاء (أ)- ب....)	موجود\غير موجود	خصائص الكتابة
			1. صعوبة في هجاء الحروف عند كتابة الكلمات
			2. صعوبة في تعلم الكلمات متعددة المقاطع
عدد الطلاب	قائمة الطلاب مستخدما حروف الهجاء (أ)- ب....)	موجود\غير موجود	خصائص سلوكية
			1. يتشتت انتباهه سريعا
			2. تشتت انتباهه المحفزات البصرية
			3. يستخدم بعض الحيل لتجنب المهام المكلفة اليه كشذ اقلام الرصاص و

غيرها			
-------	--	--	--

9. حدد حدة صعوبات التعلم بالنسبة للتلاميذ بالقائمة السابقة مستخدماً (✓):

الطالب (أب....)	شديدة الصعوبة	معتدلة الصعوبة	قليلة الصعوبة	لا يوجد صعوبة

10. في رأيك هل يمكن تقليل الآثار السيئة الناتجة عن عسر القراءة؟

☐ نعم ☐ لا

لو اجابتك بنعم فسر

.....

11. هل تعتقد انك علي دراية كافية عن الطلاب الذين يعانون من صعوبات القراءة؟

☐ نعم ☐ لا ☐ الى حد ما

12. كيف تصف علاقتك باولياء امور هؤلاء الطلاب؟

☐ جيدة ☐ ضعيفة ☐ لا يوجد اي علاقة

13. اذكر اسباب اجابتك عن السؤال السابق لو اخترت الاجابة الثانية او الثالثة:

☐ العائلات في حالة انكار لهذه الصعوبة او انهم غير متعاونين

☐ عدم الوعي بهذه الصعوبة بشكل عام

☐ معتقدات ثقافية

سياسة المدرسة

☐

اسباب اخري- فسر.....

☐

14. كيف يتلقي طلاب الديسليكسيا تعليمهم؟

من خلال منهج مفرد

☐

من خلال نفس المنهج

☐

15. اين يدرس طلاب الديسليكسيا (عسر القراءة)

دائما مع زملائهم في الصف

☐

يسحب الطلاب للخارج عند الحاجة

☐

16. كيف تصف علاقتك كمعلم مع الطلاب للطلاب الذين يعانون من عسر القراءة؟

جيدة- كيف؟

☐

غير جيدة- لماذا؟

☐

17. ماهي الطرق و التقنيات التي تستخدمها للتعامل مع طلاب عسر القراءة في الصف؟

.....

.....

.....

18. ماهي التحديات التي تواجهها في التعامل مع الطلبة الذين يعانون من عسر القراءة؟

.....

.....

.....

19. هل هناك فوائد من تدريس طلاب عسر القراءة و دمجهم في التعليم العام؟ لماذا؟

.....

.....

.....

20. ما نوع الدعم الذي تقدمه المدرسة و قسم اصحاب الهمم (SEND Department) و منسق المناهج لمساعدة مدرسي هؤلاء الطلاب؟

.....

.....

.....

21. ما هي مقترحاتك لتحسين جودة التعليم لطلاب عسر القراءة في النواح التالية:

موضع التحسين	الاقتراحات
الدعم الصفی	
مصادر التعلم	
اخصائيين	
المنهج\ الخطط الفردية	
استراتيجيات التعلم	
التدريب و التأهيل	
القراءة	
الكتابة	
اخری. وضح	

22. برأيك من يجب ان يكون مسئولاً عن التعامل مع هؤلاء الطلبة:

☐ معلمو الصف

☐ الاسرة

☐ مسؤولي الدعم في المدرسة

☐ مراكز مسؤولية عن صعوبات التعلم

جميع ما سبق ☐

شكرا علي مشاركتكم

Appendix (4.5.2): The English Questionnaire for the elementary teachers

Questionnaire for the Primary Section Teachers

(English)

The purpose of this questionnaire is to investigate the teachers' perceptions about educating students with Dyslexia.

The questionnaire attempts to examine the teachers' views about the existing procedures used in the school to help these students and investigates the teachers' suggestions to enhance the practice for future purposes.

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

Please complete the following questionnaire. Your contribution is valuable.

Researcher: Ranya El Haddad

Date: .../.../2018

1. Gender:

☐

A. Male

B. Female

☐

2. You are....:

A. A Homeroom teacher

☐

B. A Subject teacher

☐

If a subject teacher, the subject you teach is:

3. You have years of experience in teaching. (number)

4. You teach..... students. (number)

5. Do you have mixed classes?

☐

Yes

☐

No

6. Do you have students with Dyslexia in your classes?

A. ☐ Yes

B. ☐ No

C. ☐ Not sure

7. How many...?

A. Boys

☐

B. Girls

☐

8. Please fill in the following table about students with dyslexia in your classes.

Put a tick(✓) if you ever had any student/s who demonstrated the characteristic/s or (x) for the characteristics you have never met in your classes. Refer to students with the alphabet (A, B,.....etc.) ("What are the characteristics of dyslexia?" 2018)

	Characteristics		
5. General Indicators	Exists/ Does not exist	List of students using the alphabet	Number of students
A. Thinks in pictures, not words			
B. Solves problems in unusual ways			
C. Has a vivid and active imagination			
D. Difficulty maintaining order			
E. Weak memory for lists, directions, or facts.			
F. Needs to see or hear concepts many times to learn them			
G. Inconsistent school work			
6. Indicators in reading	Exists/ Does not exist		
A. Limited reading comprehension due to weakness in decoding			

and/or word recognition.			
B. Difficulty in phonics and blending sounds.			
C. Difficulty in recognising HFW ²⁸ and sight words.			
7. Indicators in written language	Exists/ Does not exist		
A. Difficulty to spell accurately.			
B. Difficulty in learning multi-syllable vocabulary.			
8. Indicators in behaviour	Exists/ Does not exist		
A. Easily distracted			
B. Visual stimuli distract them			
C. Using some tactics to avoid tasks such as sharpening pencils...etc.			

9. Please sort the severity of learning difficulty of students listed in the previous question:

Student	No difficulties	Week difficulty	Mild difficulties	Severe difficulties

²⁸ High frequency words

10. In your opinion, is it possible to reduce the negative effects caused by

dyslexia ☐

Yes

No ☐

If yes, how?

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

11. Do you think you have knowledge enough about students with Dyslexia?

Yes ☐

No ☐

To some extent ☐

12. How would you describe your relationship with the families of students with Dyslexia?

☐ Good ☐ poor ☐ doesn't exist

13. Mention the reasons of the previous answer:

Families are in denial or not cooperating ☐

☐

Lack of awareness about dyslexia in general

Cultural beliefs

☐

School policy and guidelines

☐

Other, please specify

.....

.....

.....

14. How do you teach students with Dyslexia?

Through a differentiated curriculum

☐

Through the same curriculum

☐

15. Where do students with Dyslexia learn?

In main-stream classes with their peers all the time

☐

Pull-out sessions are provided when needed

☐

16. How can you describe your relationship as a teacher with students with dyslexia?

☐

Good, how?

.....

☐

Bad, why?

.....

17. What kind of interventions and/or strategies you use with students with dyslexia?

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

18. What are the challenges you face when teaching students with dyslexia?

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

19. How beneficial is it to include students with dyslexia in the mainstream schools?

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

20. What support do you get from the school, SEND department and/or the curriculum coordinator to help you deal with students with dyslexia?

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

21. What are your suggestions to improve the education of students with Dyslexia in the following areas?

Area	Suggestions
------	-------------

Reading	
Writing	
Resources	
Curriculum/IEPs	
Interventions	
Specialists, therapists...etc.	
Training	
Class Support	
Others; specify...	

22. In your opinion, who should be responsible for teaching students with dyslexia?

☐

Class teachers

☐

SENCOs (SEND Department)

☐

Family

☐

Special Schools

☐

All of the above

Thank you for your cooperation

Appendix 5: The Focus group interview transcription

Date: May 3, 2018

Location: An empty class at school

Mediator: RH

Participants: 3 primary teachers in Dubai Private Mainstream School

Time: 12:00 pm

Purpose: Teachers' views of their present year's perceptions when it comes to children with dyslexia.

An appointment was scheduled a few weeks before the meeting. The discussion was permitted to be audiotaped at the beginning. As there was an Arabic teacher in the group, the discussion was conducted in Arabic and back-to-back translation was carried out to produce the transcription. Some teachers used English words and terms; these words and terms are transcribed exactly as they were said.

Teacher/ Gender	Subject taught	Grade level	Total experience in years	Experience in the the school in years
T1/Female	Arabic	2	15	9
T2/ Female	English	3	15	10
T3/ Female	Maths	3	3	2

1. RH: Do you think that students with dyslexia are considered to be SEND students?

T1: Not all of them.

2. RH: How?

T1: Some of them are SEND, and some of them suffer as a result of negligence at the beginning of their schooling years.

3. RH: How can you categorise them?

T1: I can do that by observing their responses in class; the students who has been neglected responds faster to grasping the alphabets, but students with dyslexia takes more time, effort, different ways to reach the goal.

T.2: I believe that dyslexia is a spectrum; we cannot say that there are definite symptoms of dyslexia and degrees. As my colleague said, some students have been neglected: these students can be identified as they show progress after a period of time. When you take care of them and prepare a reading recovery program, for example, they start to improve with time. I am going to give you an example in a minute, but some students are severe cases, for example, they do mirroring, flip letters. When they read, it is difficult for them to blend sounds, can connect phonemes with each other and don't show progress with time when you work with them. They need one-on-one instruction; this is difficult for us to pull them out and provide them with one-to-one instruction

4. RH: Why is it difficult?

T2: because the overall notion now is about pushing them in class; the SEND department and the support teachers do the push in into class and they don't pull them out except for very few times throughout the year because they consider this against the concept of inclusion.

5. RH: As for Maths, do you think that dyslexia or reading difficulties cause you problems in class?

T3: Off course, it causes problems because students need to read examples to be able to solve the math problems, so if the student has reading difficulties, he can't solve the problem correctly. He will also skip some things that need to be read.

T1: you mean the verbal problems?

T3: yes, exactly.

6. RH: Good, OK. You have mentioned that not all students who cannot read are SEND students; What is your definition to “special educational needs”?

T1. The definition of the special educational needs is when he has physical problems or psychological problems or mental. These are the categories I noticed when I taught more than one case of special educational needs. The physical ones are in hearing or in sight. The boy sees mirrored letters or he has a problem in colours and other physical problems like Down Syndrome and there are mental problems can be psychological with the students or mental problems meaning I had a student; his mental age was much less than his chronological age; he was in grade 2, but mentally as if he was in KG1. This is my categorisation; physical, mental, psychological.

T2. I think that the definition of special educational needs is the student who ...emmm... has a physical condition or mental conditions or psychological condition that creates a barrier that hinders him/her to progress in education. He needs care if the condition continues for more than 6 months. He is

considered with special needs who needs care; he can't take care of himself and continues for more than 6 months.

T3. I have nothing more to add. I think that they are absolutely right.

7. RH: ...Ok... and those who have reading difficulty; how can you define them?

T1. As I mentioned, the boy... he was neglected in the beginning in KG. No basics whatsoever or he has problems like the problems of those with special needs; learning difficulties or mental problems, get extracted easily and so on. This is my definition of reading difficulties, so he cannot be equal to his peers in class in progress or equal to them in achieving the desired goals and needs more support and needs more special methods and special strategies to help him learn. This is the meaning of reading difficulties. This is a simplified definition of the student who has reading difficulties.

T2. For me, the definition of a student with reading difficulties is the students that as an English teacher I see that they have difficulty in pronunciation meaning... a word for example... they do skipping for letters, so they mis-read it... for instance compared to their peers, they have speech delay, they have problems in rhyming... to find words with the same rhyme. I can find for example... as I told you before, have problems in blending sounds and phonemes. Plus they have some problems in the motor skills accompanied with it (reading difficulties) in the fine motor skills. I usually find it connected

to writing...emm... not always, but with some cases, reading difficulties are paired with writing difficulties and the motor skills.

RH: In your opinion, why is that?

T2. I think that it is like there is a loose wire in the brain, I mean, there is something wrong... in the psychology... or, sorry, in the physiology of the brain. I think so.

8. RH: As an English teacher, have you ever had a meeting with the Arabic teacher of the same student and discussed if she suffers from the same problems with the student as teachers of two different languages?

T2. No, we didn't. We have many students unidentified. We consider them with difficulties in reading, but we don't label them unless they have reports.

9. RH: ..., but you don't talk together to discuss the students' problems?

T2. Across subjects' meetings... no, unfortunately, even with the students who have reports.

10. RH: Can you describe this year regarding students with dyslexia (reading difficulties)?

T2. For me, I don't have students with dyslexia this year, but I have students with learning difficulties in general including difficulty in reading. I see it very challenging, especially that there is no support as it is supposed to be from the SEND department. A visiting teacher from the visiting centre comes

to me once a week for the students with learning difficulties and a support teacher (from the school) comes once a week in a certain period. She supports them in class according to the content the class teacher teaches and the modified content the teacher prepared for the student, so she basically depends on the teacher. If the teacher doesn't have anything for the student, she (the support teacher) facilitates things for him. No more.

11. RH: Do you think this enough?

T2. I see that the most load and the most effort are on the teacher more than the support teacher, but the support teacher should have a file specially for the student and know his areas of weaknesses, and she should come to him at least three times a week and she has to do him pull out. I don't know why our school refuses it. Our students who have learning difficulty 2 and dyslexia need to sit one-to-one, or they do them a reading recovery program and work with them once or twice a week because the boy doesn't benefit from sitting in class all the time. I see the the push in periods in class are not beneficial as the pull out.

12. RH: What about Arabic?

T1. As for Arabic, it was a difficult year and tiring with students because I have more than one having reading difficulties. Some cases are due to learning difficulties and some cases have reading difficulties, but in

comprehension questions, he participates and answers correctly. They were different cases and cases needed big support, and took a lot of time this year

13. RH: What about Math?

T3. Actually, I didn't have many cases this year. Last year I had many cases...

It was a good year, but not that much... I had people...students who can't read... I thought they didn't have the basics in reading, but I discovered that they had special problems for example... when they read the examples...they didn't know...they would skip... they wouldn't read the whole thing... they wouldn't understand the example that much... they couldn't bring the question together but they could understand the meaning of the question... just... these need special handling. They were not like the other students... they needed more care and special treatment.

14. RH: As teachers, did you feel that there isn't a lot to offer to these students?

T2. Yeas, I see that the students with dyslexia especially if the case is severe...

I see that they benefit more if...if they sit together with the support teachers...

I find that there are challenges and difficulties because we didn't have the complete resources that we can use with such a student... of course... the big number of the students in class... it's an obstacle... the logistics inside the class don't do easy movement... meaning... the environment doesn't make it easy to turn the class into stations, for example... and if I had learning

assistant teacher in class to work with groups when I sit with the dyslexic child... I sit with him alone... I do him one-to-one in class. It doesn't happen. Bags in class are obstacles... In a nutshell, the logistics and learning environment in class don't help the teacher to tend all the time to dyslexic child. The other thing is the resources; you to make your own resources... It means that you have to make the cards...picture cards... and letter cards to start building his ... letter-phoneme relationship. To activate his memory... short term memory because there is a problem in retaining information and storing information, so he needs something visuals... needs many things to prepare... off course beside the load on you already by the rest of the class. You have slow learners...you have high achievers.... You have gifted and talented... you have the on-level students... The SEND department you have doesn't do you any support.

15. RH: What about you as a teacher?

T2: For me if these resources are available, I can help him more than that. But these things should be available from the school. Meaning the number of students should be... This boy especially, should be put in a class with the number of students is less... There is a support teacher....an assistant teacher in class to do him a diagnostic and then we can identify if he needs recovery in what exactly and start to work on it through a program apart from the mainstream curriculum that we do...I see that he will benefit more if there is a parallel curriculum with the curriculum in the school.

T1: I as a teacher, I see that I can help him a lot, but as aaaaa the circumstances of the period aaaaaa not always the results are not 100% positive... there are negative points and positive points. As my colleague mentioned, the same problems she faced and the same challenges Arabic language and English language are both languages and depend completely on reading

16. RH: Is it different for Math?

T3: I see that it's difficult for the teacher in a certain thing. You are demanded as a teacher to deliver the curriculum at a certain time, so if you focus with SEND students, you wouldn't be just with the other students. I see that you put SEND students together... to have a certain time, certain effort in a different way from the mainstream students in order to not be unfair with the others. This is difficult for us as teachers to handle both types of students... not belittling SEND students, but they need special treatment. There must be also help from people specialised more as doctors and parents because they know their cases more than us.

17. RH: What about planning, strategies and assessment? Is it the same with all students?

T1: No...off course not... It is totally different... with the special cases and the other students in the strategies. Aaaaaa,,, the first strategy for example is using the strategy of learning through playing... I use it with all students of all

categories, but the student with special needs needs more or almost all the skills to learn through playing and with more time... and every branch of the language needs... there must be the strategy of learning through playing in it, but the rest of the students in class, we use the strategy but with a less amount especially in reading.... Not all classes with the students in class we use it, but the student with special needs...

18. RH: (Interrupting) we specifically discuss students with dyslexia.

T1: Alost one period yes one period no.... one period for leaning through playing and one period for writing and we use the skill of the hand in it.

19. RH: What about planning? Do you consider them in the plan?

T1: off course... Surely totally different from planning for the rest of the students. The planning for dyslexia... same objective for all students... the objective is fluent reading in proper Arabic (فصحى) with intonation... same objective... same standard... but the rest of the objectives in the period or in the lesson differ. For example, reading difficulties, my objective is to be in class to know.... The letter (ص) how to write it, how to extract it from a word, how to pronounce it with the vowels, how, how, how, but with the regular student, no, it is... he reads the passage, reads the page, extract some language skills, and grammar and syntactic skills, so planning for the lesson for reading difficulties is totally different from the rest of the students.

20. RH: ..., so they have separate plans?

T1: definitely.

T2: As for the student who have reading difficulties or dyslexia, I usually use with them the visuals because they are... meaning... pluse they have problems in reading, using visuals somehow makes it easy for them.... That he can do link between the word and the picture, or between the concept and the picture, and the comprehension peace he is reading and the picture or video... meaning... I use with them any type of visuals because it facilitates a little bit for them the comprehending. Also, according to their learning styles, you have to know if he is auditory, if he is a visual student, if he like to work with his hand, or he... what is the third one?... aaa...visual and audio and kinaesthetic or mix of all. I do them modifications... meaning I belittle the content... meaning if the others are required to, for reading a story, to read the whole text, he, I can choose for him one page for example... and in this page, there visuals and we start reading it together and analyse the script by using graphic organizers, so it makes it easy for him the process of comprehending the text. The answers, he, for example, others can reply to me complete answers, he can reply to me in a short answer.

21. RH: You accept it...

T2: I accept it according to his ability. It is important to that I feel that he understands it... modification in content, modification in assessment. I'll do

him assessment modified that he can answer short answers, or yea I do, or yes, I know according to his abilities.

22. RH: How would you balance differentiating instructions for students with dyslexia and your commitment to adhere to the curriculum requirements?

T1: meaning individual differences... I'll give you an example that includes sufficient answers... for example... variation aaa... for example in reading aaaa... the worksheet or the question for every student differs from special needs from the rest of the students. Soooo, his question is easier... meaning... his question will be matching, colouring...aaa... ordering... multiple choices etc., but the regular student, the question is more difficult... this an example for... and...apply this to many other examples.

23. RH: ... but what you do..., does it fall into the curriculum?

T1: It's the same curriculum. But aaaa... the question is easier. The content is less. Meaning, in the homework assignments, the SEND student, for example, is assigned to read one line or two, but the rest of students can read one page...etc. In class, in the reading period, the SEND student read a sentence or mostly one line. The regular student reads a whole paragraph... reads a page in the story. In graphic organizers, of the story, characters, time, place, beginning, end. Put a different end....

T2: (interrupting) they can draw...

T1: he can draw or act out... act like the animal in the story in a lesson, act one of the characters.

24. RH: Just to be clear, you used the term (SEND). Do you mean all SEND students, or those with dyslexia?

T1: I use this technique with reading difficulties and with all SEND students in general.

25. RH: but those with dyslexia, do you do anything specifically different in regard to the curriculum?

T2: I have a point of view in this issue. I see that '*differentiation works with everybody*' meaning, It will suit the students slow learners, it will suit the students 'on-level', it will suit the students 'above level' and 'even the gifted and talented', so the SEND students will be included in the students that will benefit from the differentiation.

26. RH: In the same way?

T2: 'visuals everybody will get a benefit from using visuals'... As grown-ups, in a workshop, when we see a text we will feel bored specially students... it's known that the 'spam' of students is between 15-20 minutes then you lose him. I see that learning through playing and using visuals, acting... all of this...meaning...if the student with dyslexia doesn't benefit from it, it won't

be harmful, so there are no differentiated strategy specially for the SEND students other than what we have mentioned before.

27. RH: My question was about the curriculum...

T2: the curriculum... we don't modify the curriculum, I mean slight modification, but he studies the same curriculum as the others

T1: but the content....

T2: the content is less. And it 's off course based on the objectives. You, supposedly, based on the previous IEP, you know what he has from last year, now what he reached and from here you start to build your objectives of this year.

28. RH: Sorry to interrupt you... what is the meaning of an IEP?

T2: the individual plan of the boy.

29. RH: Describe it more

T2: It's the objectives or what's required for the boy to learn within the year, and how, and when, and by whom, and who the persons who offer him help are, the period, I mean, within the period of time. All of this is included in the IEP.

30. RH: The IEP that you are talking about, is it about the boy academically only or...

T2: interrupting... Are you asking about our school, or the ideal IEP?

RH: No at school

T2: At school, the IEP that we see is about the boy academically only, but we don't see the social aspects of the boy...and I think that he has an IEP in music and art and PE. I am saying academically... the IEP academically, so I have to know what he learnt the previous year and take it as a teacher and start to build on it... I see what my current objectives this year are and start to build on what he worked on the following year. This what specifies the content. That's why we have a drop in this issue. I don't know what he took last year, so I teach him the same curriculum that I teach the others, but with slight modifications.

T1: less content... in the story as a concept and elements in the story, he studies them as his peers, but we talk about the point of reading...the reading skill only, but in reading, it is not necessary or required for me as a teacher to read the whole story. He understands it comprehensively, but if he reads a part of it and made a dictionary... adds to his language dictionary aaaa... a group of words taken from the story aaa...we achieve the plan required.

T2: I'll give you an example. I had a student with reading difficulties... and of course we don't have a curriculum specifically for phonics and letters... we have our curriculum is aaa... skill- based curriculum based on skills on standards which are American standards... it is supposed the boys implement them by the end of the year. One of these standards, we extract the objectives,

sooo, we can say that these standards... it's difficult to be differentiated... you cannot change it orrr to modify it because it's eventually a standard and it's either the boy has met the standard or not. Or me, for my students who have reading disabilities, I made a program for them... I designed it because based on the diagnostic test that I administered at the beginning of the year, I found out that they basically cannot blend, they cannot read a word made of three letters or three phonemes, sooo, I made them a program about short vowels and then /j/ & / 3/, I gave them long vowels, short comprehension passages. To me, the program was good, I made them a parallel curriculum for them only. I used to suffer to take 10 minutes of the period because they were 2 students... suffer to give the rest of class something to work on....

T1: interrupting...big challenges and...

T2: ...and I sit with 2 students, one at a time because I cant sit with them both at the same time to just get them to read what they have to read and sit with one-to-one, and the teacher support I had was not convinced with that curriculum and was one of the barriers... she saw that what I did won't help them that much... I used to do them weekly spelling and short stories. The curriculum was good, but I didn't find the tools or the human resources to implement it.

31: RH: In math, is there any problem with the curriculum with students with dyslexia?

T3: I have to give both SEND students and regular students the same curriculum, but for the SEND students, there is a certain technique and a certain way... It's difficult also to be able to get them the curriculum very much... There is some failure in that due to comprehension difficulties. I simplify these things for them as my colleagues already mentioned, by using pictures and nice stuff to make them understand in an easier way, but it's difficult not like regular students because of the time.

32. For English, it was mentioned that they do individual plans. Do Arabic and math do the same?

T1& T3: (together) off course we do

T1: we do an individual plan, but not for everyone in class.

RH: I meant for SEND students.

T1: we do individual plans; one yearly and one daily.

33: RH: ...because when I looked at the individual plan at school, I found out that the individual plans are only for the three subjects taught in English; English, math and science, but I couldn't find ones for Arabic, Islamic or social studies, can you explain?

T1: No, they have individual plans.

RH: Who do you submit them to?

T1: to the HOD

RH: what about the SEND department. Don't they receive them?

T1: they take a copy, they take a copy of the overview, they take copies of the weekly plan, so they help us and know the curriculum taught and help us

34. RH: When I spoke to the SEND department, and the persons in charge of the support at school, they said that there is a problem with Arabic because they don't have SEN Co for Arabic, so there is no follow-up in Arabic because there is no one in charge in the department. What do the Arabic teachers do in that issue?

T1: but we have some people and we have people who support us, we have the HOD, and we have a support teacher for Arabic only for the SEND students. When they don't do their job properly, it turns into individual endeavours. I am one of the teachers who does a plan with my students for the whole year either when I find attention from the SEND team or I don't find any help, I have a plan with individual endeavours the whole year long, and thanks be to Allah, the results are excellent, and there is always a progress, trust and support from the families and gratefulness always, so I always...there is a file specifically for them... and I bought... bought this year, I mean, educational games specifically for the SEND from my pocket money. I worked with them because they have to learn through playing. It's impossible for all the sections of the Arabic language, the SEND student whether he had reading difficulties or writing difficulties or a problem in the comprehension skills... it's a must to learn through playing. It's one of the most important strategies; it could be the first one too. I talk to colleagues in the other departments and the English

language and French and math how to write the individual plan etc. One day a supervisor for the SEND came to my class.. She supervises all schools. She attended my class and I showed her all the files. She liked them very much and she was impressed and asked the rest of the colleagues to do the same

35. RH: you have mentioned that there are IEPs for SEND students. Who write them?

T1: who writes the individual plans? RH: yes. T1: the HOD gives us the guidelines and eeee.... It's off course... the HOD based on the administration instructions because it's nearly a unified plan in the guidelines and it's off course different in the details. For every subject, they have their own details, so eee, who gives us the guidelines is the HOD and helps us with it, and we write the details based on the curriculum and based on the cases in class and we submit them to the HODs and they submit them to the SEND departments

36. RH: ...and for students with dyslexia, are their plans differ from the other students?

T1: for sure

RH: How?

T1: individual endeavours

37. RH: how can you describe the administration-teachers communications regarding students with dyslexia?

T1: The communication is average.

RH: what do you mean?

T1: I mean not in all details. I mean, I observe then I inform the administration, and the administration is supposed to follow up with the SEND team. Only that.

RH: Is that for all teachers?

T2: eeh...for me, the SEND department write the individual plan. They take the objectives from us per term because it's done 'termly-based' Actually, it comes to us very late. I mean, till we send the objectives to the SEN Co or the SEND department, they do on a format and they send it back to us, so it comes late.

R:.... So the the administration-teachers communication is done through the SEND department... There is not direct communication with the administration?

T2: Why would the administration be involved? Which administration?

RH: the school's administration?

T2: We have no communication with the administration regarding SEND. We deal with the SEND department.

38. RH: Are there any guidelines of how to deal with students with dyslexia?

T2: NO. They didn't give us workshops and told us how to deal with them. They didn't tell us the symptoms as how to identify them. They didn't tell us

how the diagnosis is and our SEND department... they don't have tools to assess... we don't have assessment. The school didn't buy tests to assess students with no reports... no guidelines... everyone....

T1: interrupting... the direct communication with the administration is just in the meetings... they can be monthly...

T2: interrupting... have nothing to do with the special needs

T1: completing... once a term or twice a term. A general meeting for all teachers and they introduce us the person responsible for the SEND to say a word in the meeting only.

39. RH: What about your relationship as teachers with the parents/caregivers regarding students with dyslexia?

T3: there are some parents who are very understanding and very helpful, and there are some parents who... no, my son is OK... they don't admit it, and you have to deal with my son as you deal with regular students... this is a big problem for us. Parents must help us.

T2: No, the communication... the direct communication is done between the parents and the SEND department

T1: exactly...

T2: they send for them in a meeting if they need to speak with us, we attend the meeting. The meeting is in the SEN lead and the support teachers and the class teachers if any and so many times, we don't attend the meetings, and the parents. They sit with them, they do them update about the case of their child

and they tell them if there is progress if there isn't progress, if they need cooperation more from the parents at home or not and what type it is, but there is no direct communication between me and the parent of the student with dyslexia.

40: RH: What are the reactions of parents about their children having dyslexia or any other disability?

T1: most likely the reactions vary. Some parents accept the problems and cooperate and understand it and some parents refuse to cooperate and refuse to admit and accept it and accuse the teacher of being a failure and there is no problem with the child.

41. RH: why would they have such an attitude? Why do they refuse it?

T1 due to some circumstances environmental, cultural. The parents might have the culture not to accept that about their children, social.

T2: I have a point of view in this issue, parents who put their children in the special needs department expect that they don't have any responsibility for the child and everything should be done at school, so mostly, I mean, some of them refuse to cooperate because they unfortunately pay extra fees to the school, so he thinks that he doesn't have to help him at home, and some of them, no, very cooperative.

T3: just like my answer to the previous question, some people don't cooperate although they are a main factor as they stay with their children for most of the time.

RH: Why do you think they don't cooperate?

T3: because they say, no, my children are Ok. My children are like regular students and they have the right to be treated normally although they should have special treatment.

T1: sometimes, it's about money, sometimes they refuse to pay the extra money, so they refuse to admit that his child has a problem.

T2: I can't get the question; the reported students or the unreported students?

RH: in both cases. I am asking if you call the parents and tell them that your child has a problem...

T2: interrupting no, I attended such meetings. I did identification for than one student and sent referral to the SEND department and sent for the parents, and they would bring me to sit with the parents and talk them out of it to be put under the care of the support team. I saw that the majority had bad experience... the parents whose children are already in the SEND care that they don't benefit from it, so the money they pay is for nothing, so the parent refuses to put him under the support team. Other parents see that it's a failure of school, of the teacher and there is denial as my colleague said. They refuse due to... because they compare them with their peers or kins. They don't like their child to be labelled.

42. RH: Does the school have a clear policy about taking care of students with dyslexia?

T1: Sure, and the first step is that they have a team for the SEND.

RH: Interrupting.... No, I mean specifically for dyslexia.

T1: You mean reading difficulties?

RH: Yes

T1: general guidelines. Main headings. They help us with main headings, aaaand they ask teachers for ideas...more I mean...emmmm, and mostly the teacher is the one who makes the policy.

T2: sorry, can you ask the question again?

T1: Does the school gives a policy.... Have a special policy for students with reading difficulties?

T2: We have a policy.

RH: interrupting... A policy for dyslexia or for the SEND?

T2: We have a policy in general, but we don't have a policy for dyslexia...

T1: interrupting...guidelines...general headings..., but details... the teachers

T2: No, we don't have a guide for dyslexia or 'dyslexic children'. We have a policy for special education needs... students with special educational needs in general.

T1: The schools regarding this issue eeeeh... depend wholly on the teacher.

T2: yes, and this depends on the knowledge of the teacher.

T1: knowing that it is the teacher's own individual efforts

T2: Improvisation.

T1: I am not specialised or an expert

T2: where is the professional development that is done by the SEND department for the teachers to give them the guidelines with which they can deal with the student.

T1: Exactly

T2: Nothing, so it's possible that my definition of dyslexia differ from this colleague or that

T1: Exactly.

T2: We don't know... We don't know how to write IEPs for them..We don't know ho to do modifications of objectives...

T1: by searching in the Internet... we search on the internet

T2: mere individual efforts

T1: exactly. I had a student with Down syndrome... I researched the means of teaching reading of Down Syndrome

RH: Did you ask for support from the department, but they didn't provide you with?... don't you have communication with the department?

T1: The SEND department?

RH: yes

T1: There is communication, but eventually, they give you...they give you eeeh answers with missing parts... I mean they always give you mi... and the teacher completes the answers... last year,

T2: interrupting... the responsibility always is for the teacher

T1: yes... I mean...I ..I...have for example...I have a student this year with a problem in hearing... This hearing problem eeeeh...I, as Arabic, have verses to recite... a poem, songs...I have a story... reading...Ok...I have marks for the story and reciting. How can I get them? I discovered it on my own when I researched the internet... I discovered the way myself...eeeeeh...hooow...how I test her... how I assess her formatively while she doesn't hear. We take a paragraph from the story with missing words, and I give her the words scrambled above the paragraph... she reads... off course silently because her aloud reading is not clear, so I give her the text in a written mode and the words scrambled and she chooses the right word and puts it in the right place. This is for me as a formative assessment in reading. This my own individual improvisation, and then the SEND team took the idea from me. The SEND team did not know how the formative assessment can be for that student with special needs and hearing impairment.

T2: The SEND team need to be more professional and need to be specialised in special educational needs.

43. RH: I know the school administer Benchmark exams, international exam, so how do you prepare students with dyslexia to these tests while they have a problem already in reading?

T2: At the time of the standardised test, I tell the support teacher beforehand, she pulls him out with his laptop, and she reads for him, but off course the test

included something called modification above, so we choose... I choose the boy and I choose assign modification... assign accommodation, sorry... that it highlights the text for him, there is an audio with the text, so we do the accommodations for the boy, and she takes him out and does him the test. All what she does is helping him read the question and explains it to him.

44. RH: Does it happen for math too as for the international tests?

T3: I use the support teacher to come and explain the questions and try to make it simpler for him, and he answers.

45. RH: As for the curriculum that the school follows, Is it suitable for the students with dyslexia?

T2: Off course not

RH: How?

T2: The curriculum, as I mentioned before, follows American standards, and the standards are originally designed for the native speakers, students whose mother tongue is English. This is for English. I see that the curriculum... its level is higher than a regular student, let alone a student with needs, or a student with learning difficulty, so the curriculum doesn't have any modification for theeee... the modifications are what the teacher does in the curriculum, but the curriculum is not suitable for students with reading difficulties especially that the level of complexity of the text we read is considered medium to high. Compared to the scale eeheh, the lexile scale is

usually for native speaker students. This level is higher than the on-level students, let alone students with reading difficulties

45: Back to the issue of inclusion, Is including students with dyslexia in a mainstream class impact you as teachers, regular students and/or students with dyslexia? What is the impact if any?

T1: Off course. It has two sides; a positive side and a negative side, aaaa, the positive side is psychological for the student who has a problem, aaaa, off course, it's a psychological good motivation for him, sometimes he feels disable as he is not like his peers. The regular students. When I ask and above-average-student, or I assign him a task inside class to be the young teacher as a play role with the SEND student, he feels responsible, he feels proud, and becomes a trustworthy student and it empowers his personality and becomes more empathetic with his peer with special needs, but there is a negative side. It is that... it's sometimes wastes the time of the rest of his peers, they lose time, the inability sometimes to balance between the regular students and the one with problems... emmmmmm... just. There are many things and many details daily we face, but sometimes one forgets.

T2: I see that no, it's beneficial... because... beneficial in both sides, the student side, the teacher's side and the students. First the modification and differentiation done for him will be beneficial for him for the rest of students. aaaaaaaa... the second thing is that it's beneficial for the boy because the boy needs to feel included.

T1: interrupting...feels he's normal

T2: just like the others

T1: but sometimes he feel disable because he is less than them

T2: when you do differentiation for him, he will be able to answer, so he will feel confident, I mean, enough. The third thing is the teacher, I mean, you gain experience in dealing with these students especially that it's now by law and you every year, should have a certain percentage of those students, so you gain experience because it's wonderful to deal with them. I really like this field. You also feel that you have done an achievement when the boy progresses plus it adds to your experience that you delt with a student with such a case and could get him to progress in your subject. Sometimes some teachers ignore the differentiation thing, but when you have such students make you... obliges you to plan for him.

T3: I see it's useful and not useful at the same time. It's useful for the student with special needs to feel that his like the regular students...eeh... if we talk about the curriculum, no, it is insufficient for the students and students with special needs; there is a certain curriculum we have to teach in a certain duration. It depends on the students' cases. If students have severe problems, they have to be grouped together... students who can deal with people, with other students, don't feel weak or disable, or they don't feel psychologically irritated, he deals with you, but he feels inferior 'how I am not like the other students?' they feel, no, there is a problem. He has to be put alone, or there will be great insufficiency, and a negative psychological impact

T1: to get his enough rights, to be assigned a curriculum for him. I mean I have a student who has a problem of reading difficulty in grade 2. I have some difficult stories, he is supposed to take stories for a first grade boy for a lower level.

T2: That's what we said the curriculum is not suitable for him, so inclusion sometimes is eeeeh, doesn't always give positive results

T3: not always and not with all cases

T1: It gives positive results but, not the required result in the plan.

T2: When will he give a positive result? If he is pulled out for two sessions and a reading recovery program.

46. RH: One last question: At the beginning of the year, if you have a student with dyslexia in your class, does the SEND department provided you with information about him, how to deal with him, how to write his IEP?

T1: No, just a description of the case. Sometimes the description is not accurate

T2: We take something called resume that includes a description of the case and the recommendations re almost the same for every SEND student. I mean, for example, if I have a student with learning difficulty 2 and one with dyslexia, a student with dysgraphia, and a student with dyscrasia; all of them have the same recommendations, and the description is based on their medical reports. You have to go and take the student's file and read the medical report. Usually the medical reports from the medical centres include strategies,

recommendations. They are very effective more than what we take from the SEND department in our school.

T1: the case description is not due to the SEND department efforts; it's from the report the student gives to school from the canter his family follow up with. I mean just the description of the case. The SEND department does not give us any strategies or the accurate curricular styles to deal with the student, but it gives us a description; he has a problem in letter mirroring, a problem in colours, a problem with his sight... etc.

47. Do you have a one-on-one meeting with every teacher or the teachers who work with such a case; if the teachers have a student with dyslexia, for example, will they have a meeting with you to explain the case, the canter's report

T1: it is a general meeting for all teachers about all cases, and the word of the SEND team is general, those with special needs, you have to do this and that and all end up being papers in files

T2: No, we don't have meetings per case... we don't... just for the very critical cases; if there is hearing impairment, once they did a general meeting with all his teachers, but the one who did the workshop was from the visiting centre, she came to tell how the accommodation are, how the modifications are, how to deal with him in class, and for the girl with Down syndrome, but ...

RH: What about dyslexia?

T2: No. they are not concerned of the cases of dyslexia that much at school. They care about...

T1: interrupting... the efforts of the teacher and the conscience of the teacher. If

the student regresses or doesn't achieve the goals, the teacher is asked about.

T2: No, there are no meetings with the SEND department regarding dyslexia.

T1: general meeting with all in each grade level. Only.

RH: Thanks a lot

Appendices 6: The studied Documents related to Hatem

Appendix (6.1): The Center's report

DB / [REDACTED]

[REDACTED]

[REDACTED] Centre, Dubai



Dr. [REDACTED]
Registered Psychologist # 20308 HPC UK
Registered Psychologist #2015 BC, Canada

Confidential Psychological/Educational Report

[REDACTED]

Date: 12th November 2016

Name: [REDACTED]

School: [REDACTED]

Date of Assessment: 8th November 2016

Date of Birth: 27th March 2007

Age at assessment: 9 years 7 months

Date of Report: 12th November 2016

Assessment conducted by: Dr. [REDACTED]

Name of author of report: Dr. [REDACTED]

Author's contact details: [REDACTED]

The author of this report holds a current Practising Certificate and is registered to carry out closed cognitive tests.

[Handwritten signature]

[REDACTED]

Tests Used

Wechsler Intelligence Scale for Children (WISC-IV)

Wechsler Individual Achievement Test (WIAT-II and III)

Gray Oral Reading Test (GORT- 5)

Comprehensive Test of Phonological Processing (CTOPP -2)

Wide Range Assessment of Memory and Learning (WRAML-2)

Background

██████ is very pleasant and polite boy. He enjoys basketball and swimming but he is experiencing significant difficulties in the academic work at school. He has difficulty in reading in both Arabic and in English but he does enjoy Science.

In view of ██████ challenges it was felt that a full assessment would be useful. The assessment was held at CLEMC in Dubai. A feedback meeting was held immediately after the assessment. A full range of cognitive and educational tests were used in the assessment consisting of cognitive, (reasoning and processing), and attainments (reading, spelling and maths). A summary of the assessment results is shown below.

Summary of Assessment Results

The assessment indicated that ██████ is in the low average range in the 8th percentile for full scale IQ. In the General Ability Index (GAI), which does not take processing speed into account ██████ scored in the 9th percentile in the low average range.

██████ verbal reasoning was in the below average range in the 6th percentile and his visual reasoning around the average level.

His working memory was in the average range and his processing speed was below average in the 5th percentile.

Overall the results of the cognitive assessment indicate that he does have significant challenges with language as well as processing speed. This will have an impact in most areas of the curriculum.

In the attainments it was noted that his single word reading accuracy was in the well below average range in the 2nd percentile and his reading speed was also in the below average

range in the 5th percentile. His reading accuracy in the passage reading was also below average as was his reading comprehension. **These scores indicate that he does have a significant reading difficulty and he will need a great deal of support for reading.**

spelling is also very vulnerable and in the below average range in the 2nd percentile. He is also very vulnerable in written work. He had a difficulty in letter formation and general expressive writing both in terms of content and structure as well as sentence development. He will need a structure and support to help him with written work. This is commented on later in this report.

receptive vocabulary was in the average range and his expressive vocabulary was also in the average range in the WIAT-III. These sub tests use picture cues and this helped considerably.

scored in the average range in practical Maths (numerical operations) in the 45th percentile. He scored however in the low average in the Maths Reasoning sub-test, which is an oral sub-test involving question and answers on Maths problems. He will also need a support with Maths.

is experiencing a great deal of academic difficulties and his reading, spelling and writing difficulties and his issues with processing speed indicate that he will need a great deal of additional and specialised support in these areas. **The results indicate that has Dyslexia and this includes challenges with reading, writing and spelling but he also has considerable language comprehension difficulties and this is also a priority area for him.**

The key points of the cognitive assessment are shown below and full discussions and tables of results are shown later in the report. The future examination supports, which he requires are also shown below.

Examination Supports

1. will need extra time for all reading and writing activities in tests and exams.
2. He will need a reader to read the test questions.
3. He will need a scribe for written work.
4. He will need to use a laptop as much as possible in class and eventually he should be able to use the laptop in examinations.

Key Points of the assessment - Cognitive

- scored in the low average range overall in the WISC-IV in full scale IQ in the 8th percentile.

- Full scale IQ includes the processing scores (working memory and processing speed), and the reasoning scores – verbal comprehension and perceptual reasoning.
- When processing speed and working memory are discounted his General Ability Index is in the average range in the 9th percentile.
- [REDACTED] scored in the average range in working memory¹ and he scored in the below average range in processing speed.
- He scored at the below average level in language concepts and also below average in comprehension.
- He scored in the average range in the Perceptual Reasoning Index. This indicates that he has quite competent visual skills. The full scores are reported below.

Wechsler Intelligence Scale for Children (WISC 1V UK)

Indices	Composite Score (mean=100)	Percentile Rank	95% confidence interval	Qualitative description
Verbal Comprehension	77	6	72-85	Below Average
Perceptual Reasoning	90	25	83-98	Average
Working Memory	94	34	87-102	Average
Processing Speed	75	5	69-87	Below Average
Full Scale IQ	79	8	75-85	Low Average
General Ability Index	80	9	75-87	Low Average

The sub- tests scores of the WISC-IV are shown below.

Wechsler Intelligence Scale for Children (WISC IV UK) - Sub-tests Results *

Verbal comprehension		Perceptual Reasoning		Working memory		Processing speed	
Similarities	6	Block design	8	Digit span	9	Coding	5
Vocabulary	6	Picture concepts	7	Letter/number sequencing	9	Symbol search	6
Comprehension	6	Matrix reasoning	10	Arithmetic	(6)		

*average 8-12, range 1-19

¹ Working memory involves holding two or more pieces of information at any one time and simultaneously undertaking a

Educational Attainments

In order to ascertain [REDACTED] overall level of attainments a number of tests were used. The WIAT-II and III offer a comprehensive overview of a range of areas in literacy, comprehension and Maths.

A number of other measures were used to identify [REDACTED] profile in addition to the WIAT-III, particularly the GORT-5 (reading accuracy, reading rate and reading comprehension) and the Comprehensive Test of Phonological Processing (CTOPP). Tests on expressive writing and handwriting were also used as well as a test on Memory.

Results - Reading

The results indicated that [REDACTED] scored in the very low range in single word reading and also in the very low range in reading accuracy and reading comprehension. His reading fluency (speed) was in the 5th percentile in the below average range. He therefore has significant issues with reading and will need a great deal of additional support with reading. This includes reading speed as well as reading comprehension.

Spelling and Writing

[REDACTED] performed in the below average range in spelling in the 2nd percentile. He was able to spell some regular words, but had a difficulty with most words, spelling rules and word endings.

[REDACTED] had a significant difficulty with the written tasks in the assessment. His handwriting speed is low and he will need more time for handwriting. It is a good idea if he can practice using the computer keyboard more as this will help to ease the writing burden he experiences.

He was unable to develop the content of the written exercise and he will need a lot of support with written expression and sentence development.

Numeracy

[REDACTED] scored in the average range in the practical numeracy sub-test in the 45th percentile. This is very encouraging. He scored however in the low average range in the oral Maths problem-solving sub-test.

Receptive and Expressive Vocabulary

[REDACTED] scored in the average range in receptive vocabulary and also in the average range in expressive vocabulary. These sub tests use picture cues and this was very useful for Hassan.

The results of the WIAT-III are shown below.

Wechsler Individual Achievement Test (UK) (WIAT-II and III UK)

Dimension	Sub-tests	Standard Score	Percentile rank	Qualitative description
Listening Comprehension	Receptive Vocabulary	107	65	Average
	Maths Problem Solving	85	16	Low Average
	Numerical Operations	98	45	Average
Reading	Word Reading	70	2	Below Average
	Pseudo word decoding	72	3	Below Average
Spelling	Single word spelling	70	2	Below Average
Oral Expression	Expressive vocabulary	107	65	Average
Writing	Written Expression	75	5	Below Average
	Writing fluency (speed)	75	5	Below Average

The Comprehensive Test of Phonological Awareness (CTOPP-2) was also used as it gives a detailed measure on phonological processing. The results are shown below and it can be noted that [REDACTED] scored in the below average range in this test for Elision (phonological awareness). His speed was also at a low level. The results are shown below.

Comprehensive Test of Phonological Awareness (CTOPP-2)

Subtest	Standard score	Percentile	Category
Elision (phonics)	75	5	Below Average
Memory for digits	110	75	High Average
Rapid Naming	70	2	Below Average

The Gray Oral Reading test (GORT-5) involves passage reading and incorporates measures of speed and comprehension as well as accuracy. The results of the GORT-5 are shown below. [REDACTED] scored in the very low range in reading accuracy and reading comprehension - his reading speed was also in the below average range. His reading difficulties along with his spelling and writing difficulties indicate that he has Dyslexia.

Gray Oral Reading Tests (5th edition) GORT - 5

Subtest	Percentile rank	Standard score	Qualitative Description
Reading Comprehension	5	75	Below Average
Reading Rate	5	75	Below Average
Reading Fluency	5	75	Below Average
Reading Accuracy	5	75	Below Average

Memory

It was decided to use the Wide Range Assessment of Memory and Learning (WRAML2). The results are shown below and it can be noted that his verbal learning is in the below average range but he had a difficulty with story memory. He does have a good short term memory and a good memory for information he has learnt but his processing difficulties means he need more time and a great deal of repetition to learn new information. He therefore scored low in this test as the information presented in the stories and the other sub tests were all new information to him.

Wide Range Assessment of Memory and Learning (WRAML2)

Sub Test	Standard Score	Percentile	Category
Verbal Learning (long term memory)	75	5	Below Average
Story Memory	75	5	Below Average

Concluding Comments

A detailed summary is provided at the beginning of this report, but briefly the assessment indicates that Hassan is in the low side of average range overall in the WISC-IV but he is a hard working boy with a lot of potential. He has however significant difficulties with reading, spelling, and writing. This will impact on classroom learning and in future examinations. He will need a great deal of support in class and accommodations for exams. It is strongly recommended that he receives additional specialised support in reading, spelling and writing but at the same time it is important that he is encouraged to take the initiative for his own learning and become a more confident, aware and independent learner. His profile indicates that [REDACTED] has Dyslexia. It is very encouraging that his practical Maths is at a good level.

Areas of Priority for [REDACTED]

The main areas of concern are the following:

1. **Additional specialised support** with reading and spelling.
2. Support to develop his **written work**.
3. **Processing Speed** – he will need extra time for all work involving reading and writing.
This will have implications for classroom work and for homework and he will need additional time for this.
4. **Additional support with written work** and the use of writing frames will be essential as he progresses through school.
5. **Practice in comprehension monitoring** and comprehension activities to develop his comprehension.
6. **He does need to reflect** before responding to a task and this can take a great deal of time. It is important that this time is available to him so he will need more time for many activities.
7. **Development of memory strategies** to help him retain and utilise new information.
8. He will benefit from **using the laptop in class** and eventually in examinations.
9. He will need **extra time** for all class work and in future examinations.
10. Hassan will need a **scribe in examinations** for written work.
11. He will need a **reader in exams** to read the questions.
12. It will be very helpful if he can learn to **touch type** as soon as possible.
13. The books by **Barrington Stoke** can help his reading fluency as these are high-low books and he should be able to utilise these quite effectively. **Audio books** can also be very useful.
14. **Homework** – [REDACTED] processing speed is very low and therefore homework will take a considerable amount of time. It is a good idea if he receives less homework but still cover the work of the class.

Suggestions for Intervention

The following areas of concern need to be taken into account in the development and implementation of a program of work for [REDACTED]

5. Find a quiet spot away from distractions

Reading in Duet

6. Always begin by reading together

7. Non-critical correction of errors works best: if an error is made, the tutor says the word and the student repeats it

Reading Solo

8. Student and tutor agree on a solo reading signal

9. Tutor praises the student when the signal is used

10. Tutor continues to offer support and praise during solo reading

Return to Duet Reading

11. Tutor corrects student's mistake (gives word/student repeats it).

Return to duet reading until the student signals to go solo again

"Talk"

12. Remember to relax and talk about what you have read

Appendix 3 A note on Dyslexia

Dyslexia is a term that is used to describe people who usually have a difficulty with reading, writing and/or spelling. Usually the person is around average intelligence and in some case can be well above.

It is useful to look at dyslexia as being a learning difference rather than a learning difficulty.

This is because many people with dyslexia are able to make significant progress academically and excel in careers too if the opportunities are present for them to use their own particular learning preferences. Usually they are visual and experiential learners and find learning through listening and reading lengthy texts quite demanding.

The key to progress is to ensure that learning materials are presented in a multisensory way that is using all modalities particularly the visual and the tactile. In this way they will be able to use their strengths and this is important if they are going to be able to develop independent and successful strategies.

People with dyslexia can also have other characteristics in addition to difficulties with literacy. They may have difficulties with processing speed, short term and long term memory and sequencing and ordering information. They may also have difficulties with structuring and organising written work.

Often they may not display their full abilities in written tests and if they get the opportunity to do some of it orally they usually score higher grades. (Reid (2016²).

² Reid, G. (2016) Dyslexia: A Practitioners Handbook 5th edition. Wiley

Appendix (6.2): The school's case study

S E N D



CASE STUDY

SOCIAL/EMOTIONAL/EVALUATION

Name: [REDACTED]

Grade/Section: 5F

Diagnosis: Dyslexia/Learning difficulties 1

Obstacles of Learning:

- Dyslexia
- Learning difficulties
- Struggles with the English language
- Problems with the academic performance

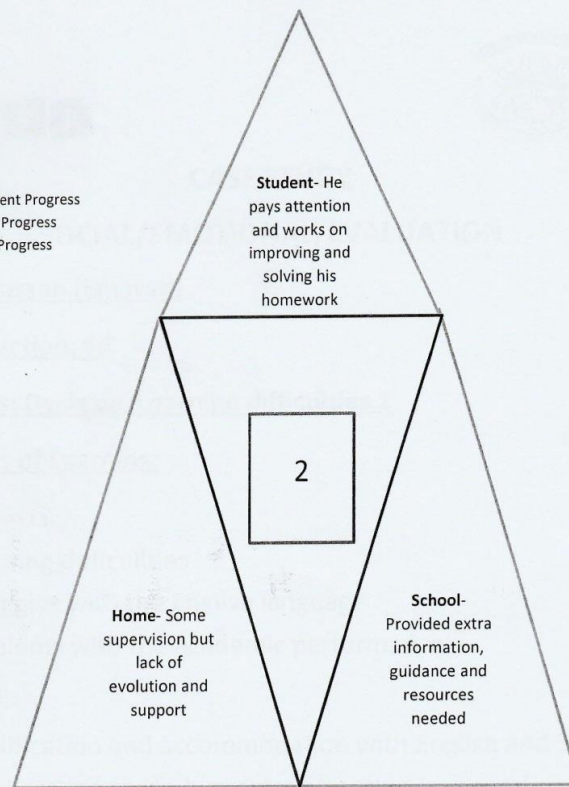
Solution:

- Modification and accommodation with English and Science
- Teachers are giving him extra attention

Outcome:

- On level in Math but struggles with problem solving because of the language barrier
- Slowly progressing

1. Excellent Progress
2. Good Progress
3. Slow Progress



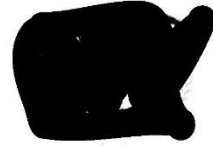
General Learning Difficulties

Learning Disability Category 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
Learning Disability Category 2	Significant Learning Difficulties which have a major effect on participation in the mainstream school curriculum, without support.
Profound and Multiple Learning Difficulty (PMLD)	Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
Assessed Syndrome	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Downs syndrome, Stickler syndrome and William's syndrome.

Specific Learning difficulties

Dyslexia - Reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
Dysgraphia – writing /spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.
Dyscalculia/using numbers	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

S E N D



CASE STUDY

SOCIAL/EMOTIONAL/EVALUATION

Name: [REDACTED]

Grade/Section: 5F

Diagnosis: Dyslexia/Learning difficulties 1

Obstacles of Learning:

- Dyslexia
- Learning difficulties
- Struggles with the English language
- Problems with the academic performance

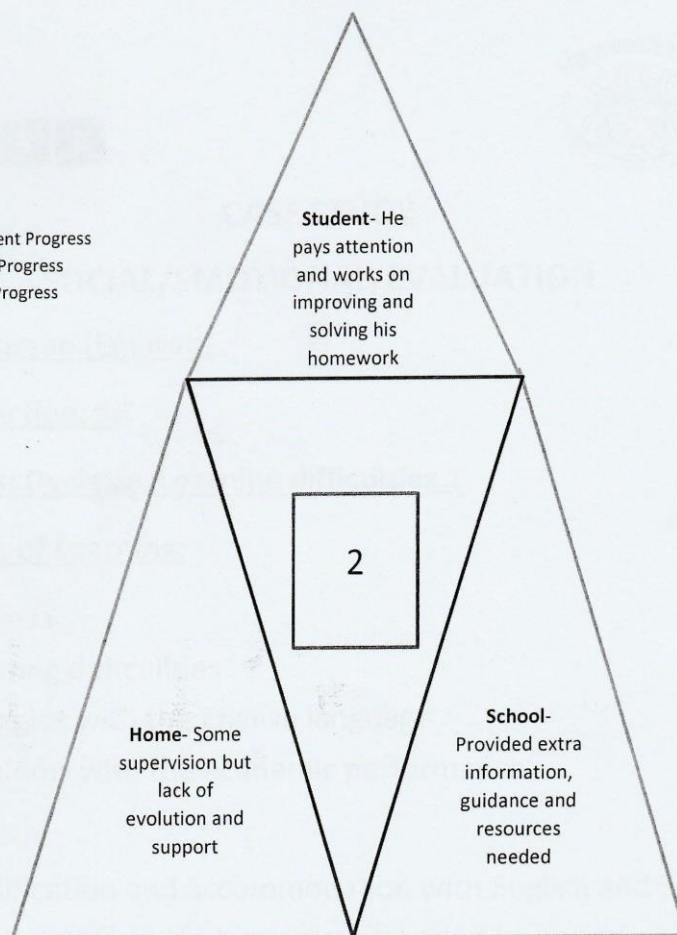
Solution:

- Modification and accommodation with English and Science
- Teachers are giving him extra attention

Outcome:


- On level in Math but struggles with problem solving because of the language barrier
- Slowly progressing

1. Excellent Progress
2. Good Progress
3. Slow Progress




Appendices (6.3): Hatem's IEPs:

Appendix (6.3.1): Term 1 IEP



إحداثيات المصمم



Individual Education Plan

IEP

Year: 2017-2018

Term : 1

REASON FOR DEVELOPING THE IEP

☒ Student identified and has a diagnostic report by a certified medical or psychological center: if yes state the name of the center:

_____ Child learning enrichment Medical Center

☐ Student not formally identified but referred by SEND team and requires special education program including modified learning expectations and accommodations.

I. STUDENT INFORMATION:

Name: _____	Initial Date of IEP Meeting: <u>08/11/2017</u>
Date of Birth: <u>12/04/2007</u>	Review Date of IEP Meeting: <u>03/02/2018</u>
Grade: <u>5F</u>	Team Developing IEP: _____
Areas of concern: _____	
_____ Dyslexia	

II. KIDS FIRST MEDICAL CENTER:

CURRENT TREATMENTS AND SERVICES:

Therapy provided:	SEND specialist
Name of therapist:	_____
Hours per week:	Depending on the need

III. SCHOOL SERVICES:

Service	Name of provider
Teaching support lessons inside class are given for Mohammed in Math and English upon his needs	
Classroom observations (using individualized for each student) (Grades 1 to 8)	
Teachers and SEND team meetings for feedback and support (Grades 1 to 8)	
Parents' communication and meetings (Grades 1 to 8)	
IEP follow up and meetings with the teachers and parents. (Grades 1 to 8)	
Teachers' and SEND student's follow up academically (Grades 1 to 8)	
Behavioral follow up by the counselor	

IV. STUDENT'S STARTING POINT:

Areas of strengths	Areas that need improvement
<ul style="list-style-type: none"> Child is keen to learn new skills Strong in basic math skills Works independently 	<ul style="list-style-type: none"> Needs to concentrate and to practice more at home and school Weak in reading skills Weak at writing skills Solving problem solving

V. ACCOMMODATIONS:

إعداد المعلم

Environmental accommodations	Flexible schedule / group size	Assignments / worksheets	Organization
<input type="checkbox"/> Seating student near the teacher <input type="checkbox"/> Seating student near a positive role model <input type="checkbox"/> Standing next to student when giving directions <input type="checkbox"/> Avoiding distracting stimuli <input type="checkbox"/> Passing by constantly to check on student <input type="checkbox"/> Other _____	<input type="checkbox"/> Extended time <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Small group <input type="checkbox"/> Individual <input type="checkbox"/> Other _____	<input type="checkbox"/> Simplify complex directions <input type="checkbox"/> Reducing the reading level of assignments <input type="checkbox"/> Requiring fewer correct responses to achieve grade <input type="checkbox"/> Breaking work into smaller segments <input type="checkbox"/> Reducing homework assignments <input type="checkbox"/> Not grading written assignments <input type="checkbox"/> Teacher monitors students self-paced assignments <input type="checkbox"/> Recognize and give credit to student's oral participation <input type="checkbox"/> Other _____	<input type="checkbox"/> Visual schedule <input type="checkbox"/> Sending monthly progress home <input type="checkbox"/> Developing a reward system for in school and homework completion <input type="checkbox"/> Expecting the student to repeat instruction after the teacher <input type="checkbox"/> Reminding the student of the material needed for the lesson and homework <input type="checkbox"/> Other _____
Assistance and instruction <input type="checkbox"/> Pairing student to check work <input type="checkbox"/> Writing key words on board or highlighting on sheet <input type="checkbox"/> Make sure directions are understood <input type="checkbox"/> Providing visual aids / large prints... <input type="checkbox"/> Providing peer note taker <input type="checkbox"/> Teaching multi-sensory modes <input type="checkbox"/> To assist the student in finding main idea underlining <input type="checkbox"/> highlighting, cue cards, etc... <input type="checkbox"/> Breaking <input type="checkbox"/> Other _____	Behavior <input type="checkbox"/> Use a timer to facilitate task completion <input type="checkbox"/> Praising specific behaviors <input type="checkbox"/> Keeping classroom rules simple and clear <input type="checkbox"/> Allowing for short breaks between assignments <input type="checkbox"/> Cueing student to stay on task <input type="checkbox"/> Allowing student time out of seat, to run errands etc... <input type="checkbox"/> Ignoring inappropriate behavior not drastically outside classroom limits <input type="checkbox"/> Contracting with student increasing the immediacy of rewards <input type="checkbox"/> Implementing time out procedures <input type="checkbox"/> Other _____	Material adaptation <input type="checkbox"/> Enlarge font <input type="checkbox"/> Multiple choice <input type="checkbox"/> Fill in the blanks <input type="checkbox"/> Calculators <input type="checkbox"/> Multiplication tables <input type="checkbox"/> Pencil grip <input type="checkbox"/> Slanted boards <input type="checkbox"/> Other _____	Test taking <input type="checkbox"/> Allowing open book exams <input type="checkbox"/> Reading test items to student <input type="checkbox"/> Not grading handwriting <input type="checkbox"/> Giving additional time <input type="checkbox"/> Using more objective items (fewer essay responses) <input type="checkbox"/> Questions are straight forward <input type="checkbox"/> Using fill in the blanks <input type="checkbox"/> Multiple choice <input type="checkbox"/> Key words highlighted or underlined <input type="checkbox"/> Student is taken to a separate room to concentrate and reduce distractions <input type="checkbox"/> Other _____

VI. Recommendations from SEND team and diagnostic report:

- Assign a peer in the group to provide him assistance when it is needed.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for him.
- Reduce course load and provide a modified material that meets the needs of Hassan
- Provide clear photocopies of notes
- Consider alternate activities/exercises with less difficulty while maintaining the same or similar learning objectives
- Highlight main ideas, concepts, and key words
- Offer individual help when needed
- Provide modified homework aligned with IEP goals.
- Keep eye contact while explanations, and try to keep the student fully involved in the lesson to avoid being absent minded.
- Keep all modified material, differentiated homework and revision material in the support book.

Term 1	Objectives	Intervention (including resources and strategies)	Outcome/ Progress
By End of Term 1 September 10 to December 14, 2017	Reading The student will be able to read the summary of the story "A Package for Mrs. Jewels" with 70% accuracy, "Off and Running" with 60% accuracy, "Elisa's Diary" with 70% accuracy The student will be able to identify the genre, story elements, fact, opinion, cause and effect, compare and contrast between characters and the theme.	Reading Book	3/5 4/9
	Grammar 1. The student will be able to identify a subject and a predicate in a sentence. 60% 2. The student will be able to identify the four types of sentences (declarative, interrogative, imperative, and exclamatory) and to use the correct end mark correctly. 70% 3. The student will be able to identify common and proper nouns in a sentence correctly. 70%	Differentiated sheets and support sheets Flash cards, Example sentences Vocabulary activities Key words,	1/2 2/2 Goal met 1.75/2 Goal met
	Vocabulary The student will be able to understand the meaning of the vocabulary words in the stories taken with 80% accuracy. The student will be able to match the words with the correct meaning with 70% accuracy. To write ten meaningful sentences using the vocabulary words with 60% accuracy		5.5/7
	Writing The student will be able to write a personal narrative paragraph with 50% accuracy. The student will be able to write a cause and effect paragraph with 50 % accuracy		6/10 Goal met
	Spelling The student will be able to spell words with short vowel letters and long vowel letters with 70% accuracy.		9/10 Goal met

Lesson	Objective	Intervention (including resources and strategies)	Outcome/Test Results Progress follow up
September to November 2017	(1.2) The student will be able to identify and describe place value of the whole numbers (thousands). 60% accuracy	1. Use of diagrams/pictures/visual aids.	Goal Met 3.5/6
	(1.4) The student will be able to understand the power of 10 and exponents. 70% accuracy	2. Seat Student front of the class.	Goal Met 2/2
	(3.2) The student will be able to understand the place value of decimals. 80% accuracy	3. Exam of reduced length.	Goal Met 2/2
	(3.3) The student will be able to compare and order decimals. 70% accuracy	4. Vary activities	Goal Met 5.5/6
	(1.11) The students will be able to solve the numerical expression (by numbers). 75% accuracy	5. Allow time for student to process and respond	Goal Met 2/2
	(3.8) The student will be able to add decimals. 90% accuracy	6. Reinforce learning-repetitive tasks to remember key points	Goal Met 6/6

S E N D

STUDENTS OF DETERMINATION

		Goal Met	
(3.9)	The student will be able to subtract decimals. 80% accuracy		5/6
(4.1)	The student will be able to Multiply patterns with decimals. 90% accuracy		5/5

1: no progress 2: some progress 3: sufficient progress 4: goal met



Term 1	Objectives	Intervention (including resources and strategies)	Outcome/ Progress
By End of Term 1 September 4 to December 10 2017	<p>The student will be able to:</p> <p>Unit 3</p> <p>L1: Develop and use models to support an argument that plants acquire material for growth and mainly from air and water.</p> <p>L2: Understand that animals need food for the materials necessary for body growth and repair and that they obtain gases and water from the environment and release waste matter (gas, liquid, or solid) back into the environment.</p> <p>L3: Develop and use models to explore how organisms interact and survive in environments where their needs are met.</p> <p>Unit 4</p> <p>L1: Describe how the flow of energy derived from the sun is transferred as matter through a food chain and food web to consumers and decomposers. Understand that only a portion of energy at any level of a food web is available to the next higher step and how this affects population sizes.</p>	<p>Visual Presentations</p> <p>Offering peer and individual help when needed</p> <p>Differentiated sheets and support sheets in the support copybook.</p> <p>Presenting real life examples</p>	<p>Understanding Science Concepts for all standards is 5/10</p> <p>Applying inquiry skills for the given standards is 9.5/15</p> <p>Understanding and using vocabulary of the given standards is 3.5 /5</p>

SEND

STUDENTS OF DETERMINATION

Parental support	
1	Keep following up with your child at home
2	Make sure H.W. is done and revising on daily basis.
3	Inform the SEND team with any concerns

Parent's signature : _____

Head of SEND department signature: _____

SEND soordinator signature: _____

Head of section: _____

Appendix (6.3.2): Term 2 IEP



██████████ SEND



IEP Individual Education Plan

Year: 2017-2018

Term : 2

REASON FOR DEVELOPING THE IEP

☒ Student identified and has a diagnostic report by a certified medical or psychological center: if yes state the name of the center:

____ Child learning enrichment Medical_Center

☐ Student not formally identified but referred by SEND team and requires special education program including modified learning expectations and accommodations.

I. STUDENT INFORMATION:

Name: ██████████	Initial Date of IEP Meeting: 16/01/2018
Date of Birth: 12/04/2007	Review Date of IEP Meeting: 16/03/2018
Grade: 5F	Team Developing IEP: ██████████
Areas of concern: Dyslexia & Learning difficulties 1	

II. CURRENT TREATMENTS AND SERVICES:

Therapy provided		SEND specialist	
SEND specialist		SEND specialist	
Name of therapist	Esra	Name of therapist	██████████
Hours per week	Depending on the need	Hours per week	1

SEND

III. SCHOOL SERVICES:

Service	Name of provider
Teaching support lessons inside class are given for Mohammed in Math and English upon his needs	Nada and Rona
Classroom observations (using individualized for each student) (Grades 1 to 8)	Nada and Rona
Teachers and SEND team meetings for feedback and support (Grades 1 to 8)	Nada and Rona
Parents' communication and meetings (Grades 1 to 8)	Nada and Rona
IEP follow up and meetings with the teachers and parents. (Grades 1 to 8)	Nada and Rona
Teachers' and SEND student's follow up academically (Grades 1 to 8)	Nada and Rona
Behavioral follow up by the counselor	Nancy KG to Grade 5

IV. STUDENT'S STARTING POINT:

Areas of strengths	Areas that need improvement
<ul style="list-style-type: none"> • Child is keen to learn new skills • Strong in basic math skills • Works independently 	<ul style="list-style-type: none"> • Needs to concentrate and to practice more at home and school • Weak in reading skills • Weak at writing skills • Solving problem solving

S E N D

STUDENTS OF DETERMINATION

إعداد الطالب

SEND

V. ACCOMMODATIONS

Environmental accommodations	Flexible schedule / group size	Assignments / worksheets	Organization
<input type="checkbox"/> Seating student near the teacher <input type="checkbox"/> Seating student near a positive role model <input type="checkbox"/> Standing next to student when giving directions <input type="checkbox"/> Avoiding distracting stimuli <input type="checkbox"/> Passing by constantly to check on student <input type="checkbox"/> Other _____	<input type="checkbox"/> Extended time <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Small group <input type="checkbox"/> Individual <input type="checkbox"/> Other _____	<input type="checkbox"/> Simplify complex directions <input type="checkbox"/> Reducing the reading level of assignments <input type="checkbox"/> Requiring fewer correct responses to achieve grade <input type="checkbox"/> Breaking work into smaller segments <input type="checkbox"/> Reducing homework assignments <input type="checkbox"/> Not grading written <input type="checkbox"/> Teacher monitors students self-paced assignments <input type="checkbox"/> Recognize and give credit to student's oral participation <input type="checkbox"/> Other _____	<input type="checkbox"/> Visual schedule <input type="checkbox"/> Sending monthly progress home <input type="checkbox"/> Developing a reward system for in school and homework completion <input type="checkbox"/> Expecting the student to repeat instruction after the teacher <input type="checkbox"/> Reminding the student of the material needed for the lesson and homework <input type="checkbox"/> Other _____
Assistance and instruction	Behavior	Material adaptation	Test taking
<input type="checkbox"/> Pairing student to check work <input type="checkbox"/> Writing key words on board or highlighting on sheet <input type="checkbox"/> Make sure directions are understood <input type="checkbox"/> Providing visual aids / large prints... <input type="checkbox"/> Providing peer note taker <input type="checkbox"/> Teaching multi-sensory modes <input type="checkbox"/> To assist the student in finding main idea underlining, highlighting, cue cards, etc... <input type="checkbox"/> Breaking <input type="checkbox"/> Other _____	<input type="checkbox"/> Use a timer to facilitate task completion <input type="checkbox"/> Praising specific behaviors <input type="checkbox"/> Keeping classroom rules simple and clear <input type="checkbox"/> Allowing for short breaks between assignments <input type="checkbox"/> Cueing student to stay on task <input type="checkbox"/> Allowing student time out of seat, to run errands etc... <input type="checkbox"/> Ignoring inappropriate behavior not drastically outside classroom limits <input type="checkbox"/> Contracting with student <input type="checkbox"/> Increasing the immediacy of rewards <input type="checkbox"/> Implementing time out procedures <input type="checkbox"/> Other _____	<input type="checkbox"/> Enlarge font <input type="checkbox"/> Multiple choice <input type="checkbox"/> Fill in the blanks <input type="checkbox"/> Calculators <input type="checkbox"/> Multiplication tables <input type="checkbox"/> Pencil grip <input type="checkbox"/> Slanted boards <input type="checkbox"/> Other _____	<input type="checkbox"/> Allowing open book exams <input type="checkbox"/> Reading test items to student <input type="checkbox"/> Not grading handwriting <input type="checkbox"/> Giving additional time <input type="checkbox"/> Using more objective items (fewer essay responses) <input type="checkbox"/> Questions are straight forward <input type="checkbox"/> Using fill in the blanks <input type="checkbox"/> Multiple choice <input type="checkbox"/> Key words highlighted or underlined <input type="checkbox"/> Student is taken to a separate room to concentrate and reduce distractions <input type="checkbox"/> Other _____

VI. Recommendations from SEND team and diagnostic report:

- Assign a peer in the group to provide him assistance when it is needed.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for him.
- Reduce course load and provide a modified material that meets the needs of Hassan
- Provide clear photocopies of notes
- Consider alternate activities/exercises with less difficulty while maintaining the same or similar learning objectives
- Highlight main ideas, concepts, and key words
- Offer individual help when needed
- Provide modified homework aligned with IEP goals.
- Keep eye contact while explanations, and try to keep the student fully involved in the lesson to avoid being absent minded.
- Keep all modified material, differentiated homework and revision material in the support book.

S E N D

STUDENTS OF DETERMINATION

اصحاب الموهبة

Term 2

SEND

VII. Domain: ACA

Name

English

Present Level of Performance	Objective	Intervention (including resources and strategies)	Outcome/ Progress
On level	Reading The student will be able to identify the genre, story elements, and main ideas, describe characters, in Cougars, Everglades Forever, and Old Yeller with 60% accuracy.	Reading Book Differentiated sheets and support sheets on the skills Summary on each story Story map	
On level	Vocabulary The student will be able to use context clue to find out the meaning of targeted words in meaningful sentences of the following stories Cougars, Everglades Forever, and Old Yeller with 70% accuracy.	Flash cards Vocabulary activities Peer assistance Encourage him to use the words orally	
He needs to revise the following Identifying subject and predicates	Grammar: The student will be able to use the three perfect tenses (present, past and future) with 50% accuracy. The student will be able to form contractions with NOT, and make contractions with pronouns with 60% accuracy. The student will be able to identify prepositions and prepositional phrases with 60% accuracy. The student will be able to identify adjectives in	List of common irregular verbs	

	<p>sentences and will be able to describe nouns with appropriate adjectives with 60% accuracy.</p> <p>The student will be able to identify common transitions (then, however, in addition to, on the other hand, also, similarly, moreover) in sentences and use at least two of them in writing with 60% accuracy.</p>	<p>Differentiated sheets and support sheets</p> <p>Highlight main concepts</p> <p>Withdrawal session to reinforce grammar concepts</p>	الصفحة الأولى
On level	<p>Writing:</p> <p>The student will be able to write a problem-solution paragraph with 50% accuracy. The student will be able to write a descriptive paragraph with 50% accuracy</p>	<p>Key words</p> <p>Individual help and help from the learning support teacher</p>	
On level	<p>Spelling</p> <p>The student will be able to spell compound words with 60% accuracy</p> <p>The student will be able to spell words with VCCV correctly with 60% accuracy</p>	<p>Differentiated material and testing</p> <p>Highlighted words for spelling</p>	
1: no progress	2: some progress	3: sufficient progress	4: goal met



Dubai International School- SEND



STUDENTS OF DETERMINATION

إعداد الصف

Math - Term 2

- 5F

Present Level of Performance	Objective	Intervention (including resources and strategies)	Outcome/ Progress
<p>did a great job in term 1 as he accomplished all the skills; he showed a great and a high level of performance.</p>	Lesson (1-7): Multiply by 2-digit numbers	1. Use of diagrams/pictures/visual aids.	
	Lesson (4-3): Multiplying Decimals by whole numbers		
	Lesson (4-1): Multiplication patterns with Decimals	2. Seat Student front of the class.	
	Lesson (4-7): Multiply Decimals		
	Lesson (2.2): Divide by 1-digit divisors	3. Exam of reduced length.	
	Lesson (2.6): Divide by 2-digit divisor		
	Lesson (5-4): Divide decimals by whole numbers.	4. Vary activities	
	Lesson (5-6): Place the decimal point in decimal division.		
	Lesson (6-4): Common denominators and equivalent fractions.	5. Allow time for student to process and respond	
	Lesson (6-5): Add and subtract fractions with unlike denominators.		
		6. Reinforce learning-repetitive tasks to remember key points	

1: no progress

2: some progress

3: sufficient progress

4: goal met

Term 1	Objectives	Intervention (including resources and strategies)	Outcome/ Progress
By End of Term 2 Jan. To March	<p>The student will be able to:</p> <p>Unit 2: Matter</p> <p>Lesson 1: What is Matter?</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1) Recognize that all objects are made of tiny particles of matter too small to be seen. 2) Identify solids, liquids, and gases as states of matter. 3) Demonstrate through investigations how to measure matter, including measuring length, weight, and volume. <p>Lesson 2: What are properties of Matter?</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1) Explore properties of matter and compare substances based on their physical properties. 2) Recognize factors affecting properties of matter. 3) Identify mixtures and solutions, and relate the properties of mixtures with the properties of starting materials. <p>Lesson 3: How does Matter change?</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1) Recognize a variety of physical and chemical changes. 2) Compare and contrast physical and chemical changes. 	<p>Visual Presentations</p> <p>Offering peer and individual help when needed</p> <p>Differentiated sheets and support sheets in the support copybook.</p> <p>Presenting real life examples</p> <p>Skills: recognize, identify, classify, investigate, measure, and compare\contrast.</p>	

[REDACTED]

STUDENTS OF DETERMINATION

اصحاب المصم

Parental support	
1	<u>Keep following up with your child at home</u>
2	<u>Make sure H.W. is done and revising on daily basis.</u>
3	<u>Inform the SEND team with any concerns</u>

Parent's signature: _____

Head of SEND department signature: _____

SEND soordinator signature:

Head of section: J. Low

Appendix (6.3.3): Term 3 IEP



██████████ SEND



STUDENTS OF DETERMINATION

اصحاب الهمم

IEP

Individual Education Plan

Year: 2017-2018

Term : 3

REASON FOR DEVELOPING THE IEP

☒ Student identified and has a diagnostic report by a certified medical or psychological center: if yes state the name of the center:

__Child learning enrichment Medical_Center__

☐ Student not formally identified but referred by SEND team and requires special education program including modified learning expectations and accommodations.

I. STUDENT INFORMATION:

Name: ██████████	Initial Date of IEP Meeting: 16/04/2018
Date of Birth: 12/04/2007	Review Date of IEP Meeting: 01/05/2018
Grade: 5F	Team Developing IEP: ██████████
Areas of concern:	
Dyslexia & Learning difficulties 1	

II. KIDS FIRST MEDICAL CENTER: CURRENT TREATMENTS AND SERVICES:

Therapy provided	SEND specialist	Therapy provided	SEND specialist
			Psychomotor Therapy
Name of therapist	██████████	Name of therapist	██████████
Hours per week	Depending on the need	Hours per week	1





██████████ SEND



STUDENTS OF DETERMINATION

III. SCHOOL SERVICES:

اصحاب الهمم

Service	Name of provider
Teaching support lessons inside class are given for Mohammed in Math and English upon his needs	██████████
Classroom observations (using individualized for each student) (Grades 1 to 8)	██████████
Teachers and SEND team meetings for feedback and support (Grades 1 to 8)	██████████
Parents' communication and meetings (Grades 1 to 8)	██████████ and ██████████
IEP follow up and meetings with the teachers and parents. (Grades 1 to 8)	██████████
Teachers' and SEND student's follow up academically (Grades 1 to 8)	██████████
Behavioral follow up by the counselor	██████████ KG to Grade 5

IV. STUDENT'S STARTING POINT:

Areas of strengths	Areas that need improvement
<ul style="list-style-type: none"> • Child is keen to learn new skills • Strong in basic math skills • Works independently 	<ul style="list-style-type: none"> • Needs to concentrate and to practice more at home and school • Weak in reading skills • Weak at writing skills • Solving problem solving

V. ACCOMMODATIONS:



██████████ SEND

Environmental accommodations	Flexible schedule / group size	Assignments / worksheets	Organization
<input type="checkbox"/> Seating student near the teacher <input type="checkbox"/> Seating student near a positive role model <input type="checkbox"/> Standing next to student when giving directions <input type="checkbox"/> Avoiding distracting stimuli <input type="checkbox"/> Passing by constantly to check on student <input type="checkbox"/> Other _____	<input type="checkbox"/> Extended time <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Small group <input type="checkbox"/> Individual <input type="checkbox"/> Other _____	<input type="checkbox"/> Simplify complex directions <input type="checkbox"/> Reducing the reading level of assignments <input type="checkbox"/> Requiring fewer correct responses to achieve grade <input type="checkbox"/> Breaking work into smaller segments <input type="checkbox"/> Reducing homework assignments <input type="checkbox"/> Not grading written <input type="checkbox"/> Teacher monitors students self-paced assignments <input type="checkbox"/> Recognize and give credit to student's oral participation <input type="checkbox"/> Other _____	<input type="checkbox"/> Visual schedule <input type="checkbox"/> Sending monthly progress home <input type="checkbox"/> Developing a reward system for in school and homework completion <input type="checkbox"/> Expecting the student to repeat instruction after the teacher <input type="checkbox"/> Reminding the student of the material needed for the lesson and homework <input type="checkbox"/> Other _____
Assistance and instruction	Behavior	Material adaptation	Test taking
<input type="checkbox"/> Pairing student to check work <input type="checkbox"/> Writing key words on board or highlighting on sheet <input type="checkbox"/> Make sure directions are understood <input type="checkbox"/> Providing visual aids/ large prints... <input type="checkbox"/> Providing peer note taker <input type="checkbox"/> Teaching multi-sensory modes <input type="checkbox"/> To assist the student in finding main idea underlining, highlighting, cue cards, etc... <input type="checkbox"/> Breaking <input type="checkbox"/> Other _____	<input type="checkbox"/> Use a timer to facilitate task completion <input type="checkbox"/> Praising specific behaviors <input type="checkbox"/> Keeping classroom rules simple and clear <input type="checkbox"/> Allowing for short breaks between assignments <input type="checkbox"/> Cueing student to stay on task <input type="checkbox"/> Allowing student time out of seat, to run errands etc... <input type="checkbox"/> Ignoring inappropriate behavior not drastically outside classroom limits <input type="checkbox"/> Contracting with student <input type="checkbox"/> Increasing the immediacy of rewards <input type="checkbox"/> Implementing time out procedures <input type="checkbox"/> Other _____	<input type="checkbox"/> Enlarge font <input type="checkbox"/> Multiple choice <input type="checkbox"/> Fill in the blanks <input type="checkbox"/> Calculators <input type="checkbox"/> Multiplication tables <input type="checkbox"/> Pencil grip <input type="checkbox"/> Slanted boards <input type="checkbox"/> Other _____	<input type="checkbox"/> Allowing open book exams <input type="checkbox"/> Reading test items to student <input type="checkbox"/> Not grading handwriting <input type="checkbox"/> Giving additional time <input type="checkbox"/> Using more objective items (fewer essay responses) <input type="checkbox"/> Questions are straight forward <input type="checkbox"/> Using fill in the blanks <input type="checkbox"/> Multiple choice <input type="checkbox"/> Key words highlighted or underlined <input type="checkbox"/> Student is taken to a separate room to concentrate and reduce distractions <input type="checkbox"/> Other _____



SEND



VI. Recommendations from SEND team and diagnostic report:

- Assign a peer in the group to provide him assistance when it is needed.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for him.
- Reduce course load and provide a modified material that meets the needs of Hassan
- Provide clear photocopies of notes
- Consider alternate activities/exercises with less difficulty while maintaining the same or similar learning objectives
- Highlight main ideas, concepts, and key words
- Offer individual help when needed
- Provide modified homework aligned with IEP goals.
- Keep eye contact while explanations, and try to keep the student fully involved in the lesson to avoid being absent minded.
- Keep all modified material, differentiated homework and revision material in the support book.



██████████ SEND

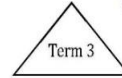


STUDENTS OF DETERMINATION

VII. Domain: ACADEMIC

Name: ██████████

English



اصحاب المم

Present Level of Performance	Objective	Intervention (including resources and strategies)	Outcome/ Progress
Below level, He struggles in reading, little fluency	<p><u>Reading</u></p> <p>The student will be able to identify the genre, story elements, and main ideas, describe characters, and the author's purpose in "Lunch Money" with 60% accuracy, "The Black Stallion" with 60% accuracy, "The Dog Newspaper" with 60% accuracy</p> <p>The student will be able to identify the genre, story elements, main ideas, describe characters, identify facts, identify the author's purpose</p>	<p>Reading Book</p> <p>Differentiated sheets and support sheets on the skills</p> <p>Summary on each story</p> <p>Story map</p>	
On level	<p><u>Vocabulary</u></p> <p>The student will be able to use context clue to find out the meaning of targeted words in meaningful sentences of the following stories "Lunch Money" with 60% accuracy, "The Black Stallion" with 60% accuracy, "The Dog Newspaper" with 60% accuracy</p>	<p>Flash cards</p> <p>Vocabulary activities</p> <p>Peer assistance</p> <p>Encourage him to use the words orally</p>	
	<p>Grammar:</p> <ol style="list-style-type: none"> The student will be able to identify adverbs. 80% The student will be able to make comparisons of adjectives and adverbs. 70% 	<p>List of common irregular verbs</p>	



██████████ SEND



STUDENTS OF DETERMINATION

اصحاب المصمم

Math - Term 2

██████████ - 5F

Present Level of Performance	Objective	Intervention (including resources and strategies)	Outcome/ Progress
██████████ did a great job in term 1 as he accomplished all the skills; he showed a great and a high level of performance.	Lesson (1-7): Multiply by 2-digit numbers	1. Use of diagrams/pictures/visual aids.	
	Lesson (4-3): Multiplying Decimals by whole numbers		
	Lesson (4-1): Multiplication patterns with Decimals	2. Seat Student front of the class.	
	Lesson (4-7): Multiply Decimals		
	Lesson (2.2): Divide by 1-digit divisors	3. Exam of reduced length.	
	Lesson (2.6): Divide by 2-digit divisor		
	Lesson (5-4): Divide decimals by whole numbers.	4. Vary activities	
	Lesson (5-6): Place the decimal point in decimal division.		
	Lesson (6-4): Common denominators and equivalent fractions.	5. Allow time for student to process and respond	
	Lesson (6-5): Add and subtract fractions with unlike denominators.	6. Reinforce learning-repetitive tasks to remember key points	



████████████████████ SEND

	<p>3. The student will be able to identify more kinds of pronouns and use them in a sentence correctly.70%</p> <p>4. The student will be able to identify verbs Be and Have and use them in context accurately. 60%</p> <p>5. The student will be able to identify possessive nouns and write them correctly.80%</p>	<p>Differentiated sheets and support sheets</p> <p>Highlight main concepts</p> <p>Withdrawal session to reinforce grammar concepts</p>	اصحاب المم
On level	<p>Writing:</p> <p>The student will be able to write a compare and contrast paragraph with 50% accuracy.</p>	<p>Key words</p> <p>Individual help and help from the learning support teacher</p>	
On level	<p>Spelling</p> <p>The student will be able to spell VCV words and change y to i with 50% accuracy.</p> <p>Hassan will also write a four line passage from the selection</p>	<p>Differentiated material and testing</p> <p>Highlighted words for spelling</p>	

1: no progress 2: some progress 3: sufficient progress 4: goal met



1: no progress

SEND

2: some progress

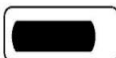
3: sufficient progress



STUDENTS OF DETERMINATION

4: goal met

اصحاب المم



Science

Term 3	Objectives	Intervention	Progress
By End of Term 3	<p><u>Unit 5</u></p> <p>Lesson 2</p> <ul style="list-style-type: none"> - Explore daily patterns caused by interactions of bodies in the solar system with 60% accuracy - Collect and analyze data to detect patterns, including the path of the sun across the day sky, the movements of constellations in the night sky, and hours of sunlight with 60% accuracy <p>Lesson 3</p> <ul style="list-style-type: none"> - Gather evidence to explain how Earth orbits around the sun and the moon orbits around Earth. with 60% accuracy - Use evidence to explain that Earth's orbit and the moon's orbit causes predictable patterns with 60% accuracy <p><u>Unit 6</u></p> <p>Identify and describe each of Earth's systems and the cycles that occur within them with 60% accuracy</p>	<p>Science Book</p> <p>Science notebook +File</p> <p>Differentiated sheets and support sheets</p> <p>Simplified quizzes</p>	



SEND



Parental support	
1	<u>Keep following up with your child at home</u>
2	<u>Make sure H.W. is done and revising on daily basis.</u>
3	<u>Inform the SEND team with any concerns</u>

Parent's signature : _____

SEND soordinator signature: _____

Head of SEND department signature: _____

Head of section: _____

Appendices (6.4) Hatem's End of term exams
Appendix (6.4.1): Hatem's End of Term 1 English exam

End of Term One Exam
(2017 / 2018)

Grade : **5**
 Subject : English
 Date :
 Time : 1.5h
 Version :

Name: [REDACTED]
Grade& section: 5F
ID No:

No. of Pages: () + Cover



Skill / Objective	Mark	Teacher's comments
I. Literary Focus	75 / 16	✓
II. Vocabulary Development	55 / 17	✓
III. Grammar	535 / 7	✓
Total	184 / 30	

Moderated by: [REDACTED]

Agreed / Amended

Checked by :

[Handwritten signature]

[Handwritten mark]

- 6- Compare and contrast between Miata and Rudy. Mention one difference and one similarity that you've read in the story. Support your answer with one context clue for each. (___/2pts.)

She run for the school help different
in the school he is not sad (she is sad)
he is not like the school

II- "Elisa's Diary"

A- Choose the right answer.

- 1- What is the genre of "Elisa's Diary"? (___/1pt.)

- ☒ a- A realistic fiction
b- A scientific fiction
c- A play

- 2- Elisa is unhappy because she (___/1pt.)

- ☒ a- Left her country to come to U.S.A.
b- She lost the squirrel statue.
c- Her classmates don't like her.

- 3- What does Francisco do when he can't express something in perfect English? (___/1pt.)

- a- He uses a dictionary.
☒ b- He talks with his hands and uses gestures until he gets the point across.
c- He feels embarrassed and stops trying.

- 4- Francisco suggests that: (___/1pt.)

- a- His sister listen to radio and TV programs in English to improve her language.
b- Take music lessons
☒ c- Go back to their country and stay with their grandmother

- 5- Elisa feels shy to: (___/1pt.)

- a- Speak English
☒ b- Dance in public
c- Make new friends

III- Answer the following questions in complete sentences.

1- How are Elisa and Fransisco different from the others? (/2pts.)

They didnt on English

2- If you moved to a new country and you didn't know their language, how would you feel and what would you do? (/2pts.)

I will learn from google
I feel sad will

II- Vocabulary: (/7pts.)

A- Match the words in column "A" with their meanings in column "B"

- (/2pts.)
- | | |
|--------------------|--|
| 1- <u>stalled</u> | a- stopped |
| 2- <u>inflated</u> | b- rough, harsh |
| 3- <u>brutal</u> | c- filled with air |
| 4- <u>sweeping</u> | d- movement that covers a wide space from one side to another. |

B- Fill in the blank with the word that best completes the sentence.

1 (/2pts.) by

gradually	prodded	opponents	gorgeous	obvious
-----------	---------	-----------	----------	---------

1-The tone of her voice rises up gradually

2-The flowers are beautiful, smell gorgeous and are perfect for a wrapped bouquet.

3- It is obvious that Ali is having fun at the movies with his friends.

4- My mother prodded me to finish my homework.

C- Choose the right meaning.

1- What does the word **scanned** mean in the sentence below? (___/1pt.)

I **scanned** the crowd to see if I could find my friends.

- a- Shouted at
- ☒ b- Looked over
- c- Asked questions about

(1)

2- What does the word **beckoned** mean in the sentence below? (___/1pt.)

My friends **beckoned** to me to look at the baby birds in the nest.

- a- Laughed
- b- Looked
- ☒ c- Signaled

(1)

(1)

D- Use the word in a complete sentence. (___/1pt.)

Decorated (adj): I decorated my room.

Grammar: (5.75 pts.)

A- Circle the subject and underline the predicate in the following sentences. (___/2pts.)

- 1- Maya scanned the audience.
- 2- Jana and Mona played hide and seek.
- 3- Maya built a dollhouse with her sister.
- 4- The bubble grew as large as a fist.

(1)

Appendix (6.4.2) Hatem End of term 1 math exam

VA

Dubai International School



End of Term One Exam (2017/2018)

Grade : 5 F
Subject : Math
Date : 07-Dec-2017
Time : 1.5 hr.
Version : A
No. of Pages: (4) + Cover

Name : Hatem Alatawi
Grade & Section : 5F
ID No : _____

Question #	CCSS/Skill	Mark
1	CC.5.NBT.3a/ CC.5.NBT.7/ CC.5.OA.5/Multiple choice	(9/8)11
2	CC.5.NBT.3a / Decimal Place Value	(1/4)
3	CC.5.NBT.3a / Comparing and ordering Decimals	2.53)
4	CC .5.NBT.7 /Add Decimal Numbers.	2/3.5)
5	CC.5.NBT.7 / Subtract Decimal Numbers.	(1/3.5)
6	CC.5.OA.5 /Evaluate Numerical Expressions.	(1/5)
7	CC.5.NBT.3a/ CC.5.NBT.7/ CC.5.OA.5 Problem Solving.	2.53)
Final Mark / 30		<u>17/50</u> 20

Moderated by: _____

Checked by : _____

Agreed / Amended

QUESTION(2): (4 pts/1 each)

a.) Write the value of the underlined digit:
 $0.\underline{7}64$ ~~Thousandths~~ $0.\underline{1}27$ ~~Tenths~~

b.) Write **0.935** in word form and expanded form:
 Word form: ~~Nine hundredths~~ ~~Three hundredths~~ ~~Five thousandths~~
 Expanded form: ~~$5,000 + 300 + 50$~~

QUESTION(3): (3 pts)

a.) Compare. Write $<$, $>$ or $=$ (2 pts/0.5 each)

6.98 $>$ 6.72

0.54 $>$ 0.26

5.70 $<$ 5.7

0.283 $<$ 0.284

b.) Order the following numbers from least to greatest: (1 pt)

$\frac{4}{2.99}$, $\frac{7}{2.74}$, $\frac{1}{2.02}$, $\frac{2}{2.15}$

QUESTION(4):

(3.5 Pts)

Add. (Show your work)

a.) $4.93 + 0.35 = 5.28$

b.) 54.46

$+ 23.12$
 77.58

QUESTION (7) : (3Pts/1 each)

Ali kept a record of how long he practiced the piano each week during one month.

Week	Hours Practiced
Week #1	5.25
Week #2	5.5
Week#3	6.85
Week #4	6.75

a.) During which week did Ali practice the greatest amount of time? (1pt)

week #3 6.85

b.) Find the difference of hours that Ali practiced between week # 3 and week #4 .(Show your work) (1 pt)

$$\begin{array}{r} 6.85 \\ - 6.75 \\ \hline 0.10 \end{array}$$

c.) What is the sum of hours that Ali practiced in week #1 and week #2? (Show your work) (1pt)

$$\begin{array}{r} 5.25 \\ + 5.5 \\ \hline 10.75 \end{array}$$

Good Luck




Appendix (6.4.3): Hatem's End of term 2 math exam



End of Term Two Exam (2017 /2018)

Grade : 5 (F)
 Subject : Math
 Date : 20-Mar-2018
 Time : 1.5 hr.
 Version : ★
 No. of Pages: () + Cover

Name : 
 Grade & Section : 5-F
 ID No : _____

Question #	MARK	
	Tens & ones	In letters
1	8/10	A7
2	2/2	
3	5/5	A7
4	5.25/6	
5	3.5/5	A7
6	0.75/2	
7		
8		
9		
10		
Total /		
Final Mark / 30	24.5/30	A7

Corrected by: 
 Checked by : 

Question #1: Circle the correct answer:

(10 marks)



1. The answer of division is:
 - a. Divisor
 - b. Dividend
 - c. Quotient
2. The number that is left over after division that can't be divided equally.
 - a. Remainder
 - b. Dividend
 - c. Divisor
3. The answer of $12 \div 6 =$
 - a. 4
 - b. 2
 - c. 3
4. $10^1 =$
 - a. 1
 - b. 10
 - c. 100
5. The product of $1.2 \times 3 =$
 - a. 2.4
 - b. 3.6
 - c. 4.9
6. The answer of 100×2.753 is
 - a. 2.753
 - b. 27.53
 - c. 275.3
7. $10^3 =$
 - a. 100
 - b. 1000
 - c. 10
8. $100 =$
 - a. 10^2
 - b. 10^3
 - c. 10^4
9. $0.1 \times 967 =$
 - a. 967
 - b. 96.7
 - c. 9670.
10. The estimation of 8.3 is :
 - a. 10
 - b. 8
 - c. 7

$$\begin{array}{r} 1.2 \\ \times 3 \\ \hline 3.6 \end{array}$$

Question #2:

place the decimal point : (2 marks)

1. 4.67

$$\begin{array}{r} \times 3.2 \\ \hline 14944 \end{array}$$

2. 0.5

$$\begin{array}{r} \times 6.2 \\ \hline 310 \end{array}$$

Question #3:

Find the product :

$$\begin{array}{r} 23 \\ \times 5 \\ \hline 115 \end{array}$$

$$\begin{array}{r} 432 \\ \times 3 \\ \hline 1296 \end{array}$$

$$\begin{array}{r} 316 \\ \times 13 \\ \hline 948 \\ + 3160 \\ \hline 4108 \end{array}$$

$$\begin{array}{r} 2.5 \\ \times 0.9 \\ \hline 2.25 \end{array}$$

$$\begin{array}{r} 5.33 \\ \times 1.2 \\ \hline 1066 \\ + 5330 \\ \hline 6.396 \end{array}$$

Question 4: Divide :

a. $36 \div 6 =$

$$\begin{array}{r} 6 \\ 6 \overline{)36} \\ \underline{-36} \\ 0 \end{array}$$

b. $624 \div 2 =$

$$\begin{array}{r} 312 \\ 2 \overline{)624} \\ \underline{-6} \\ 024 \\ \underline{-18} \\ 040 \\ \underline{-40} \\ 0 \end{array}$$

E. $4.2 \div 2 =$

$$\begin{array}{r} 2.1 \\ 2 \overline{)4.2} \\ \underline{-4} \\ 02 \\ \underline{-2} \\ 0 \end{array}$$

F. $5.5 \div 5 =$

$$\begin{array}{r} 1.1 \\ 5 \overline{)5.5} \\ \underline{-5} \\ 05 \\ \underline{-5} \\ 0 \end{array}$$

Appendix (6.4.4): Hatem's End of term 1 science exam



PROGRESS TEST 1

(2017/2018)

Grade : 5

Subject: Science

Date : 4/12/2017

Time: 90 Minutes

No. of Pages: (8) + Cover

Version:

Student Name:

Grade & Section:5-F.....

Student's No.:

Question		
	Skills	MARK
1	Vocabulary	3.5 /5
2	Science concepts	5 /10
3	Inquiry Skills	10.5 /15
	Total 18/30	18/30

Moderated by: _____ Agreed /Amended Checked by: _____

NGSS Standards

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Vocabulary

A. Use the terms below to complete the sentences. (2.5 pts.)

Predator	Producers	Carnivore
Food Chain	Chlorophyll	

1. An organism that eats meat is called a carnivore.
2. Producers are organisms that make their own food using sun's energy.
3. A Food Chain shows how energy is transferred from one organism to another.
4. A living thing that hunts other animals is a predator.
5. Most plants contain a green, food producing substance called chlorophyll.

1.5

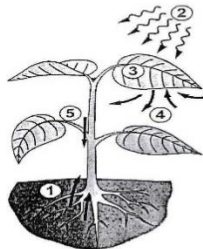
B. Match each term in Column B to its meaning in Column A. (2.5 pts.)

	Column A	Column B
<u>B</u>	An animal that eats dead organisms. ✓	A. Omnivore
<u>A</u>	Group of ducks in a pond.	B. Scavenger
<u>E</u>	A source of energy in an ecosystem.	C. Mushroom
<u>D</u>	An organism that eats both plants and animals.	D. Population
<u>C</u>	Is an example of decomposers.	E. Sun

Science Concepts

C. Write the letter of the best choice. (10 pts.)

1. The picture shows the steps that happen during photosynthesis.



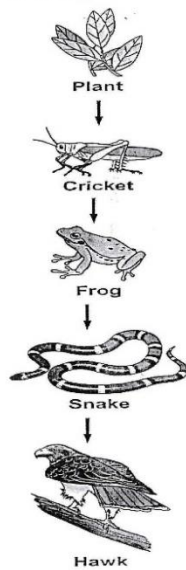
What is happening at Step 2 in the picture?

- a. Sugar is entering the leaf.
- b. Sunlight is taken by the leaf.
- c. Water is entering the leaf, and carbon dioxide is exiting.

2. Ecosystems have producers, consumers, and decomposers. Why are decomposers important in an ecosystem?

- a. They are herbivores.
- b. They are carnivores.
- c. They break down dead plants and animals.

3. This picture shows a food chain that can be found in grassland.



How is the plant different from the snake?

- a. The plant is a consumer and the snake is a producer.
- b. The plant is an herbivore and the snake is a carnivore.
- c. The plant is a producer and the snake is a consumer.

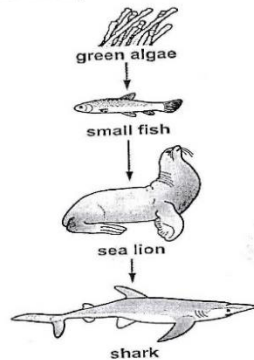
4. _____ is a green substance in plants that is used to turn water, carbon dioxide, and sunlight into sugars.

- a. Prey
- b. Root

- c. Chlorophyll
- d. Flower



5. This picture shows a food chain in the ocean.



How does the small fish get energy?

- a. By eating algae
- b. By eating the shark
- c. By eating the sea lion

6. A food chain, like this one, shows how energy moves between living things.

? → rabbit → fox

grass

Which living thing best completes the partial food chain?

- a. Bird
- c. Carnivore

- b. Plant
- d. Herbivore

Applying Concepts-Inquiry Skills

Identify

D. Identify the role of each organism (producer, herbivore, carnivore or decomposer). (3 pts.)

(2.5)

Organism	Role
Moss	herbivore
Lion	carnivore
Fungi	decomposer
Apple tree	producer
Rabbit	herbivore
Eagle	carnivore

Sequence

E. This food chain is scrambled. Rewrite the links in the correct order. (2 pts.)

Caterpillar → leaves → eagle → bird
leaves → caterpillar → bird → eagle

Appendix (6.5): The monthly report

Appendix (6.5.1) October's Report

SEND

دائرة الدعم والتربية الخاصة
التقرير الشهري للطلاب

Student Name Al [redacted] Grade 5 Subject English Teacher [redacted] Month Oct

الرجاء تقييم الطالب بـ "جيد"، "مقبول" أو "بحاجة التحسن"

Please rate the student by very good (VG), satisfactory (S) or needs improvement (NI).

	Week 1	Week 2	Week 3	Week 4	
Completion of Homework	VG	VG	VG	VG	إكمال الواجبات البيتية
Paying Attention	S	G	G	VG	القدرة على التركيز والانتباه
Following instructions and rules	G	VG	VG	VG	اتباع التعليمات والنظم
Completion of assigned tasks on time	VG	G	VG	VG	إنجاز الأعمال الصفية في الوقت المحدد
Participation in class activities	S	G	VG	G	المشاركة في الأنشطة الصفية
Understanding concepts	G	G	VG	G	استيعاب المفاهيم
Seeking help when needed	G	G	G	G	طلب المساعدة عند اللزوم
Working independently	G	G	S	G	القدرة على العمل باستقلالية

This student shows improvement in the following:
أظهر الطالب تحسناً في التواحي التالية

This student continues to have difficulty in the following:
ما زال الطالب بحاجة للتحسن في التواحي التالية

Grades to Date: 155 / 200

Announced Quiz	Drop Quiz 1	Drop Quiz 2	Drop Quiz 3	Drop Quiz 4
اختبار معلن	اختبار مفاجيء	اختبار مفاجيء	اختبار مفاجيء	اختبار مفاجيء
<u>155</u> / <u>200</u>	<u>6/10</u>	<u>8/10</u>	<u>8/10</u>	<u>1</u>

[redacted] shown an encouraging desire to better himself in all areas

Needs to practice reading more



دائرة الدعم والتربية الخاصة
التقرير الشهري للطالب

Students' Monthly Record

Student Name [Redacted] Grade 5 Subject Math Teacher [Redacted] Month Oct

Please rate the student by very good (VG), satisfactory (S) or needs improvement (NI).
الرجاء تقييم الطالب بـ "جيد"، "مقبول"، أو "بحاجة للتحسين".

	Week 1	Week 2	Week 3	Week 4	
Completion of Homework	VG	VG	VG	S	إنجاز الواجبات البيتية
Paying Attention	S	S	S	S	الفترة على التركيز والانتباه
Following instructions and rules	VG	VG	VG	VG	اتباع التعليمات والنظم
Completion of assigned tasks on time	VG	VG	VG	VG	إنجاز الأعمال الصفية في الوقت المحدد
Participation in class activities	S	S	S	S	المشاركة في الأنشطة الصفية
Understanding concepts	S	S	S	S	استيعاب المفاهيم
Seeking help when needed	S	S	S	S	طلب المساعدة عند اللزوم
Working independently	VG	VG	VG	VG	الفترة على العمل باستقلالية

This student shows improvement in the following أظهر الطالب تحسناً في النواحي التالية	<u>working independently</u> <u>Following instructions and rules</u> <u>seeking help when needed</u>			
This student continues to have difficulty in the following ما زال الطالب بحاجة للتحسين في النواحي التالية				
Grades to Date	Announced Quiz اختبار معلن 7 / 10	Drop Quiz 1 اختبار مفاجيء 5 / 5	Drop Quiz 2 اختبار مفاجيء 5 / 5	Drop Quiz 3 اختبار مفاجيء /
الدرجات لغاية تاريخه				Drop Quiz 4 اختبار مفاجيء /



دائرة الدعم والتربية الخاصة
التقرير الشهري للطالب

Students' Monthly Record

Student Name _____ Grade 5F Subject Science Teacher _____

Month October

الرجاء تقييم الطالب بـ "جيد"، "مقبول" أو "بحاجة للتصحيح"

Please rate the student by very good (VG), satisfactory (S) or needs improvement (NI).

	Week 1	Week 2	Week 3	Week 4	
Completion of Homework		VG	VG	VG	إنجاز الواجبات البيتية
Paying Attention	NI	G	G	G	القدرة على التركيز والانتباه
Following instructions and rules	G	VG	VG	VG	اتباع التعليمات والنظم
Completion of assigned tasks on time	G	G	G	G	إنجاز الأعمال الصفية في الوقت المحدد
Participation in class activities	G	VG	VG	VG	المشاركة في الأنشطة الصفية
Understanding concepts	G	G	VG	VG	استيعاب المفاهيم
Seeking help when needed	G	G	G	G	طلب المساعدة عند اللزوم
Working independently	S	G	G	G	القدرة على العمل باستقلالية

This student shows improvement in the following أظهر الطالب تحسناً في التواحي التالية	[Redacted] is a smart student with high potentials. He has ability to understand the concepts without repetition. He likes to share his ideas, communicate and participate in the class. He also shows excitement in doing science experiments and activities.			
This student continues to have difficulty in the following ما زال الطالب بحاجة للتصحيح في التواحي التالية	Sometimes (3times) Hassan forgets his file or book at home. He has difficulty in writing so, we will focus on developing his reading and writing skills.			
Grades to Date الدرجات لغاية تاريخه	Announced Quiz اختبار معان 7- / 10-	Drop Quiz 1 اختبار معانيه 6- / 10-	Drop Quiz 2 اختبار معانيه / -	Drop Quiz 3 اختبار معانيه / -
			Drop Quiz 4 اختبار معانيه / -	

Appendix (6.5.2): November's report

S E N D

دائرة الدعم والتربية الخاصة
التقرير الشهري للطالب

Month November

Student Name [REDACTED]

Grade 5F Subject English Teacher [REDACTED]

Students' Monthly Record

Please rate the student by very good (VG), satisfactory (S) or needs improvement (NI).

	Week 1	Week 2	Week 3	Week 4	
إكمال الواجبات البيتية	VG	VG	VG	VG	إكمال الواجبات البيتية
الدقة على التركيز والانتباه	S	VG	VG	VG	الفترة على التركيز والانتباه
اتباع التعليمات والنظم	S	VG	VG	VG	اتباع التعليمات والنظم
إكمال الأعمال الصفية في الوقت المحدد	S	S	VG	VG	إكمال الأعمال الصفية في الوقت المحدد
المشاركة في الأنشطة الصفية	S	S	S	S	المشاركة في الأنشطة الصفية
استيعاب المفاهيم	S	S	S	S	استيعاب المفاهيم
طلب المساعدة عند اللزوم	VG	VG	VG	VG	طلب المساعدة عند اللزوم
الفترة على العمل باستقلالية	VG	VG	VG	VG	الفترة على العمل باستقلالية

This student shows improvement in the following
أظهر الطالب تحسناً في النواحي التالية

This student continues to have difficulty in the following
ما زال الطالب بحاجة للتحسين في النواحي التالية

Grades to Date

[REDACTED] is a student with pleasant manners, however, better results can be obtained through more focus in class.

Reading and Writing sentences.

Announced Quiz
اختبار معان
12/1/20

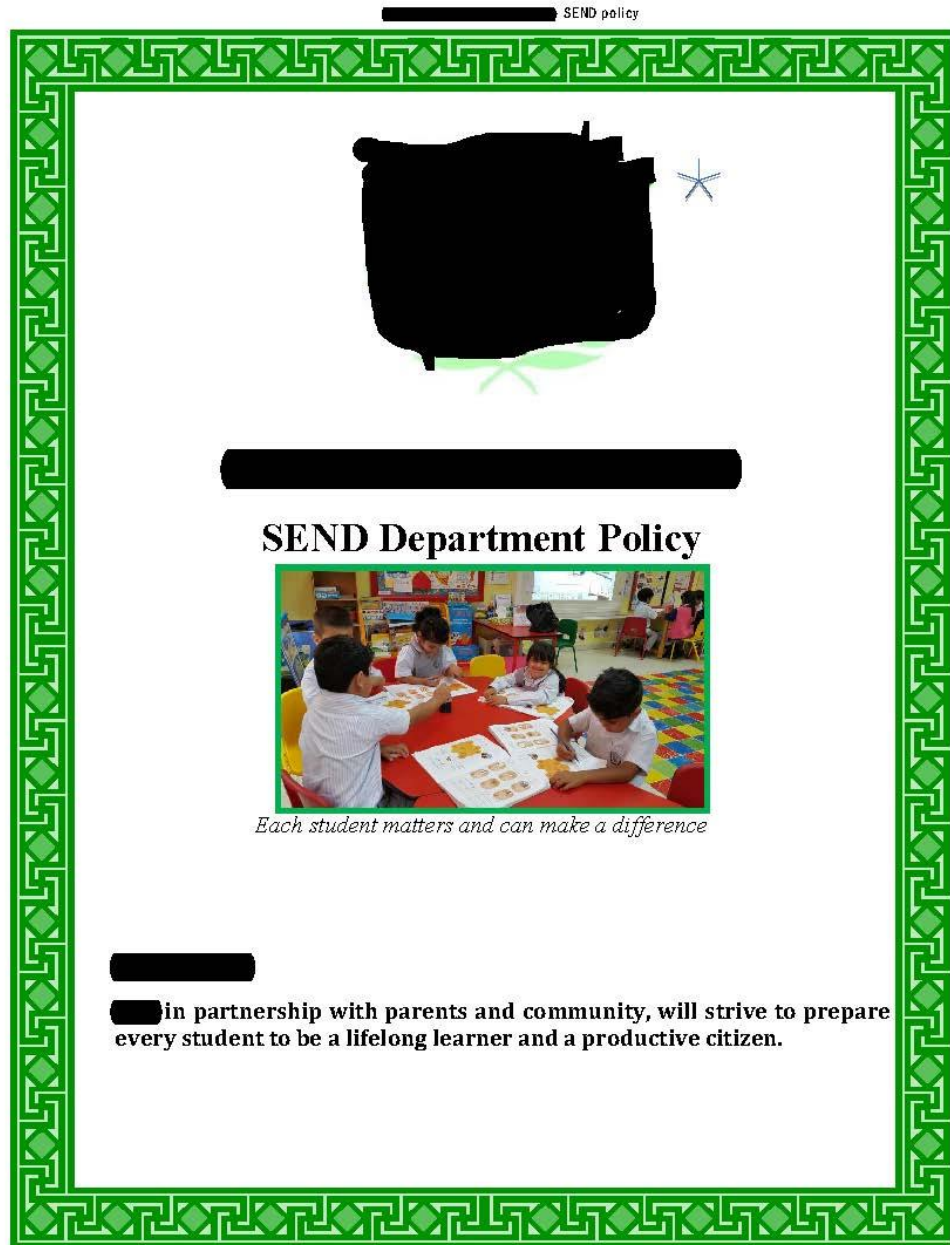
Drop Quiz 1
اختبار معان
/ /

Drop Quiz 2
اختبار معان
/ /

Drop Quiz 3
اختبار معان
/ /

Drop Quiz 4
اختبار معان
/ /

Appendices (7): Documents related to the school
Appendix (7.1): The policy of the SEND department



Rationales

1. The school abides by the Federal Law 29/2006 enacted by the Ministry of Education in the UAE. The law promotes inclusive education which means that all students having disabilities have the right to be educated to the extent possible with their age appropriate peers who do not necessarily have disabilities.
2. School Stakeholders focus on concerns and priorities for addressing students with Special Educational Needs.
3. [REDACTED] is committed to adopt the following Guidelines stated by the MOE "School for All" for a successful implementation of inclusion.
4. [REDACTED] motto is that each student matters and can make a difference.
5. Students who have been identified as having behavioral / academic difficulties as per KHDA categories of SEND are referred as Special Education Needs (SEND) students

SEND / Inclusion Policy Statement:

The School advocates the inclusion of all children including those with Special Education needs as fully participating learners. All students are welcomed, accepted, and valued. As an inclusive school [REDACTED] provides a safe physical surrounding, a rigor curriculum, and welcomed, positive learning environment that reflect the needs of all students including those with special needs. The school ensures that inclusion of students with Special Educational Needs is facilitated through adherence to the Special Education services adopted by the school. This policy ensures that curriculum planning; teaching provision and assessment for students with special needs takes into account the type and extent of the difficulties experienced by the child. The school fully adopts the social as well as the medical models of disability

Aspects of [REDACTED] inclusion provision:

Enabling [REDACTED] to be a fully inclusive school that accepts all children including those with special needs through focusing on:

- Effective identification procedures
- Appropriateness of curriculum modification system
- Shaping the provision of SEND students through effective intervention and personal support
- Ongoing tracking, monitoring, and assessing SEND students' progress with focus on effective feedback

- Involvement of outside agencies in a broader spectrum to better adopt the social as well as the medical models of inclusion

Actions that facilitates the implementation of the inclusion provision:

- Issuing a special needs and inclusive policy
- Restructuring school premises to enable those with special needs have easy access to them and use the equipment which supports their learning
- Reconsidering the staff qualifications and skills needed to scaffold those with special educational needs by providing teachers with training and coaching
- Building leadership capacity so that well qualified ones will lead the implementation of Inclusion Policy
- Spreading positive environment about SEND students among school stakeholders ,i.e. administrators and teaching staff, students ,parents and community
- Providing appropriate physical and human resources (External specialized centers for SEND)
- Creating an environment that meets the needs of each child
- Raising the aspirations and expectations for children with SEND
- Ensuring that the special educational needs of children are identified, assessed and provided for
- Ensuring all children make the greatest possible progress and reach their full potential
- Identifying all children to have full access to the school's broad and balanced curriculum and extended services at their own developmental level
- Ensuring that parents are involved in supporting their child's education
- Ensuring that our children have a voice in the decisions being made for them
- Addressing the fulfillment of SEND students' outcomes :
 - Being healthy
 - Staying safe
 - Enjoying and achieving
 - Making a positive contribution

- Achieving social and emotional well-being

Admission Policy

is inclusive. It exerts all efforts to accommodate different learning needs and styles. The school created a Learning Support program to address students with special educational needs and disabilities (SEND). It opened the opportunity to SEND students to enroll at any phase level including severe cases such as Down syndrome. Students are enrolled in the SEND department if they show signs and symptoms of special educational needs. These might include but not limited to, Individualized Education Plans (IEPs) and reports from health professional centers.

SEN and support Services at

We monitor all children's progress closely, and identify those who require support starting from an early stage. Individual Education Plans (IEP) are written collaboratively by a member of the SEND team, class teachers and specialist from medical centers (Medical Center and Center) if needed.

A range of educational support specialists from or work with the school to insure the SEND students are monitored and supported according to their needs in order to reach their highest potential.

Classes are mixed ability and children have the opportunity to work in a range of different groupings. The needs of all children are met within the classroom.

A-Identification

Additional learning needs may have been recognized prior to a child's entry to or identified by means of assessment that is undertaken within school and might be confirmed by an external specialist report. Student's profile, on-going assessment, classroom observations, screening forms, teacher's feedbacks, parental feedback, formal and informal assessments ... contribute to an understanding of a student's relative strengths and weaknesses and enable staff members working with the students to reflect on whether any curriculum adaptations if needed. The SEND Team members are committed to early identification to ensure a proactive approach that can protect students against the effects of underachievement in the classroom and enables educators to remove the barriers of education.

It is the role of the class teacher to provide suitable accommodations for the needs of all children within the classroom setting. If a class teacher feels that a student is not making adequate progress within the whole class provision, then they should raise concerns with the Head of sections (HOS) and counselors, who inform the SENDco. This referral is submitted with the appropriate documents such as the teachers' feedback and observations, students marks and behavioral follow up, counselors feedback, parental involvement...

This information will be documented and shared with the SENDco. The SENDco in return observes the child in class and during break time if needed and follows up with the teachers. A meeting with the SENDco and parents may then be arranged to discuss next steps.

The purpose of identification of need is to work out what action the school needs to take and the support that needs to be provided for the child.

Identification is done through different procedures that provide an accurate description of the needs. Then each need is tackled individually not only medically but also socially.

B-Provision

Provision is designed to promote confident, independent learners who come to an understanding of their learning profile and develop the skills necessary to achieve their potential. The school offers in-class support, and pull out support for grades 1 till 6 in the learning support room depending on the needs of the child. It also gives pieces of advice on differentiated instruction given in class.

Meetings are held regularly to discuss the progress and development of every child in main subject areas. If there is a concern relating to progress and development we will look at the best way to support the child. This will include the collaboration of the SEND team and the class teachers to work together and find solutions.

When it comes to planning, we will see which intervention would best suit the child and begin working on individual targets. The SEND team will meet with and work closely with the parents and teachers to plan an appropriate program of support for the child with the aim of narrowing gaps or removing barriers to learning. At [REDACTED] the process by which we identify and manage children with SEND is that we place children in need of support onto the SEND register. A child on the SEND register may have additional 1 to 1 support from a support teacher and may be provided by therapy sessions from an outside agency. Students are also provided with remedial sessions after school if needed.

Outside agencies such as [REDACTED] Center and [REDACTED] Center provide observations, feedback and recommendations to teachers.

All students under SEND register are closely monitored by the SEND team and by outside specialists from a healthy care center.

The student will receive differentiated, targeted, group or individual support in a way that parents, teachers and the SENDco feel will have the most impact on progress.

At the end of each term, class teachers meet with the SEND team and carefully review the progress of all SEND students.

C- Curriculum Modification

The curriculum is modified and altered to meet the needs of each student and learning style. Differentiation is carried out according to content, process and product. It is held across all school phases. IEPs are conducted to ensure that the necessary modifications are implemented and students are well engaged and included in the curriculum through weekly plans, daily plans...

D-The Intervention

The basis for intervention could be the teacher's or others' concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Ultimately teachers are responsible and accountable for the progress and development of the children in their classes, including where students access support from teaching assistance or specialist staff. We understand that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. We know that additional intervention and support cannot compensate for a lack of good quality teaching by the class teacher.

E- Personal support:

At each student is supported according to his/ her needs. Teachers and SEND team members work together to provide the right environment and best accommodations that cater to each student's needs. Students are trained to become lifelong learners. They are engaged in all school activities that enhances their personal and social well being. SEND students are prepared gradually to become independent and well rounded individuals.

F- Progress and Outcomes:

Progress is continuously being monitored by the SEND team and the teachers to make sure the students are on the right track. Teachers and SEND coordinators work as a team to ensure that assessments given are modified and fit the needs of each student. Progress reports are submitted monthly to parents so that they could monitor their children's progress at home and work parallel with the school for better outcomes.

Parents Partnerships

views parent's partnerships as per the following:

- The school seeks the views of parents including those special educational needs children through different channels.
- Parents are active and valued participants and make a significant contribution to the school's good quality provision for students with SEND. They are properly involved in the development and review of the personalized programs for their children and are properly represented in the life of the school, for example on the school's Governing Board.
- All parents of students with SEND, including those who are difficult to engage, have access to and benefit from a range of good quality guidance, training and support services within the school. These are specifically targeted to the particular challenges of the students and their families and include access to culturally sensitive support groups.
- Parents are consulted at every stage of the identification and provision process; feedback to them is provided informally and formally through meetings and reports
- The school uses different channels of communication with parents.
- The school operates an open door policy where parents are invited and encouraged to meet with the SEND coordinators when concerns arise.
- The school appreciates the parents' feedback concerning our services.

SEND TEAM leadership and management under the principal's supervision

The SEND Team is formed of well-qualified specialists:

Fulltime:

1. (SEND Lead; BA clinical psychology –Masters in Educational psychology): provision of all phases K-12 and SEND coordinator for Kindergarten phase and grades 9 till 12

2. [REDACTED] (English learning support Teacher and SEND coordinator for grades 1 till 8; Holding a BA and gained certificates in dyslexia):
3. [REDACTED] (Math Learning support teacher and SEND coordinator for grades 1 till 8; B.A. in Math)
4. [REDACTED] (Arabic Coordinator and gifted and talented provision for grades 1 till 12)

Part time:

5. [REDACTED] (English support for grades 9 till 12)
6. [REDACTED] (Science support for grades 9 till 12)
7. [REDACTED] (Math support for grades 9 till 12)
8. [REDACTED] (Arabic support for grades 6 till 9)

Role of the SEND lead

In collaboration with the principal, HOS, HOD, supervisors and SEND team members, the SEND lead focuses on:

- Managing the SEND team and Learning Support staff.
- Monitoring the development and implementation of all aspects of the special education program process and in relation to KHDA requirements.
- Establishing procedures for the identification and support of students with special needs.
- Responding to concerns of parents, teachers, and administrators.
- Maintaining a SEND register, with records on students with special educational needs
- Co-coordinating the provision for students with SEND.
- Liaising with and giving advice to class teachers and support staff.
- Overseeing SEND students' records.
- Checking student's engagement in classes.
- Overseeing teaching behaviors in classes toward SEND.
- Coordinating with external agencies
- Assists in identifying students with special needs
- Ensures that the IEPs are in place if appropriate for a child identified on the SEND register.
- Manage the day-to-day operation of the policy.
- Organizing and conducting workshops for the teacher and parents with an aim to enlighten them on issues related to students and parenting.

Role of full time SEND coordinators grades 1-8

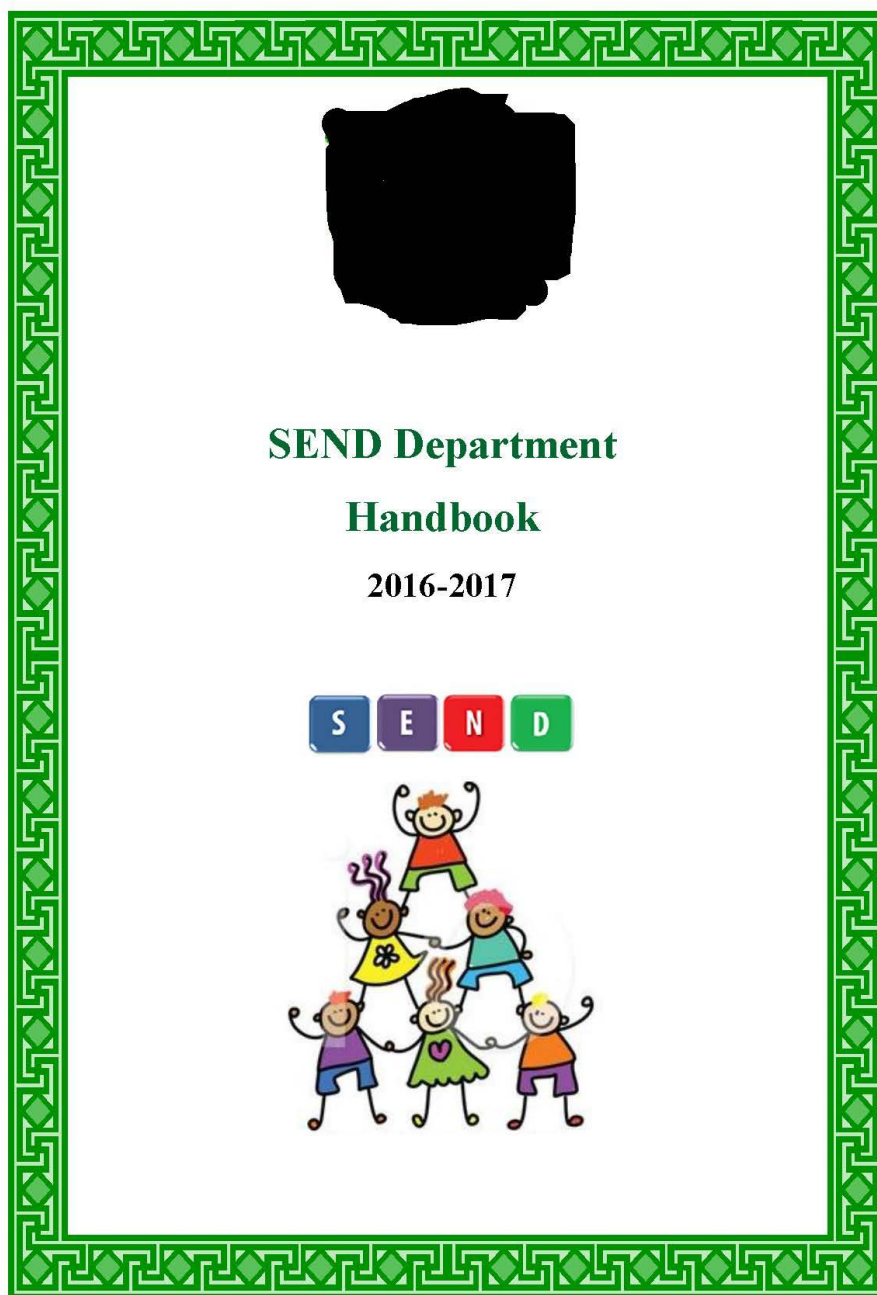
- Comment regularly to the SEND leader about the progress of the student with special needs.
- Keeping the SENDco fully informed

- Work in collaboration with the Class Teachers, SEND team, Coordinators, Heads, administrators and Parents.
- Engage in co-planning with the teachers and work together to design lesson plans, accommodations and modifications to fit the needs of SEND. Provide in-class support as well as through pull out sessions based on the need of students from grades 1 till 6.
- Review and develop Individualized Education Plans -- or IEPs -- and holding meetings to discuss these plans with parents, administrators, and other individuals involved in the education of SEND students.
- Collaborate with teachers and Heads of departments to administer tests and other assessments to determine the progress of special needs students.
- Support and advice teachers on how to meet individual needs.
- Supervise and make modifications to the regular curriculum based on student need and ensure that accommodations are provided.
- To liaise with parents of students with special educational needs
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.
- Supporting a positive relationship with parents, classroom teacher, and the student through communication of student goals and objectives.
- Providing accommodation/modification information ahead of time so the teacher can make preparations to support the student's participation.
- Planning a regular time and/or a means of communicating with parents, service providers, classroom teacher, and the shadow aide.
- Monitoring the student's performance in the classroom, collecting and interpreting student data in order to maintain an awareness of the best ways to support student learning.
- Develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
- Conduct classroom observations for SEND students
- Assist in collection of data for providing appropriate classroom interventions.
Evaluates students' academic progress

Role of part time SEND coordinators

- Conduct classroom observations for SEND students
- Supervise and make modifications to the regular curriculum based on student need and ensure that accommodations are provided.
- Comment regularly to the SEND leader about the progress of the student with special needs.
- Keeping the SENDco fully informed
- Support and advice teachers on how to meet individual needs.

Appendix (7.2): The SEND department Handbook



SEND Support

1. SEND / Inclusion Policy Statement
2. SEND and support Services at [REDACTED]
 - a- Provision (includes SEND process chart)
 - b- Identification (includes SEND referral process chart)
 - c- Intervention
 - d- Curriculum modification
 - e- Personal support
 - f- Progress and outcomes
3. Partnerships with parents
4. [REDACTED] SEND team members
5. Role of SEND department team members
6. Categories for Disabilities/Special Educational Needs as per KHDA UAE framework 2016-2017
7. Gifted and Talented (United Arab Emirates School Inspection Framework 2015-2016)
8. Self-assessment of SEN support unit

Resources for teachers



1- SEND/ Inclusion Policy statement

The School advocates the inclusion of all children including those with Special Education needs as fully participating learners. All students are welcomed, accepted, and valued. As an inclusive school, the school provides a safe physical surrounding, a rigor curriculum, and welcomed, positive learning environment that reflect the needs of all students including those with special needs. The school ensures that inclusion of students with Special Educational Needs is facilitated through adherence to the Special Education services adopted by the school. This policy ensures that curriculum planning; teaching provision and assessment for students with special needs takes into account the type and extent of the difficulties experienced by the child. The school strives to remove the barriers that does not allow students to reach their full potential, barriers may be physical, social, academical or communication. Each problem is identified and tackled accordingly.

2- SEND and support Services at [REDACTED]

We monitor all children's progress closely, and identify those who require support starting from an early stage. Individual Education Plans (IEP) are written collaboratively by a member of the SEND team, class teachers and specialist from medical centers [REDACTED] and [REDACTED] (Center) if needed.

A range of educational support specialists from [REDACTED] or [REDACTED] work with the school to insure the SEND students are monitored and supported according to their needs in order to reach their highest potential.

Classes are mixed ability and children have the opportunity to work in a range of different groupings. The needs of all children are met within the classroom.

SEND support services are tackled through:

A- Provision


Provision is designed to promote confident, independent learners who come to an understanding of their learning profile and develop the skills necessary to achieve their potential. The school offers in-class support, and pull out support in the learning support room from grades 1 till 6. In class support is give by the classroom teacher throughout all phases and they follow up with the SEND team for guidance and resources. It also gives pieces of advice on differentiated instruction.

SEND students:

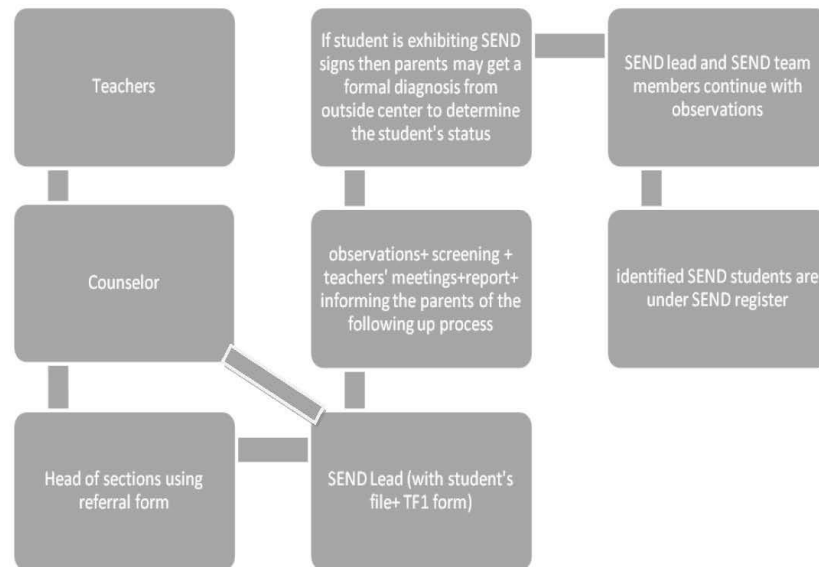
SEND students are students who show signs of SEND and they either hold a diagnostic report from an outside specialized center or they are diagnosed by the school through a process of observations and screenings and meetings with parents. They are provided with an IEP (individualized Educational Plan). SEND students are given special accommodations and differentiations i.e. in their homework and in their exams etc... Special forms and process is applied for these students' constant follow up. Support teachers provide a pull out and pull in service to support the student in class and outside class when needed. The teachers in class are regularly supporting these students and they are being guided by the SEND team.

The following chart shows how identification of SEND students takes place:

Identification phases

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Admission /diagnostic assessment	Teachers observations/ evaluations	Parents meeting	Referral to SEND department	SEND team observations and screenings	Parental approval
					

When SEND students are identified by teachers, the following process takes place:



Referral process:

Step	Process	Form
1	Referral from counselor	Referral to SEN TEAM
2	Teacher observation	TF 2 Minutes of teachers' meeting TF1 Student behavioral and academic report
3	Classroom /playground observation to be done by SEND leader	EP 1 Classroom Observation Form EP 2 Observation report EP 3 Playground Observation Form
4	Meeting with the student (SEND Lead)	CF1 Student's Meeting
6	Feedback to and from teachers	TF 1 Student Behavioral and Academic Report TF 2 Minutes of teachers meeting
7	<u>Screening/Identification</u> by the SEND team leader	EP 1 Identifying Student's with Special Needs
8	Academic / behavioral interventions	Academic Student Behavioral Report
9	Parents Meeting (SEND team)	C/4 Parents Visit Report
11	Assess and evaluate (SEND team)	

	<p>with enough distinct features to warrant its own label.</p> <p>It is characterised by subtle impairments in three areas of development.</p> <p>There is no clinically significant delay in cognitive development or in language acquisition.</p> <p>However, students with Asperger's syndrome often have communication difficulties.</p>
General Learning Difficulties	
Learning difficulties 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
Learning difficulties 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
Profound and Multiple Learning Difficulty (PMLD)	<p>Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them.</p> <p>They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.</p>
Assessed Syndrome	<p>A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome.</p>
Specific Learning Difficulties	
Dyslexia -reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate

	comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
Dysgraphia - writing/spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.
Dyscalculia - using number	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyspraxia –	fine and gross motor skills Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

Dyslexia: Reading and Spelling Difficulties

Dyslexia is viewed as a difficulty in processing language or words affecting up to 10% of the population. It is seen predominantly as a difficulty in processing information and phonological awareness which impacts upon reading, writing and spelling. Standardised assessments are used to diagnose specific areas of need which provide an insight into the strengths and difficulties being experienced.

The main features are:

- Poor phonological discrimination skills
- Poor sequencing skills
- Poor auditory processing skills
- Poor short-term memory
- Poor visual processing and discrimination

Contrary to popular belief, a diagnosis of dyslexia is not needed to apply for extra help in the form of access arrangements/exam concessions or in-class support; the profile of strengths and weaknesses is the important feature when applying for additional help.

Early Years:

- Delayed or problematic speech
- Poor expressive language
- Poor understanding of prepositions and instructions
- Reduced vocabulary
- Difficulty in rhyming
- Reduced interest in the alphabet and letters/numbers
- Misuses pronouns

Primary Years:

- Slow or reluctant to begin to read
- Often mis-reads text or misses out words
- May lose place when reading
- May confuse visually similar words such as saw/was; on/no
- Difficulty in learning alphabetical sounds (phoneme) and corresponding written representation (grapheme)
- Difficulty in spelling
- Slow writing
- Difficulty in rhyme and alliteration
- Marked discrepancy between spoken and written language
- Difficulty in generalizing

Secondary Years:

- Reading fluency will be poor compared to peers
- May avoid reading
- Writing speed may be slow
- Poor spelling will persist

- Often imaginative ideas are not expressed in writing
- Problems with copying

Speech and Language Difficulties

Early speech, language and communication difficulties are an indicator of a number of other specific learning difficulties such as dyslexia, Attention Deficit Hyperactivity Disorder or Autism and Aspergers Syndrome or may be experienced independently of other difficulties in the form of Specific Language Impairment (SLI). It is essential that early speech problems are identified and addressed as soon as they are evidenced to give the child the best possible chance of learning in school. Speech, language and communication (SLC) difficulties may affect up to 10 per cent of the population and can be identified by parents and professionals working with children. SLI itself may be a result of a number of underlying causes and a thorough assessment should be carried out by a speech and language therapist working in collaboration with the parents/carers and the educational setting. A further disorder which is associated with SLI is semantic-pragmatic disorder and is thought to overlap significantly with Aspergers syndrome as the social use of language is the overriding difficulty.

Language is a complex interactive system as it relies upon a communication exchange. It develops as a result of a number of developmental threads, namely

- form of the language which include the phonology and grammatical structures and
- Its use, which are pragmatics.
- semantics or content of the language

Any or all areas may be deficient in a child who is experiencing SLI. Language also involves interpretation in addition to use, hence a child may be able to interpret language, but may have difficulty in using or expressing him/herself or alternatively a child may have difficulty interpreting others whilst being able to express themselves coherently.

A child may for instance, be able to use appropriate semantics but may mis-understand others' semantics as the content will vary according to context.

Speech and Language Therapists are able to provide intervention plans to schools regarding the language development of a child, including helping children with their:

- articulation - how they produce sounds
- phonology or speech sound system – how they interpret sounds

Appendix (7.3): TF1

2018-2019

Form: TF 1

IDENTIFYING STUDENTS WITH CONCERNS

Grade: _____ Section: _____

Date: _____

Teacher's name: _____

Subject: _____

Please list below students with concern. Specify the concern by writing the description on TF2 form.

Student's Name	Academic Concern أكاديمي	Behavioral Concern سلوكي	Social Emotional عاطفي- اجتماعي	Gifted Talented الموهوبون	Rate Low/medium/high
1-					
2-					
3-					
4-					
5-					
6-					
7-					
8-					
9-					

Appendix (7.4): TF2

2018-2019

Form: TF 2

Student's Behavioral and Academic Report

Student's name: _____

Class: _____

Teacher's name: _____

Subject: _____

Date: _____

Please check any that applies:

Attention

- _____ Pays attention
- _____ Follows instructions
- _____ Does not follow instructions
- _____ Able to stay on task
- _____ Easily distracted
- _____ Completes assigned tasks
- _____ Excessive daydreaming
- _____ Seems interested
- _____ Seems indifferent

Effort and motivation

- _____ participates
- _____ Tries hard
- _____ Gives up easily
- _____ Careless in work
- _____ Eager to please
- _____ Hesitant to begin working
- _____ Works slowly
- _____ Works well independently
- _____ Avoids asking or answering

Temperament

- _____ Happy
- _____ Depressed/withdrawn
- _____ Angry
- _____ Shy
- _____ Confident
- _____ Anxious
- _____ Upset
- _____ Cries easily, oversensitive
- _____ Stressed

Relationship with peers

- _____ Works alone
- _____ Interacts well with others
- _____ Initiates social interaction
- _____ Waits for others to initiate
- _____ Distracts peers
- _____ Avoids peer interaction
- _____ Provokes others
- _____ Has no friends
- _____ Verbally aggressive
- _____ Physically aggressive

Academic Abilities

- _____ Writes clearly
- _____ Difficulty acquiring knowledge
- _____ Difficulty following directions
- _____ Poor reading skills
- _____ poor handwriting
- _____ Excessive fear from exams
- _____ Difficulty with written expressions
- _____ Achieves below grade level
- _____ Difficulty in problem solving
- _____ Reads at or above grade level
- _____ Frequent reversal of letters/numbers
- _____ Difficulty remembering facts/details

Relationship with teacher

- _____ Cooperative
- _____ withdrawn
- _____ Seeks attention
- _____ Needs repetitive reminders to sit or work

Behavioral Attributes

- _____ Always moving
- _____ Irritable or moody
- _____ Impulsive
- _____ Destructive of others' belongings
- _____ Does not cope well with failure
- _____ Immature behaviors

Appendix (7.5): The KHDA Inspection report 2017-2018



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4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum follows the California State Standards, the NGSS in science and the MoE standards in Islamic education and Arabic. The curriculum is broad, balanced and provides for continuity and progression between grade levels and between phases.
- Curricular choices available to students are limited. There is no enough focus on offering a wide range of elective courses, which is a hallmark of US curriculum schools. Cross-curricular links are not consistent features of lessons, but real-life applications are regularly included.
- The use of technology by students is not evident across all subjects, and a consistent approach to promote digital literacy skills is not in place. The science, technology, engineering and mathematics (STEM) curriculum enables some students to participate in interdisciplinary opportunities based on real-world applications.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Curriculum adaptation is effective across all phases. Individual educational plans for students with SEND are available in all classes, providing them with modified targets. External assessment information is not used effectively to adapt the curriculum.
- Students are provided with some opportunities for enterprise, innovation, creativity and social contribution. The addition of UAE social studies and moral education programs extends and enhances students' knowledge and understanding of Islamic values and the culture of the UAE.
- Emirati heritage, history and culture are embedded in the school's life and are celebrated throughout the campus. Artwork, artefacts and traditions are showcased in assemblies, classes, corridors and in the KG 'Union Museum'.
- Children in the KG receive 60 minutes a day of Arabic language instruction.

For development

- Increase the use of external assessment information to design, implement and modify the curriculum to meet the needs of all students.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

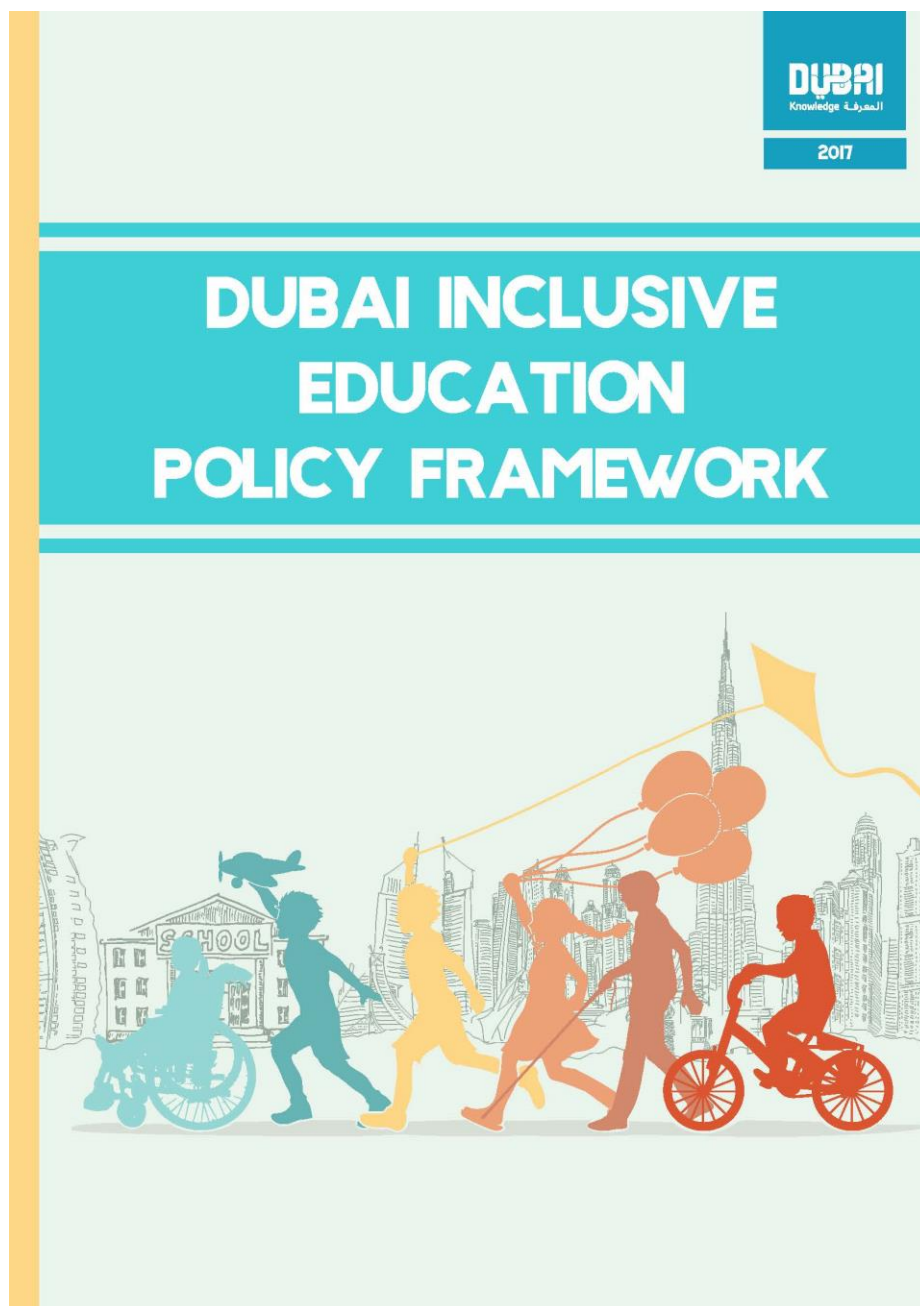
- The school's governor of inclusive education and the inclusion champion are committed to the promotion of an inclusive ethos and to the provision of personal support for all students with SEND.
- Students in need of SEND services are identified when entering the school or when found in need of intervention in the classrooms. However, the writing of individual educational plans does not involve all key persons, such as parents, teachers, members of the SEND team and students.
- Parents are especially appreciative of the work of SEND staff and their attention to the education of their children. Staff are in frequent contact with parents on updates and suggestions for activities to do at home.
- Instructional support from classroom teachers is variable. Some teachers provide targeted modifications for each student, while many do not address the specific learning needs outlined in each individual educational plan. Students with SEND benefit from 'push-in and pull-out' teaching provided by learning support staff.
- Across the school, students with SEND are making progress at an inconsistent rate. Instruction is often focused on keeping students with SEND engaged in lessons without sufficient attention to their learning and progress.

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For development

- Ensure the writing of individual educational plans involves all stakeholders and includes a focus on how to enhance students' progress.
- Effectively implement the targets outlined in the individual educational plans in all lessons.

Appendix (8): Documents of the policies and laws related to SEND students in the UAE and specifically Dubai:



COMMON LEARNING ENVIRONMENT

"An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment"

2. PRINCIPLES

At its heart, Inclusive education is a provision that is committed to ensuring that all learners, including those with special educational needs and disabilities (SEND) in a common learning environment, in such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning.

Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community.

To achieve a high-quality, inclusive education system, it is vital that all stakeholders across all education sectors within Dubai develop a shared commitment to internationally recognised values of inclusive education.

All stakeholders, including governing bodies and leaders at all levels should:

- view and value student diversity as integral to the human condition
- recognise the learning potential of all students
- engage with theories of learning that support child-centred and differentiated approaches to teaching and learning
- acknowledge that all students have the right to education in a common learning environment
- prevent marginalisation and discrimination in education based on the experience of SEND in order to reduce barriers to participation in learning
- be proactive in removing barriers to learning in diverse student populations, by adapting and modifying curricula, teaching and learning strategies
- reject ability labelling in teaching, along with the idea that some learners cannot learn due to individual deficits
- Fulfil their responsibility to facilitate an inclusive

BARRIERS

"Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their limited participation in, the common learning environment in mainstream schools and classrooms."

culture within their individual education settings and be accountable through the programmes, practices and outcomes of the entire learning community.

3. BACKGROUND AND CONTEXT

'Dubai Inclusive Education Policy Framework' has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities (UNCPRD) and the local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector. Federal Law 2006 and 2009 and Dubai Law no 2 (2014) clearly demonstrate Dubai's commitment to ensuring the educational and social inclusion of all children, adults and families experiencing special educational needs and disabilities (SEND). These laws reflect international best practices and align with the UAE's ratification of the UNCPRD, particularly Art. 24, on the rights to inclusive education. The principles of **inclusion** and **equity** lie at the heart of the legislative framework. It requires that education providers across the country ensure that all SEND have equitable access to quality inclusive education with their peers.

The policy framework has been developed in partnership with a diverse range of stakeholders. It is based on international evidence of successful inclusive practices in education. It is also the culmination of an international benchmarking literature review, a participatory research process, based on extensive consultation with many stakeholders and an environmental scan of the enablers and barriers to inclusive education. The process has included a situation-analysis that identifies potential barriers to inclusive education and identifies students' journeys across education phases and providers in Dubai.

Based on international best-practice and research, the policy framework purposefully offers definitions of key terms with the intention of informing a clear, common language and approach (Appendix 1). This policy framework also takes into account the complexity and the uniqueness of the education landscape of Dubai, which hosts schools from all over the world, collectively delivering over 17 different curricula. This landscape is characterised by a diverse range of different education settings including schools, early learning centres, higher education providers and special education centres.

SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND)

"A need which occurs when a student identified with an impairment requires the school to make specific modifications or adaptations to the curriculum to prevent, remove or reduce any potential disability from occurring and to ensure that the student can participate on an equitable basis and within a common learning environment with same-aged peers."