Inclusion of the Children with Autism Spectrum Disorder in a Private Mainstream School in Abu Dhabi: An Investigative Study

دمج الأطفال المصابين باضطراب طيف التوحد في مؤسسات التعليم الرسمي الخاصة في أبوظبي: دراسة استقصائية

by

FERDANE SOYLU

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ABSTRACT

The children who have Autism Spectrum Disorder (ASD) are the individuals who are facing difficulties and challenges in the education and social life regardless of the background.

This case study aims to investigate the effectiveness of the inclusion of the children with Autism Spectrum Disorder in the United Arab Emirates. The case study was conducted in a private mainstream school in Abu Dhabi, the capital city of UAE, over a period of six weeks on four students with Autism Spectrum Disorder. The effectiveness of the inclusion has been investigated over four main skills (reading, writing, listening, speaking). At the end of this study, a set of recommendations has been mentioned to improve the inclusion in UAE.

Early identification and accurate diagnosis of autism improve the likelihood of favorable outcomes for children with Autism Spectrum Disorder (ASD). Thus, early identification and diagnosis of autism are gaining global attention. There are needs to avoid the negative implications of lack of diagnosis, misdiagnosing or over-diagnosing children with autism. The study aspires to contribute in improving the services for children in the United Arab Emirates (UAE) by examining the current situation, parents' views, and other stakeholders' views. The objective is to provide information that will help design better procedures in the country. A combination of surveys, interviews, and focus groups are used as sources of data for the study. This provides a view of the missing components and the challenges that is faced in the process. It provides insights into the difficulties, struggles, and gaps in the current system that need to be addressed to improve the services in the future. The study of the literature, identifying gaps in the development of diagnostic processes, diagnostic criteria, training and educating professionals need to be addressed to develop the process.

This research pointed out concerns related to certain aspects of the service in the UAE. Some recommendations are outlined in the study to better enhance the services and to provide effective services for children with autism.

ARABIC ABSTRACT

ملخص

الأطفال المصابون باضطراب طيف التوحد هم الأفراد الذين يعانون من صعوبات و مشقات في التعليم والحياة الاجتماعية بغض النظر عن خلفيتهم.

تهدف دراسة الحالة هذه إلى استقصاء فاعلية دمج الأطفال المصابين باضطراب طيف التوحد في التعليم الرسمي في دولة الإمارات العربية المتحدة. أجريت دراسة الحالة هذه على مدى 6 أسابيع في مؤسسات التعليم الرسمي الخاصة في أبو ظبي عاصمة دولة الإمارات العربية المتحدة ، وتضمنت 4 أطفال يعانون من اضطراب طيف التوحد. تم استقصاء فاعلية دمجهم في التعليم من خلال أربع مهارات رئيسية (القراءة والكتابة والاستماع والتحدث). و في نهاية هذه الدراسة ، تم تقديم عدد من التوصيات حول تطوير سياسة الدمج في دولة الإمارات العربية المتحدة.

يعزز تحديد الحالة المبكر والتشخيص الدقيق لمرض التوحد من إمكانية تحقيق نتائج إيجابية للأطفال الذين يعانون من اضطراب طيف التوحد. لذلك ، فإن التحديد المبكر لحالات التوحد وتشخيصه يحظيان باهتمام متزايد في جميع أنحاء العالم. هناك حاجة لمنع الآثار السلبية لعدم وجود تشخيص أو التشخيص الخاطئ أو المبالغة في التشخيص عند أطفال التوحد. تهدف هذه الدراسة إلى المساهمة في تطوير الخدمات للأطفال في دولة الإمارات العربية المتحدة عن طريق استقصاء الوضع الحالي وآراء الآباء وآراء الأطراف ذوي العلاقة. والهدف هو توفير المعلومات للمساعدة في تخطيط إجراءات أفضل في الدولة.

واستخدمت الدراسة الاستبانات، والمقابلات، والمجموعات المركزة لجمع البيانات. وتقدم الدراسة نظرة على العناصر المفقودة والتحديات التي تتضمنها العملية. كما وتقدم الدراسة نظرة عميقة حول التحديات والصعوبات والثغرات في النظام الحالي والتي يجب التعامل معها من أجل تحسين الخدمات في المستقبل.

و بهدف تطوير عملية الدمج، ينبغي الاطلاع على الدراسات السابقة، وتحديد الثغرات في عملية التشخيص والتخطيط، ومراجعة معايير التشخيص، وتدريب وتعليم الأخصائيين. يشير هذا البحث إلى نقاط هامة بشأن جوانب معينة ذات علاقة بالخدمة في الإمارات. وتقدم الدراسة بعض التوصيات لتعزيز الخدمات وتوفير خدمات فاعلة لأطفال التوحد

DEDICATION

*This work is gratefully dedicated to my beautiful sons, **Ibrahim Berkay** and **Selim Burak**, who are my inspiration, joy, pride and love. Hopefully it will be an inspiration for both of you when you grow up.*

Thank you,

Love you all!

Ferdane Soylu

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Thank you,

Ferdane Soylu

TABLE OF CONTENTS

LIST OF FIGURES:

LIST OF ABBREVIATIONS

UAE – United Arab Emirates

UNESCO – United Nations Educational, Scientific and Cultural Organization

ADEK– Abu Dhabi Department of Education and Knowledge

LSA – Learning Support Assistant

SEN – Special Education Needs

SENCO- Special Educational Needs Coordinator

MOE – Ministry of Education

IEP – Individual Education

Chapter 1

1-Introduction:

This section introduces the significance of the successful and helpful comprehensive training for pupils with Autism Spectrum Disorder in the standard Abu Dhabi (United Arab Emirates) schools. It demonstrates the points and the destinations of the insightful examination.

The examination study occurred in a standard tuition based school in Abu Dhabi, United Arab Emirates over a time of about a month and a half. The motivation behind this exploration undertaking will give a review significance of incorporation for youngsters with Autism Spectrum Disorder (ASD). The explanation that this point is chosen to make a thought regarding the advantages of comprehensive training for the students with Autism Spectrum Disorder. All understudies need to have equivalent open door for getting training, securing position and associating in the network paying little mind to the race, religion, culture, nationality and sort of the learning troubles or incapacities. The ongoing advancements in the field of training have prompted a conviction that each individual learn in their own novel manner while a portion of the individuals need support, which others may not request any help.

Early diagnosis and intervention improve the quality of service delivered to children with autism and the likelihood of favorable outcomes. One of the problems faced by professionals is that as the number of children with autism increases, the children become vulnerable to misdiagnosis, over diagnosis, or lack of diagnosis altogether (Waltz 2002).

World Health Organization (WHO) has indicated that there are many children with autism who remain unidentified or are mislabeled as having another disorder around the world (WHO 2014).

This means there are a major number of unidentified children around the world who are not receiving the early intervention that they require.

In the recent years, the importance of special education and early diagnosis are accepted across the globe. Cundall (2002) pointed that attention to the diagnosis procedures has resulted in significant progress. However, despite the researchers have shown an increased interest in early intervention, there are still several individuals who have been ignored by society, families and educators. Therefore, these people are not able to receive any proper special education. Many countries around the world are working towards more effective diagnosis progress in cooperation with World Health Authority (WHO). World Health Authority (WHO) aims to adopt more effective practices for the diagnosis of Autism Spectrum Disorder (ASD). These recent developments in the field of early diagnosis in special education have led to interest the United Arab Emirates in improving the special education services. Therefore, UAE has decided to work towards improving the special education in the country with the cooperation of Ministry of Education, Ministry of Health and Ministry of Social Affairs.

The majority of the UAE students with special educational needs and disabilities have no direct or additional support in the classroom unless parents are willing to pay for a learning support assistant. Clearly the cost of having learning support assistant in the educational setting is heavy for parents at the top of schools high fees. Even most of the schools require additional money from parents who has children with special educational needs and disabilities.

During this investigation it is observed that minor attention has been paid to early diagnosis of special needs in United Arab Emirates. It appears that teachers of students with Autism Spectrum Disorder

lack access to vital information about the early diagnosis and early identification procedures in the school environment which cause to missing the critical ages for special education. Parents of these children have to face a considerable amount of financial problems due to huge cost.

Unfortunately accessing the early intervention and diagnosis by professional educators and educational physiologists are not an easy and cost-effective progress. The lack of early diagnosis or misdiagnosis cause the place child in a no suitable education setting, therefore it affects the student's academic and social progress. The present discoveries additionally recommend that the measure of qualified experts who have enough involvement in diagnosing Autism Spectrum Disorder in the United Arab Emirates is not sufficient contrasted with the pupils who need diagnosis and training.

This investigative study is a vital work as it will give a result and reflection with respect to viability of inclusive education in the mainstream educational settings for United Arab Emirates.

1.1 Aims of the Research:

This report supports the advancement of Special and Inclusive Education in the nation. The aim of this study is to shine new light on these below debates through an examination of classroom environment.

This examination looks to address the accompanying three particular destinations:

• The motivation behind this examination to research how educators figure out how to incorporate understudies with ASD into standard school settings

• The study means to acquire complete data about the adequacy of having Learning Support Assistant during exercises for essential understudies with Autism Spectrum Disorder.

- This study questions are intended to make mutual information to meet national educating and learning results

According to World Health Authority, the number of people diagnosed with autism is increasing (WHO 2015).

This investigative study aims to provide a widespread and detailed view at the inclusive education progress for Autism Spectrum Disorder in UAE.

The study focuses on students daily struggles in the mainstream school settings and parents experiences about the challenges that they faced before their children has been diagnosed by professionals. Additionally, the investigative study aims to make educators and parents aware about the importance of inclusive education and its benefits in education. A definitive objective of this examination is to help the families and the children with Autism Spectrum Disorder in achieve suitable training in a proper instructive condition. This help will likewise assist the pupils with autism to arrive at their greatest potential as autonomous and contributing individuals from the UAE through a research based recommendations.

1.2 Rationale of the Research:

Throughout the history educating the pupils with special needs was a major problem. Many questions have been raised weather inclusion has benefits for these students. Despite its proven benefits some people trusted in the advantages of isolated training where you separate children with Special Needs and Disabilities from standard ones in the standard school settings. Special classes in UAE elementary schools were established in 1980 where Ministry of Education decided to accommodate 'those

students' who has no capability to learn in a mainstream classroom setting. Within the Federal Law 29/2006 that was amended later by 14/2009 United Arab Emirates took steps to having inclusive education for all as a rapid growing country. Nowadays, it is considered that having a second supporting well educated teacher/Learning Support Assistant or even a peer is the best practice to achieve learning outcomes. According to Rosenshine and Meister (1992) 'forms of support provided by the teacher or the assistant or even another student to help students to bridge the gap between their current abilities and the intended goal' (Cited in Friend and Bursuck 2002, 144).

In her case study Professor Eman Gaad recommended that Special Educational Needs Assistants programs should be implemented such as Kayani. (Gaad, 2017).

The strong evidences were found that it is critical for children with special needs to reach out to professional educators to receive a proper finding at an early age. There was a significant positive correlation between early diagnosis and educational development of the child. The parents need to know what to do and where to go when they realize the first symptoms in their child. Cundall (2002) argued that early diagnosis and recognition of autism have substantial consequences for the ability to obtain appropriate health care, early intervention, and therapeutic services. The early recognition of the needs also prevent children with autism from the negative implications of over-diagnosing or misdiagnosing. Following the addition of early intervention those implications also can severely affect the children's academic and social progress. Therefore, it can be said that early diagnose save the children's potential future. Hence, it could conceivably be hypothesize that appropriate and accurate diagnosis and early identification lead to faster and more reliable inclusion for children with autism in mainstream school classrooms, as opposed to special classrooms for children with disabilities. Inclusion represents state of the art intervention on an increasingly global basis (Ruef 2003). Most

studies in the field of special education have only focused on whether inclusion is necessary tool. In the recent years, The United Arab Emirates moves in the direction of upgrading the analysis and early identification progress for all the children with special educational needs. However, no significant increase in the diagnose and providing proper education in the field was observed. The early identification is still not decent, reachable nor economical for the parents in many situations.

The special and inclusive education is fast becoming a key instrument in the area. Therefore, these findings are vital for professionals, caregivers, and decision makers as it contributes to improving the lives of children with autism in the UAE.

1.3 Research Questions:

Following series of inquiries to be replied toward the finish of the examination:

1- What is an offer for learners with ASD in private school in Abu Dhabi?

2- What strategies do the teachers use to include the students with Autism Spectrum Disorder in the classroom?

3- How do students with ASD cope with the regular classroom activities?

4- Does having Learning Support Assistants have positive effect on inclusion pupils with Autism Spectrum Disorder?

5- What is the point of view of the school the executives about giving additional help to SEND pupils?

6- Is administrative help from education officials are set up or not?

7- Are classroom teachers ready to cooperate with Learning Support Assistants?

8- What could be recommended to improve the service?

The central question in this dissertation asks how effective the inclusion in the United Arab Emirates schools is. This study tries to acquire information which will address research holes.

1.4 Conduct of the Research:

The examination will be led in Abu Dhabi, the capital city of United Arab Emirates. A tuition based school will be chosen for examination among the diverse scope of ADEC rating, for example, exceptional or great. The real research will occur roughly a month and a half beginning from starting day of the term 2. School will be picked where understudies originate from various social foundation and nationalities.

1.5 The UAE Context:

The United Arab Emirates is a desert country which has seven emirates in total. These emirates are Abu Dhabi, Dubai, Sharjah, Ras Al Khaimah, Umm Al Quwain, Fujeirah and Ajman. The capital city is Abu Dhabi. It has located in the Southern area of the Gulf. The country is founded on the 2nd of November 1971. The economic development was reflected on the discovery of the oil and focusing on tourism. A tremendous numbers of expatriates people such as Asians, European and different Arab nationalities are living in the UAE. These different types of nationalities provide a rich culture and occupational fields.

1.6 Early identification and diagnosis procedures in the UAE

There is a large volume of published studies describing the role of early conclusion and early identification of Autism Spectrum Disorder. Hence, these procedures in general, are still under progress in the UAE. Many effective provisions were adopted in which put the UAE ahead of most of the other Arabic nations in this field (Nahad 2015). In particular achieving such progress in a short amount of time is impressive for a relatively new and growing country; however, these rapid changes are having a serious effect on the development of the field. There is increasing concern that a portion of those issues are identified with the conflicting and confusing methodology the nation over regarding early recognizable proof and determination of autism. The research has consistently show vn that these inconsistent procedures cause perplexity for the guardians who receive diverse information from professionals or has no access to correct educators. Along with this rapid growth there are different concerns identified with the accessibility of the confided in data for guardians, which results in feeling isolated and being disregarded as these guardians battle to comprehend what is up with their children.

There is another increasing concern that some of the parents with special needs children are being disadvantaged because of the high costs of demonstrative tests as those medical diagnostic tests are not covered by insurance companies. Additionally no increase in the long waiting lists for rehabilitation centers or schools are detected. Eventually this has negative effects children's potentials in terms of social living skills and academic purposes. Therefore some of the parents are in need to travel with their child abroad to get a progressively solid and moderate finding. Autism shares many symptoms with other disabilities (Robledo & Ham-Kucharski 2005), unqualified professionals may be prone to diagnosis issues. In order to provide a better identification and education process, these issues are in need to be addressed properly.

1.7 Current Situation of Education in Abu Dhabi

The education system of the United Arab Emirates is moderately new and growing as compared to some of the other countries. There are two type of school system such as government and private schools. The public/government schools are funded by UAE government opposed to private schools where requirements for parents are spending high amount of money for education. The mainstream public education is easily accessible for United Arab Emirates nationals. The national curriculum focuses on Arabic and Islamic lessons. All mainstream public education is led in only female or male classes. Foreigners are required to register their children in private schools. There are many different kind of religious, cultural schools such as American, British and Indian. According to UAE Ministry of Education's 2017-2021 Strategic Plan, ensuring inclusive quality education including pre-school is the number one priority. Therefore, Minister of Education mentions that providing education to all members of society is one of the key instruments for achieving that objective.

1.8 Organization of the Chapters

This investigative study is separated into six main chapters including three appendices. Section one speaks to the foundation and the point of the examination, while part two characterizes the exploration plan, strategy and methodological issues that were raised during the direct of the investigation. Section three incorporates a writing survey of distributions concerning unique instructive needs and consideration, and a short rundown of methodologies for overseeing understudies with Special Educational Needs all in all and in this geology. The key terms utilized in the investigation are characterized in this part. Part four shows a few examples and discoveries from the surveys and meetings directed over the span of the investigation. Part five talks about ends and the investigation

closes with research based proposals for future practice. Part six shows the further research ramifications.

Chapter II

2. Methodology:

This investigative research will provide the social and educational benefits for the pupils who have Autism Spectrum Disorder. The data collection completed by using mixed methodology which means both quantitative and qualitative research methods were in place. This methodology provided a deeply understand the effectiveness of inclusion and Special Education in the mainstream school setting. This work takes the form of a case study of the inclusive education. Qualitative methods offer an effective way of receiving real life problems and possible solutions. Hence, semi structured interviews with the educators and Special Educational Needs Coordinator and classroom observations will be used to get qualitative data. The semi structured approach is chosen because participants feel more relaxed during the interviews hence they provide more honest opinions. Surveys and questionnaires will be used for quantitative data. A hybrid method design can be defined as "collecting, analyzing and "mixing" both quantitative and qualitative research and methods in a single study to understand the research problem" (Creswell & Clark 2007 in Creswell 2008, p.552).

The insightful investigation will occur in a private global school (Taaleem School) while various evaluations will be picked. The understudies who are associated with the examination are from various foundations regarding sex, race, nationality and financial status.

This IB School has classes from kindergarten to Grade 12 with a limit of 27 students in every homeroom. According to Special Educational Needs Coordinator approximately 4 to 5 Special Educational Needs pupils are placed in each classroom. The school has a multicultural environment

because of number of different nationalities which is about 80 different ethnic backrounds. According to ADEC (Abu Dhabi Educational Council) reports school has been rated 'Outstanding' in 2016. The school has Special Educational Teachers and Coordinator, Learning Support Assitants and EAL (English as an Additional Language) Teachers who are working collobaritly to provide a successful inclusive education in the school. However SEN Department is still in progress as established in 2014 when the school was opened their doors to education in 2006.

Classroom and SEN Teachers were interviewed by using questionnarie methods. The Researcher had a small meeting with Special and Inclusive Education Coordinator. Different kinds of methodologies are supposed to be used during the study to analyzing information. Pupils who has additional support and shadow teachers will be compared to pupils who do not get any additional support during the school day, before beginning the study and when study is done.

The Math, science and perusing tests will be utilized to quantify learning accomplishment. This tests questions might be valid/false, open finished and different decisions. The assortment of level inquiries will be utilized in the test.

Instructors and Learning Support Assistants will be met alone as they can influence the appropriate response of one another.

Toward the finish of the examination, gathered information will be broke down to see the roles and responsibilities of inclusive education for the students with ASD. This investigation will likewise quantify the adequacy of the educators and school organization's view about incorporation.

The measurement and diagnostic instrument, for example, 'SPSS' was utilized to dissect gathered information.

The teachers are mainly educated in the UK and the most of them hold proper education back in their country. In the United Arab Emirates Bachelor of Education degree is mandatory to work as a teacher in the schools. The financial status of the school network is for the most part center to high class in the UAE setting. The normal class size is 25 pupils with one instructor and usually a Teaching Assistant.

2.1 Methods of Data Collection

The success of concurrent mixed methodology research lies in the ability to collect information from a number of different sources and to triangulate that information into a single set of conclusions. Concurrent mixed methodology research design dictates that a number of different methodologies and sources of information be considered (Creswell 2011). In this investigative study, the mix methods of surveys, interviews and questionnaires were used to analyze the research questions. This investigation will be separated into two areas. The primary area will inspect quantitative information gathering techniques and the subsequent will look at the subjective information accumulation strategies that will be utilized in the examination.

2.1.1 Questionnaire / Surveys

The quantitative information gathering procedure included making surveys with the guardians who has Special Needs children from the selected school in Abu Dhabi. These surveys provided a significant chance to propel the comprehension of the guardians' points of view and daily challenges. Before that the motivation behind the investigation was clarified, just as the significance of their interest to improve comprehensive training for their child. The surveys sent to guardians by electronic post with an included confidential agreement.

The analyzed information, charted and contrasted utilizing Microsoft Office Excel with decide the recurrence of each answer gave and after that was partitioned into two gatherings dependent on the age

of the children. One gathering included understudies matured from five to ten years of age, the other gathering spoke to understudies whose ages are somewhere in the range of eleven and sixteen years of age. The reason for the quantitative information was performed by explicit data about the analytic techniques for children with Autism Spectrum Disorder from a parent's viewpoint.

Hopkins (1993) explains that one of the advantages given for using the questionnaire is that it is "highly specific, easy to administer" and it can provide "specific feedback".

2.1.2 Interviews

Interviews are included in this investigative study in order to use qualitative analysis to gain insights to inclusive education.

The research involved the interview of homeroom teachers, Special Educational Needs Teacher and Special Educational Needs Coordinator in the school. The interview method is chosen and found appropriate because of asking educational professionals about their views on inclusion as Silverman (2001) states that interviews give data, which has authentic insight into people's experiences. The standard Homeroom educators were met to gather information on the investigation that was directed. Meetings with five educators working in the private standard school in Abu Dhabi were led. These educators had five years or more involvement in showing standard understudies in non-public schools. The principle addresses rotated around frames of mind towards tolerating understudies with SEN in standard schools, and reasons of their acknowledgment of, or restriction to, incorporation.

The participation was voluntary for teachers and Special Educational Needs teachers while anonymity was guaranteed before beginning of the interviews.

Semi-organized meetings were utilized with this exploration network on the grounds that not at all like on account of organized talking where one has an essential meeting plan that is remembered, yet have

at least authority over the witness' reactions. The semi-organized meeting is described by least command over the respondent's reactions. An organized meeting was likewise dodged in light of the fact that surveys were additionally being utilized. Polls are close in plan to a structure meet where all react to as almost indistinguishable arrangement of questions. In any case, interviews with open-finished inquiries are not a simple choice as the specialist may lose the pace of the meeting. Consequently, the semi-organized technique was utilized when utilizing a meeting methodology as the specialist can search for shrouded implications and to look more remote than the obvious or anticipated importance. This methodology enables the specialist to increase further degrees of comprehension.

To keep a record, members were met alone, else, it is difficult to be sure which of the members said what, and one member would impact the thinking about the other. See informative supplement B for draft transcript sheet. All notes were written down during the meeting and were reviewed in full promptly and before the following meeting.

The process of interview are semi structured due to creating more natural environment and receiving more real feedback about how does the system works. Together these examinations diagram that parental attention to comprehensive training and what is the age at which most pupils are referred for further testing for Autism Spectrum Disorder. It also examined advances in the development of Special Education Departments in the school furthermore, the advancement that has been made in the finding of kids with autism at early ages. This meeting enabled the interviewee to express her perspectives uninhibitedly during the meeting procedure without further guidance from the researcher by using open-ended questions and semi structured interview.

Traditionally Special Needs has been assessed by measuring IQ in the past. Further information gathering is required to decide precisely how right diagnosis and education effects the child's

development. In order to figure out how to improve Special Education benefits in the nation and how to stay away from parental concerns an open organization was utilized for the meetings. The majority of the interviewees in the school were permitted to express their suppositions in an unformatted way utilizing open finished inquiries. Is astounding that these meetings gave criticism on the general framework for the way toward distinguishing children with Autism Spectrum Disorder and the methods for administrations that they need. The watched distinction between the appropriate responses of Homeroom Teachers and Special Education Teachers was not noteworthy. The data on an alternate piece of the indicative and treatment procedures was gathered.

The parents of with children of a different age were selected for surveys.

The qualitative parts of the examination enabled the scientist to increase a wide range of points of view from various stakeholders who were on different degrees of the symptomatic and treatment framework. At the point when joined with the quantitative information from the guardians, the scientist had the option to increase an all-encompassing perspective on the present condition of the framework as well as how it has created after some time as well. The blend of quantitative and qualitative information enabled the specialist to satisfy motivation behind the examination study and to see the territories that should be improved later on.

Test members in the examination included various nationalities and ethnic foundations.

The examination members included guardians of children with Autism Spectrum Disorder. This speaks to an assortment of expert and sincere beliefs with respect to the condition of Autism Spectrum Disorder in the UAE. This assortment of feelings and research strategies enabled the researcher to triangulate the perspectives of the different investigation members. In doing as such, the specialist increased a more extensive vision of where the analysis and treatment procedure has come and where it needs to go later on. The example members were from various distinctive statistic gatherings including

males, females, and different kind of age groups. This makes the example illustrative of the all inclusive community in the urban areas. It helps in the capacity to dependably triangulate the outcomes to develop suggestions that will help the best number of children.

2.2 Reliability and Validity

The reason of this investigative study is to observe the inclusive education framework to improve the procedures of early recognizable proof and conclusion of pupils with Autism Spectrum Disorder in the United Arab Emirates. The point is to make thoughts that will prompt plan progressively compelling analytic systems with the goal that more children can accomplish their greatest potential by early intervention. The study aims to answer eight research questions in the field. The first question examines the current situation for the pupils with Autism Spectrum Disorder in the school environment while the second related to educational methods and strategies that teachers use to include these children. This investigative study also includes the viewpoint of the school the executives about giving additional help in the lessons for pupils with Autism Spectrum Disorder. On the other hand, this study examines weather having additional educational support has positive effect on incorporating pupils with Autism Spectrum Disorder. The investigation will utilize mixed methodology research while focusing on these research questions. Mixed methodology research is advantageous when the study questions are confused and cannot be replied by utilizing either a quantitative or qualitative technique. The most significant fundamental in the capacity of the researcher to accomplish their exploration goals is choosing a fitting examination strategy. In this insightful examination, the analyst expects to accomplish a degree of data that will enable proposals to be made for what's to come to be made for the future research implications. Therefore, gathering as much information from as many sources as possible is vital. The researcher aims picking up data from various partners with changing degrees of

ability in the field. The researcher will at that point triangulate these different wellsprings of data to accomplish a wide image of the circumstance in the UAE with respect to the determination and recognition of Autism Spectrum Disorder in early childhood.

The study needs to be both engaged and expansive simultaneously achieve these research objectives. There are many different approaches which the data could be gathered because of the topic is complex. Quantitative studies include both experimental designs and no experimental designs (Creswell 2011). An experimental design involves a certain treatment being applied to the sample population. A nonexperimental quantitative design involves gathering research that can be reduced to use a single data point that can be analyzed using statistics such as a survey (Creswell 2011). One of the main advantages of quantitative studies is that the researcher can quickly and easily analyze it. However, quantitative studies have the disadvantage that they do not allow collection of in-depth perspectives of the participants (Creswell 2011). Quantitative studies are easy to answer from the participant's perspective.

Even though quantitative studies are convenient and allow the researcher to collect large amounts of data quickly and easily, they do not provide in-depth information, or the ability to collect information that was not anticipated by the researcher (Creswell 2011). For this reason, qualitative data such as narratives, ethnographies, case studies, and grounded theory research provide more useful knowledge that can be applied to the real world (Creswell 2011). Mixed methods research is used when quantitative and qualitative data are collected concurrently, or when the study is transformative in nature (Creswell 2011). A transformative study uses a theoretical lens to gain an overall perspective on a set that includes both quantitative and qualitative data (Creswell 2011). A concurrent mixed methodology converges quantitative and qualitative data to provide a comprehensive overview of the research problem to be investigated. One data form is nested within the other when a concurrent mixed

methodology is chosen (Creswell 2011). These outcomes consequently should be translated with alert. Thus, the comprehensive training is progressively perceived as a genuine overall concern.

2.3 Ethical Issues

Throughout this investigative research project the ethics of social science is followed by regarding the human rights and nobility all things considered, keeping away from mischief to members brought about by their association and via completing the exploration with trustworthiness. Every one of the members were inquired as to whether they consented to partake in the investigation and were educated regarding the particular motivation behind the information gathering. The identity of all shareholders is kept anonymous. The researcher ensured all participants confidentiality of all information collected. Accordingly, all the participants' personal information such as their name, email addresses or mobile numbers will not be used while reporting the findings from research. The safeguarding and accessibility of the hard data stored in the computer was likewise assured. The members were additionally allowed a chance to do option in remarks to on the off chance that they wanted. The participants were also given an opportunity to do addition if they desired.

The researcher will affirm the ethical issues during the investigative research project. Before beginning the investigative study, a consent form will be obtaining from school management and parents. The pupils and parents of the children who involves in the study will be reassured not to use any real name in the project or anywhere else. Additionally the human rights also will be secured by researcher during and after investigation. All the participants in the study have right to pullback whenever as participation to study is optional. Members will get a duplicate of the examination toward the finish of the exploration and they may demand to change or expel any data from it.

The purpose of the study will be explained to the participants and a consensus regarding the reporting and distribution of the analysis will be arrived at (Bell 1999). Every one of the members' should be deliberately and the motivation behind the examination will be disclosed to educators, organization and guardians. Genuine data, for example, name, age will be keep privately and all members will reserve an option to peruse venture before finishing examination.

The feasibility of the triangulation design of mixed methods depends, to an extent, on the researcher's competency and knowledge-base to skillfully utilize the qualitative and quantitative methods collectively. Moreover, multiple data collection and analysis can also prove to be an exacting task and equally time-consuming (Creswell 2008).

2.4 Methodological Challenges

There are certain assumptions which effects the researchers view of the subject in the field. One of these assumptions is that all the educators or parents are knowledgeable about Autism Spectrum Disorder and its diagnosis procedures. The research contains three main indicators such as validity, reliability and whether the results can be generalized. The definition of validity is being a proportion of whether the strategies and methodologies of the examination identify with, or measure the discoveries. Reliability is a measure if another specialist researched a similar report which would acquire with comparative outcomes. In conclusion, speculation is a measure in what degree the discoveries of the insightful research can be applied to other social networks or social gatherings. The triangulation of methods can be used to improve the validity of quality data. However, approaches of this kind carry various numbers of well known limitations. In this investigative research project, a mix of

questionnaire, meeting and narrative investigation used to collect data. In both questionnaires and meetings leading questions were kept away from to achieve semi structured method.

The main limitation of the study is that it just tends to the guardians that have children with a diagnosis of Autism Spectrum Disorder between the age of 5 and 14. Hence, the research was not able to address the number of children who might have Autism Spectrum Disorder but have not been diagnosed yet. There are many queries about what number of undiagnosed pupils with Autism Spectrum Disorder remains without a proper diagnosis and identification. It is not promoted any intervention, diagnosis or evaluating the efficiency of different kinds of diagnostic tests in this investigative study. Nevertheless, this research study only addresses diagnosing procedures of Autism Spectrum Disorder in the United Arab Emirates and diagnosis of any other special needs and disabilities are not supposed to include in the research.

The survey had a low reaction rate from the guardians with children who has autism. Speaking about a special needs and disabilities is a social stigma therefore; it might be prevented people from participating in the study even confidentiality offered. The key reason with the participating may be because parents are hesitated to take an interest in the investigation because of a paranoid fear of others discovering that they had a child with Autism Spectrum Disorder.

Special and Inclusive Education is as yet an unthinkable and taboo in certain societies. Hence, picking up authorization to develop perception can be troublesome as United Arab Emirates is a multicultural nation with such a large number of various ethnical roots. In certain societies individuals may discover a few thoughts hostile while in another culture it is absolutely satisfactory. A few guardians may not be upbeat about their children being watched and approached inquiries for so long and being asset for a scholarly archive.

The pupils that are being watched may face tormenting by their schoolmates about having Special Educational Needs and being seen observed in a classroom settings. Consequently, analyst is required to be additional wary and touchy regarding securing these pupils' human rights.

There are different kinds of clear impediments, which may not enable this exploration to be summed up, for example, the modest number of subjects and the constantly present worry about socially attractive reactions with study type look into. The limited time frame is the major limitation in this study. Only a limited number of mainstream teachers could be question and interviewed because of the short period of time. The applications of the results to a wider population, or indeed to the population of UAE as a whole, needs careful consideration as only expat people being investigated through this research. There are many different kind of nationalities and ethnics with various beliefs, values and cultures in the capital city of Abu Dhabi. Therefore the received opinions might differ in this study. Therefore it is impossible to say that the parents group in this investigative research is seen only one group by any means.

Another limitation of the study is that social attractive quality may impact reactions of participated parents. In light of the aftereffects of the survey, it is not possible to measure if the teachers are stating what they genuinely accept. Nonetheless, all teachers are guaranteed of privacy during and after examination. The teacher are educated that there is no mischief or advantage to them in partaking in the investigation separated from helping another teacher if the results of the examination are to be considered. Neither would there be any negative result on account of their reaction. Another limitation is that some of the teachers or parents are not aware of the 'inclusion' and what does it exactly mean. Although, the term of inclusion is explained to the educators before starting the interviews.

A further unexpected restriction was that entrance to applicable archive as Student's IEP reports were denied to be replicated by the school head. The scientist was just permitted to check a couple of them; on the off chance that it were given the specialist could have experienced them in detail.

2.5 Summary

This insightful research venture utilized a blended techniques way to deal with gather a general point of view of the indicative and instruction progress for pupils with Autism Spectrum Disorder. A blend of quantitative and subjective information to give understanding on the condition of expert level learning and methodology about the exploration point. It likewise thought about the points of view of guardians, just as the degree of data that guardians have about Autism Spectrum Disorder. This examination technique enabled the scientist to increase a wide range of points with respect to the ends that are drawn by this exploration study.

Chapter III

3- Literature Review:

In history inclusive education was not defined properly. Therefore, disability was an indication of vulnerability and rejection with exclusive education was the only method in terms of to keeping society satisfied. Nowadays, the educational view of the modern world has been changing while people seeking for equity. Equivalent instructive rights and expanding the quantities of understudies with uncommon instructive needs and inabilities is one of the fundamental difficulties in the mainstream educational environment. It has been impacted by the United Nations declarations and conferences such as the Salamanca World Declaration (United Nations Educational, Scientific and Cultural Organization, 1994) to support the inclusive education throughout the world.

In 2010, Ministry of Education in the United Arab Emirates began applying 'School for all' strategy. The government of the United Arab Emirates has been trying to apply inclusive education across the country. 'There are however few challenges that must be considered in relation to the program under study which are in line with a previous study conducted to look at difficulty with certain types of disability such as intellectual disability when it come to implementation of inclusive education in mainstream schools (Gaad 2015). In a large portion of the nations and societies there are still individuals and teacher who see pupils with Special Educational Needs absolutely uneducable, helpless and significantly troublemaker. In the past, most of the countries placed children who need Special Education in the Health Authorities or Social Welfare instead of educational settings as most of them

are seen ill and disadvantaged. According to these governments, special educational needs children are completely hopeless, uneducable and imperceptible.

Ainscow (1991) argues that to achieve effective inclusive education it is necessary to effective educational institutions that see pupils 'difficulties in learning' as indicators of the need for reform. Along these lines, the certified and knowledgeable Special Educational Needs Teachers and Learning Support Assistants are deprived to accomplish this.

According to UNESCO, only 10 % of Special Educational Needs children are having education in the schools while the majority of them have no access to regular education. (UNESCO, 2007). Those who is not receiving proper education and care are usually comes from uneducated parents or financially struggling parents.

Special and Inclusive Education is for all the children. However there is still some misunderstandings about special education is just for incapacitated or low IQ children. Learning Support Assistants have a crucial job in the school settings to accomplishing each students feels progressively certain as these assistants are viewed as the key of fruitful incorporation.

There are evidences to suggest that Special Needs Assistants support may contribute to the social isolation of students as the presence of an adult may create an unintentional barrier between the student and his/her peers. (DES, 2011a, p. 14)

3.1 Definition of Terms

3.1.1 Inclusion

In Special Education literature the term of inclusion is defined in a variety of ways. On one level, the term can mean the process of including children with SEN in mainstream schools (DfEE 1997). However, Booth *et al.* (2002) describe inclusion as a broad process of school reorganization, increasing student participation, reducing exclusion and removal of all barriers to access. Mittler (1995) defines inclusion as: 'Education in an ordinary class, in a neighborhood school which a child would normally attend, with support as needed by the individual' (p.105). A world conference about Special and inclusive education, held in Salamanca, Spain in 1994, approached the term inclusion from the perspective of children's rights. In a Statement and Framework for Action (UNESCO 1994, p.6), subscribed to by 92 governments and 25 international organizations, inclusion was defined as ordinary schools accommodating all children, regardless of their physical, intellectual, social, emotional, linguistic or other condition.

In this investigation this is the definition that embraced.

3.2.2 Autism Spectrum Disorder

This investigative study analyzes the current procedures for diagnosing Autism Spectrum Disorder in the capital city of Abu Dhabi in the United Arab Emirates. The early recognizable proof and diagnosing Autism Spectrum Disorder enables the understudy to get early mediation, which makes better possibility for scholarly and social achievement in their future. The examination inquiries in the investigation mean to discover the status of early conclusion and mediation in the UAE and guardians' impression of the analysis procedure. The outcomes will give suggestions to help set up better

guidelines for the future practices. To satisfy these prerequisites, the accompanying writing audit will look at the present status of Autism Spectrum Disorder in the UAE and will contrast them with benchmarks in different nations to decide the best practice. This will enable us to recognize segments of the finding procedure that might be advantageous to add to the present practice in the UAE.

The definition of autism was first used in 1908 when Eugen Bleuler used it to describe the aloofness of patients with schizophrenia into their own fantasy life (Smith 2012). Later, in 1938, Hans Asperger uses the term to describe autistic psychopaths (Smith 2012). These early diagnostic terms associated autism with schizophrenia and considered them the same pathogenic family. Clinical work to clear up this misconception did not occur until 1978 with the work of Kanner and Asperger (Smith 2012). These days, Autism Spectrum Disorder is never again related solely with schizophrenia and other insane issue and is grouped by its pathology.

ICD-10, published in 1990, classifies autism under pervasive developmental disorders, rather than psychotic disorders. According to the ICD-10, autism is characterized by difficulties in reciprocity in social interaction, unusual communication patterns, restricted communication, and repetitive interests and activities (Smith 2012; WHO 1990). Previously the DSM-IV listed several autism spectrum disorders under the same category. For instance, autism, Rett's disorder, Asperger's disorder, childhood disintegrative disorder, and other pervasive developmental orders that are not otherwise specified all had the same diagnostic criteria (Smith 2012). The DSM-V was released in 2013 and now is the accepted standard for the definition of mental health and psychiatric disorders (American Psychological Association 2013). With the changes in the DSM-V, all of these disorders are categorized under one umbrella term: autism spectrum disorders. Each diagnosis falls along a formalized spectrum (Smith 2012). The DSM-V allows children and adults that display the classic symptoms to be more easily categorized in comparison to the older classification systems. However, some clinicians are concerned

that this may cause further confusion in the diagnosis of Asperger's and that patients may lose their uniqueness in the spectrum (Kaufmann 2013).

For the most part, symptoms are apparent by 24 months of age, but not every child displays all of the characteristic symptoms of the disorder (Smith 2012). This can make diagnosis more difficult. Also, many statements used to describe children with ADHD are similar to ones used to describe children with autism (Mitchell 2006). The similitude give a considerably more noteworthy test in the conclusion of Autism Spectrum Disorder.

Often, parents or a family doctor are the first to notice that something may be unusual with the child. This typically leads to a short screening by the physician to determine if they need to refer the child for further diagnosis (Health Council of the Netherlands 2009). Children that fall on the severe end of the autism spectrum are usually diagnosed by 24 months, but children with Asperger's and other milder forms may not be diagnosed until later on in life (Health Council of the Netherlands 2009). Milder cases are not diagnosed until it is discovered that the child has difficulty communicating, reading, and/or writing in school (McQuillan 2010). The aim of the early diagnosis of autism spectrum disorders is detecting it before the child begin to the school.

Sometimes, the onset of autism spectrum disorders is marked by Childhood Disintegrative Disorder (CDD), where the child reaches a certain point in their development and then seems to regress to lower states of functioning from that point in time (Stockman 2011). When a child begins to regress, the parents will often become alarmed and seek help. Parents and caregivers often experience a variety of emotions while going through the diagnosis process. A study that examined the reactions of parents and adolescents upon hearing that they had been diagnosed with Asperger's syndrome differed significantly (Mannion & Leader 2014). Some were overwhelmed by the diagnosis and what it would mean for their

lives. Others met the diagnosis with a sense of relief because they could finally put a name on the symptoms that they had been experiencing (Mannion & Leader 2014).

The diagnosis of autism can be complicated process. The International Association for Child and Adolescent Psychiatry and Allied Professions (IACAPAP) (2012) stated that:

"*Autism assessment is a complex task. A multi-professional approach to assessment needs to be resourced and supported for all patient age groups. A diagnosis of autism is usually regarded as life-long, although with early detection and intervention; more individuals are able to lead lives of independence and self-sufficiency as adults. Therefore, it is of equal importance that autism is diagnosed and, where appropriate, not diagnosed, accurately*".

It has even been suggested that autism is not a specific disorder, but that it only exists as a set of disconnected symptoms (Rivera 2014). However, this viewpoint is not favored by many in the medical community, because it does not fit within the system of diagnosis and treatment protocols. With the current system, a disorder has to have a specific name and treatment associated with it. Recent studies indicate that early autism diagnoses are stable over time and that the diagnosis remains after 48 months (Gationde 2008).

It is possible for the early signs of autism to be seen as early as six months, but reliable emergence of identifiable traits typically does not occur until 18 months (Ptak 2015). Autism represents a broad phenotype, which represents the challenge in diagnosis. Behavioral observation remains the standard for diagnosis (Ptak 2015). The difference in symptomlogy and patient creates the greatest challenge in developing diagnostic procedures that will be accurate for every child in every case. Currently, there is no pharmacological or medical test confirm and autism diagnosis.

One of the more concerning findings was that social, financial, and demographic factors seem to influence the age of diagnosis of autism. One study examined children in four different regions of the

United States. It was found that when the child has an older sibling who has a developmental delay or has been diagnosed with autism, they are more likely to be diagnosed earlier than children that have typically developing older siblings (Adelman & Kubiszyn 2016). If the child had been diagnosed with another developmental disorder, then they had a better chance of being diagnosed with autism earlier (Adelman & Kubiszyn 2016). The type of first symptoms to appear and cause concern also affected the age of the child's diagnosis. Children that were referred to early childhood intervention often received an earlier diagnosis than those who were not (Adelman & Kubiszyn 2016). Whether the child switched pediatricians, pediatricians conducted regular screenings, and the reaction of the pediatrician to parental concerns also affected the age at which the autism diagnosis was achieved (Adelman & Kubiszyn 2016). Other factors including health insurance, annual household income, and the parent's level of education had an effect on the age at which diagnosis was achieved (Adelman & Kubiszyn 2016). These factors provide insight into external factors that may have an effect on the age at which diagnosis is achieved. Some of them represent pediatrician bias towards parents of lower education status, lower economic status, or who lack the ability to pay (Adelman & Kubiszyn 2016). It was also found that the age at which autism is diagnosed is related to the severity of the symptoms, the level of caregiver's worry about the initial autism symptoms, and the attributions of the caregivers regarding the symptoms and social problems (Perryman et al. 2009). Caregivers along with a variety of other factors play a significant role in the diagnosis and the ability to receive early intervention.

In the diagnosis of autism there are many factors to be considered.Currently, restorative tests are not built up that distinguish the Autism Spectrum issue and give a complete analysis. There is no blood factor or physical side effects dissimilar to different issue that can be estimated by utilizing analytic tests. The determination of mental imbalance is just conceivable with an expert perception of conduct that fall inside a specific class However, differences in the pervasiveness of the symptoms and how

they manifest can hinder the ability to perform an accurate diagnosis. The World Health Organization agrees that more uniform standards need to be developed in the diagnosis of autism on a global basis (WHO 2014). There are some indicative apparatuses that are presently used to characterize Autism Spectrum Disorder. There are numerous indicative Instruments.

Numerous instruments exist for the detection and diagnosis of autism; however, there is little uniformity in the measures. Some of them may prove to be better than others. Some instruments and assessments based on behaviors have been developed, and these are used as the standard criterion for diagnosing the disorder (Ptak 2015). In a recent study, it was found that some instruments perform better than others when used to diagnose the same child. One study compared the Childhood Autism Rating Scale (CARS) and the Autism Diagnostic Observation Schedule (ADOS). CARS is an older diagnostic scale, and the ADOS is a newer one based on DSM-IV criteria (Mick 2005). The purpose of the research was to determine which of the diagnostic instruments were better at predicting whether the child would meet DSM criteria for autism. The study found that CARS was slightly more reliable than the ADOS at detecting autism and making a final diagnosis (Mick 2005). This suggests that Doctors should be mindful about the instruments that they pick and how they use them in the symptomatic procedure. It likewise proposes that they ought not to depend on instruments alone in making the analysis, yet should contrast the outcomes with different discoveries from social perceptions and parent studies. Indicative appraisal apparatuses ought to be a piece of the conclusion procedure, yet they ought not to incorporate the whole of techniques utilized for the determination.

One of the difficulties in Autism Spectrum Disorder is separating these children with ADHD from those on the Autism Spectrum. Many of the children on the autism spectrum also exhibit some of the hyperactivity and inattention issues that are seen in children with ADHD (Mannion & Leader 2014). The BASIC-2 is a comprehensive instrument that is used to assess child and adolescent behaviors to

determine if they fall within clinically significant ranges (Mannion & Leader 2014). Utilizing this instrument to analyze children determined to have ADHD and those determined to have Autism Spectrum, it was discovered that utilization of this instrument had clinically noteworthy contrasts in the outcomes acquired between the two gatherings.

The instrument indicated a higher level of maladaptive behavior in children with autism than in those with ADHD, It was also found that the instrument demonstrated gender and ethnic differences, as well as some differences in results that were due to culture (Mannion & Leader 2014). This suggests that the choice of instrument is imperative in the proper diagnosis, as choosing the wrong instrument can result in misleading information regarding the child.

Racial disparities also play a role in the diagnosis of children with autism. It was found that African-American children are less likely to be diagnosed with autism than white children (Stephenson 2016). Research also suggests that African-American children required three times as many physician visits as white children to be diagnosed with autism (Stephenson 2016). It was also found that children from higher socioeconomic status were less likely to be diagnosed with autism than those from lower socioeconomic statuses (Stephenson 2016). This indicates that cultural tendency have an huge effect on the early diagnosis of autism.

Generally, there is agreement regarding the characteristics of autism. However, there is disagreement on how to determine when the child meets these criteria and displays these characteristics. Many different tools have been developed to aid physicians and other professionals in the diagnosis of autism. The question remains as to how accurate professionals are when diagnosing. A study looking at school psychologists found inconsistencies in diagnoses. These inconsistencies were found to be based on the experience, and training level of the psychologist. These findings suggest that training in autism and how to diagnose it are needed to improve the system (Baron-Cohen et al. 1996). This exploration could

be extrapolated to incorporate any expert who will determine children to have Autism Spectrum Disorder. Preparing and experience could be prescient of their capacity to make a precise determination. Presently let us look at a portion of the points of view of guardians in regards agreeable to them with the demonstrative procedure.

3.2. Inclusive Education

The term of Inclusion has been described in many different ways. Teaching practices are planned and organized with including all the pupils in mind in an achieved inclusive education setting. Therefore, the lessons encourage the participation of all the students and students are effectively engaged and associated with their own learning. Additionally, pupils are encouraged to support their peers through the learning process while enhancing their own learning. Hence this cooperation, the discipline in classroom is provided by mutual respect and healthy living atmosphere. The children truly feel that there is always someone to speak with whenever they need in the school.

Feeling welcome is a good illustration of inclusive education as pupils always feel equally valued. Teachers place high expectations for all the students while fully including special needs student. This discovery should make a significant commitment to the field of incorporation. The school management is supposed to make sure the presence, participation and achievement of all students in an inclusive education setting.

3.3 Inclusion of children with Autism Spectrum Disorder

Every 20 minutes a child is diagnosed with autism in the UAE (Edarabia 2012). One in every 88 children will be diagnosed with autism in the UAE (Gulf News Online 2017). When compared to other countries, such as the United States, the education, and diagnosis of autism is behind regarding research and practice in the UAE. Children with autism did not have a right to an education until 2006 (Farooq 2007). Provisions in mainstream schools for those with autism were found to be nonexistent as of 2007 (Farooq 2007). Top officials maintained opposing views regarding the education of special needs children in public schools (Farooq 2007). In the United States, it has been established for decades that children with special needs and autism have a right to access the same educational system as a general population. They have also established uniform laws regarding how that education should be carried out. The same cannot be said for the educational system in the UAE and schools have different methods for determining the child's strengths and weaknesses to devise an appropriate educational approach for the child (Farooq 2007).

These attitudes regarding the education of children with autism may have an effect on the priority that is assigned to diagnosing children with autism by physicians (Geranpayeh 2016). Many people in the UAE are still unaware that autism exists (Rai 2016). Asperger's was only recently recognized as a part of the autism spectrum in the UAE (American Center n.d). Once a child is diagnosed with autism, it may harm their ability to achieve an education. In the UAE, a diagnosis of autism may limit what they can achieve in life (Farooq 2007). Some physicians may be hesitant to label a child with autism, particularly if their symptoms are mild or if they are not certain of the diagnosis. Evidence exists that suggests many children and misdiagnosed with autism that have a different condition, including ADHD, behavioral, and emotional problems (Rizvi 2016). The consequences for the child and parents

can be devastating. Physicians may not want to take on the responsibility that goes along with a diagnosis of autism in the UAE.

Genetic tests are available for screening infants whose siblings have autism, but these tests are often cost prohibitive (Rogers 2009). Tests are available in the United States that can use MRI to diagnose autism in infants whose siblings have autism, but this too is often cost prohibitive (Whyte 2009). Autism is now detectable in the brain a long time before symptoms appear, which lowers the age at which autism can be detected (Dajani & Uddin 2015).

These are not the same circumstances as in the United States, where a system exists that makes a diagnosis of autism to help parents and the child get the help that they need. Until social attitudes regarding the education and status of children with autism changes in the UAE, it is unlikely that physicians will develop better methods for diagnosis, even though they are needed. Future methods for the diagnosis of children with autism need to be based on evidence-based research, rather than social stereotypes and cultural biases. According to UNESCO, an education is an essential human right that is necessary for the enforcement and practice of all other human rights (Jubran 2015). Students were found to be an important resource for overcoming the technical, social, economic, and attitudes that create barriers to them achieving their human right to education (Jubran 2015).

Many of the problems faced by the UAE regarding the diagnosis and education of children with autism is similar throughout many Middle Eastern countries. A study in Jordan examined parental attitudes of children with autism aged 5-18 years old. Parents expressed an overall satisfaction the services that they received but they had issues regarding the cost of the services, issues working with professionals, and the overall quality of the services was viewed as low (Al Jabery et al. 2012). Parents indicate a need to improve the diagnosis and educational system for children with autism. Case studies support the concept that the Arab world views autism differently than Western society (Nahad 2015). For the

most part, culturally negative feelings about people with handicaps exist, and when a parent's child is diagnosed with autism, many of them feel that they are on their own with little support (Nahad 2015). These attitudes may hinder the development of better early diagnostic procedures in the UAE for children with autism.

This is one of the challenges that must be overcome not only in the UAE but on a global basis. Even in the United States, racial, cultural, economic, and social biases were found to hinder early diagnosis of autism (Stephenson 2016). Similar biases were also found UK for children that were of ethnic minority background, particularly those that did not speak English (Leather 2005). For children throughout the world, the diagnostic process for autism is a long and drawn out one involving many complicated issues (Rossi 2012). There is a need to streamline the procedure for all kids the world over. While they are hanging tight for finding, they are not getting the intercession that they need.

3.4 Teacher Attitudes on Inclusive Education for ASD

The degree to which mainstream teachers are prepared to work in inclusive settings greatly determines the ultimate success of inclusive programs (Treder *et al.* 2000). Studies investigating mainstream classrooms that are associated with academic and social benefits to exceptional students indicate that the following points influence achievement in mainstream classrooms. The first point is how subject matter content is organized in curricula material and how teachers interact with students. The educational environment they experience, teacher characteristics, and the nature of the classroom influence the academic progress of students with disabilities. Teachers thus, need to be prepared for the

implementation of inclusion. Such preparation typically includes SEN awareness program and training teachers in methods that enable them to promote positive interaction (Federico *et al.* 1999).

According to Brownell and Pajeras (1999) teacher effectiveness beliefs for teaching students with special needs influence their perception of success in educating students

in inclusive classrooms. As such, the effective implementation of inclusive programs requires that mainstream teachers know the characteristics of students with SEN and are aware of strategy for teaching and structuring instruction to individual student needs, if they are to successfully educate exceptional students in integrated settings.

Treder *et al.* (2000) state that if integration is to be effective, teachers have to be receptive to the principal and demands of inclusion. These authors note that teachers are more willing to include students with mild disabilities than students with more severe disabilities due to their perceived ability to successfully implement instructional goals for the entire classroom. For inclusive settings to be successful, one needs adequate planning time, administrative support, adequate material and disability-specific teaching skills. A study undertaken by Prom (1999) indicates that teachers do not believe that the academic and social needs of the majority of students with SEN can be best met in mainstream classrooms. He also indicates that mainstream teachers are less tolerant of maladaptive behavior and learning problems, and have higher standards for acceptable classroom behavior. All things considered, given the conviction that understudies with SEN are troublesome to the mainstream settings, the standard educators are bound to oppose the situation of pupils with unique needs in their homerooms. Moreover, he demonstrates that numerous educators think teaching pupils with SEN in mainstream school setting requires extra time, work and consideration. Most of educators likewise accept that huge homeroom changes should be made to suit incorporation. How well instructors execute comprehensive projects additionally relies upon their disposition towards consideration. Frames of mind can be characterized as scholarly convictions that create after some time. Inclusion teachers need to accept that all pupils can be taught in the mainstream and that incorporation is a gainful program in the event that they are required to acknowledge working with included children.

A study looking at the importance of adapting instruction to the needs of children with disabilities (Federico *et al.* 1999) indicate that teachers need to use a variety of instructional approaches towards meeting individual student needs and learning styles. To be explicit, instructors working in mainstream education environment need to use task investigation to break homeroom exercises into littler sensible advances, use an assortment of understudy reaction modes, consider diverse finish rates and outstanding burdens, helped guidance and utilize an assortment of showing procedures, for example, peer-coaching, agreeable learning and gathering strategies. When educating in inclusive homerooms, instructors need to dedicate a significant measure of their opportunity to dynamic guidance, break complex abilities and ideas into little straightforward advances and efficiently instruct in a bit by bit design. They ought to give prompt input to understudies about the exactness of their work and direct a great part of the guidance in little gatherings to take into account frequent student teacher interactions.

Chapter IV

4-Findings/Results:

This study investigated diagnosis procedures and inclusive education in a mainstream school in Abu Dhabi. This paper has suggestion about how to improve the inclusive service and how to lessen the required time for receiving correct diagnosis. The data gathered from the mainstream educators, Special Educational Needs Teachers, Special Educational Needs Coordinator and parents who have children with Autism Spectrum Disorder in a non-public school in Abu Dhabi. It includes interviewing procedure with Learning Support Assistants as they work closely with the children with Autism and teachers. Learning Support Assistants actively involves in the education and has a key role for delivering right educational methods. Both of the qualitative and quantitative data will be presented in this chapter.

4.1 Findings from Interviews

During the research process 2 Special Educating Teachers, 1 Head of Inclusion, 2 Classroom Teachers and 3 Learning Support Assistants interviewed to gain knowledge about school system and how does inclusion work. They have been questioned if all children should be educated in regular classroom setting. All of the Educators and Learning Support Assistants (%100) confirmed that inclusive education has benefits for both part therefore, these children with Autism should receive education in mainstream classrooms. According to a Special Educational Needs Teacher these pupils with Autism

stay in the classroom to be able to reach inclusive education goals and these pupils only taken out for extra help whenever needed such as reading and math. She also mentioned that students are generally remaining in the standard setting during the school hours. The Individualized Educational Program (IEP) is shared with Classroom Teachers and they attend IEP meetings. SEN Teacher additionally demonstrated that they focus on three different projects as a school such as Jolly Phonics, Jump Math and A to Z learning.

Jolly Phonics is for students who are beginners' reader and they work on basic sounds daily. Jump Mathis divided by ability level and teachers use this as Math resources. A to Z learning includes students portfolios and these are categorized based on their grade and ability level.

Classroom Teacher mentioned that they use interactive learning program when she teaches children spelling. According to teacher, students learn best when they move in the class and enroll the classroom activities. In that way pupils engage in the activity when they come up to the board and play with the letters. All the children including students with Autism come up to the board and work on sight words which are the most common words in English.

The students do many game based learning such as Bingo, flashcards, clocks, calculators and puzzles to engage the minds during the school day.

Classroom Teacher said that they especially focus on literacy and numeracy during the day. There is a small library in each class as teachers use story based learning with engaging young pupils with picture books.

Special Educational Needs Coordinator underlined that every students has right to integrate in their own classroom however she believes that there should be Learning Support classrooms in every

inclusive school where you take these children to expand their learning on regular basis. She mentioned that 'It is not exclusion it is how inclusion should work; we try to do integration for the most of the school day with their peers and give them extra individual help whenever needed.'

Special Educational Needs Coordinator mentioned that they observe teachers to see how they can improve the school through standards. The best way is being involved in the transition arrangements for children with Special Needs as transition has become an issue. Special Educational Needs Coordinator needs to work with Teachers and Learning Support Assistants closely to meet the needs of these pupils. Her key advice is focusing on professional development of all the school staff and School Management needs to provide it.

Special Needs Coordinator underlined that educators and colleagues do not get enough help from school board regarding providing extra assets and funding. School has Learning Support Assistants but unfortunately it is not enough for children therefore parents are required to hire an assistant on their own.

IEP meetings are identification review process and School Principal, Special Educational Needs Teacher, Home-room Teacher, Parents and Learning Support Assistants are invited. During these meetings they either make decision if a specific child should receive special education services or they review how a specific child is doing. Classroom Teachers modify their lesson plan based on Individualized Educational Plans. These IEPs have daily, weekly, monthly and yearly goals.

Special Education Teacher said they focus on life skills component for children with Autism. These are like working on coins therefore they get to know the value of coins and the names of the coins. It helps

with language development for nonverbal children as it includes reading, math and spelling at the same time.

Another Special Educational Needs Teacher referenced that more supports must be offered in the school, for example, workshops about Autism Spectrum Disorder and other Special Needs. Teachers and Assistants should get educated regarding the curriculum modification and evaluation processes. She likewise did expansion about requiring more parent support.

It should not mandatory for parents to pay for Learning Support Assistants. School Administration should understand that inclusive education training upgrade the general learning in the school and in the life. She also emphasized that teachers have issues with modifying curriculum as administration approval required first and it takes long time.

According to a Learning Support Assistant they have to be patient with children as they might need to repeat things many times for many weeks and all of a sudden they get it. There is no step by step learning process. They should use their common sense to become successful. These students have rights to be accepted to dream and to achieve. Learning Support Assistant pointed out that what she finds most rewarding is children feel lost at the beginning and when they build bond and trust child starts getting what you are trying to do. She mentioned that 'Everyday is different and working with them is flexible. Children connect with you because of your personality. Teaching and helping students with Autism Spectrum Disorder is amazing for us as well'.

When researcher questioned about what Learning Support Assistant finds most challenging, she said that sometimes these children are having hard time therefore everyday is challenging. They sometimes

come to school frustrating and they have to deal with tantrums. On the other hand she mentioned that they consider this as cry for help. It is their way of saying 'Please help me I am struggling'.

Learning Support Assistant brought out that Classroom Teachers should liaise with them in order to make them their job successfully. Organization, being prepared and having a team work is the key in inclusive education. According to LSA, they are like extra set of eyes in the classroom as teachers can not focus on all the children at the same time.
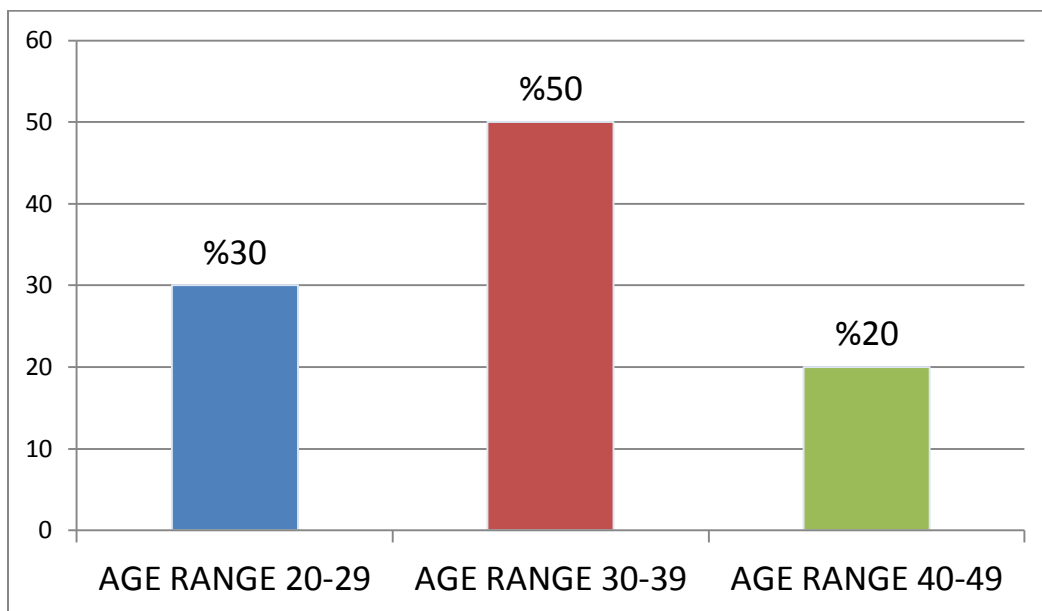

Figure 1- Teachers Educational Background and view of Inclusion- Age Range

Most of the participated educators are middle age range between 30 and 39. They have satisfied knowledge about creative educational methods and believe in student centered education. It leads them to realize the importance of inclusion as student centered education requires the individualized educational methods.
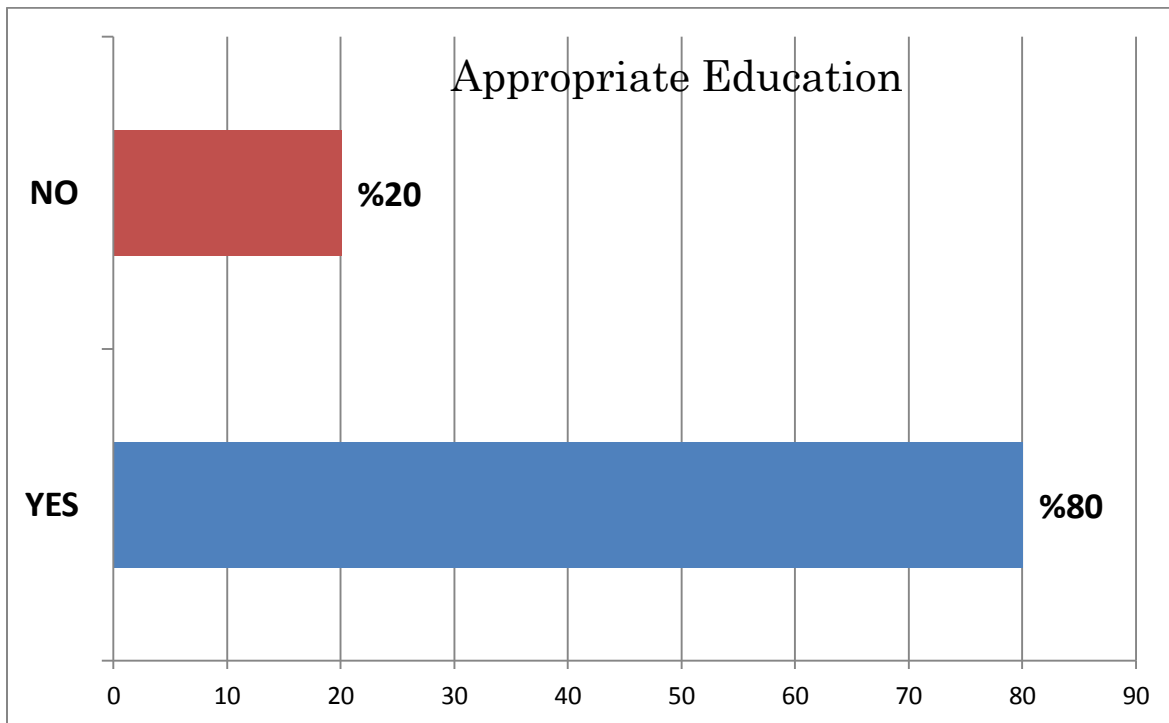
Figure 2- Teachers Educational Background and view of Inclusion-Appropriate Education

%80 of the teachers mentioned that they hold relevant education and they studied Special Education at the University or they attended course and certificate programs in the past. Most of the teachers believe in the benefits of Inclusive Education. However, they did not receive Autism specific education. According to Special Education and Classroom Teachers, some specific methods are being used in order to achieve inclusive education such as auditory teaching and story teaching. Teachers mentioned that all the strategies have its' own benefits except traditional teacher centered methods. Visual learning, role play, demonstration, playing songs, group works, redirecting and repetition is the most effective methods that are currently used. These cooperative learning environments promote the inclusive education setting in the mainstream. A Classroom Teacher pointed out that using different kind of methods are helpful for these pupils with ASD however every teacher is unique like every

student hence, methodology and educational strategies are depends on the teacher. All the educators are well informed about the benefits of inclusive education. However, they need to attend more training about specifically Autism Spectrum Disorder to gain more knowledge about it. In this way students with ASD are able to fulfill their life goals.
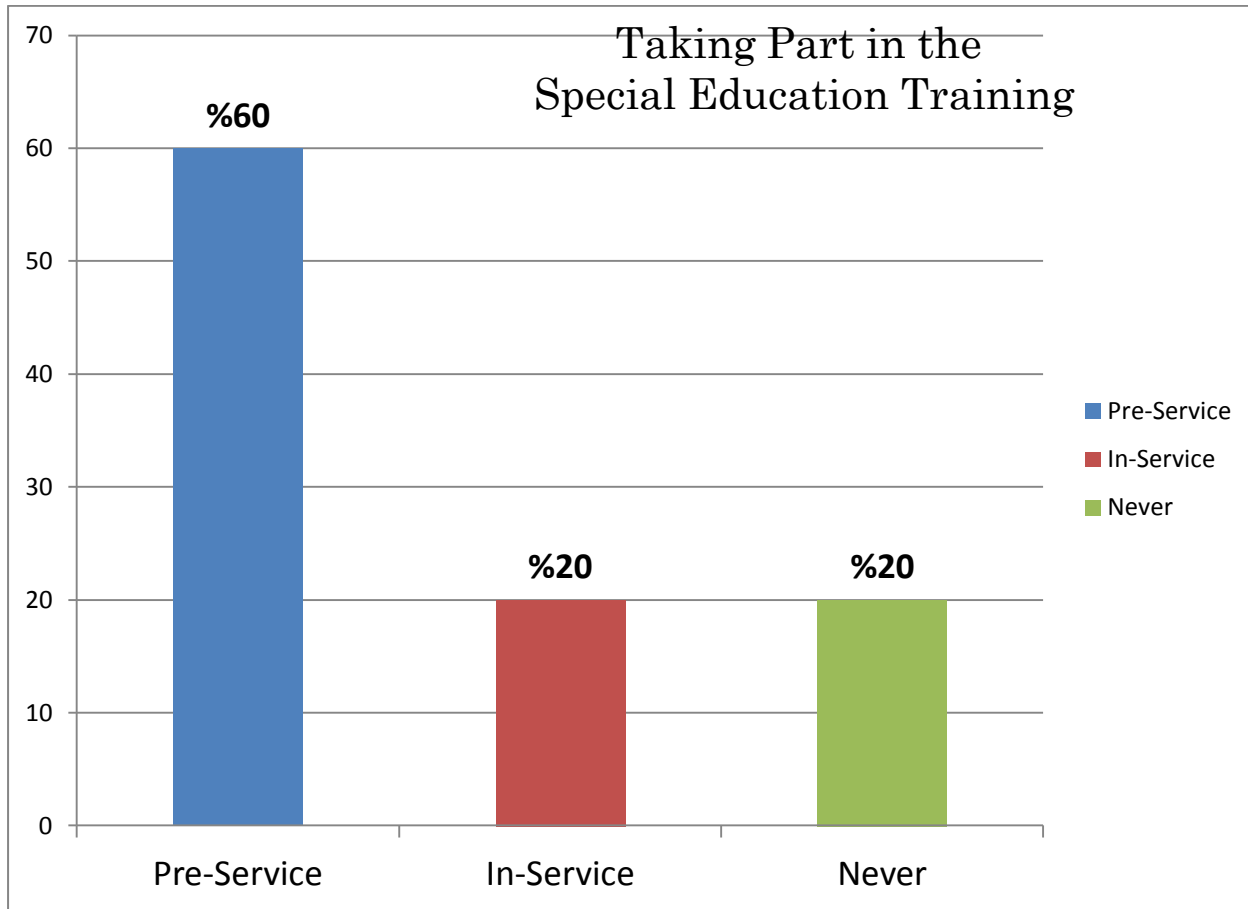

Figure 3- Teachers Educational Background and view of Inclusion- Taking Part in the Special Education Training
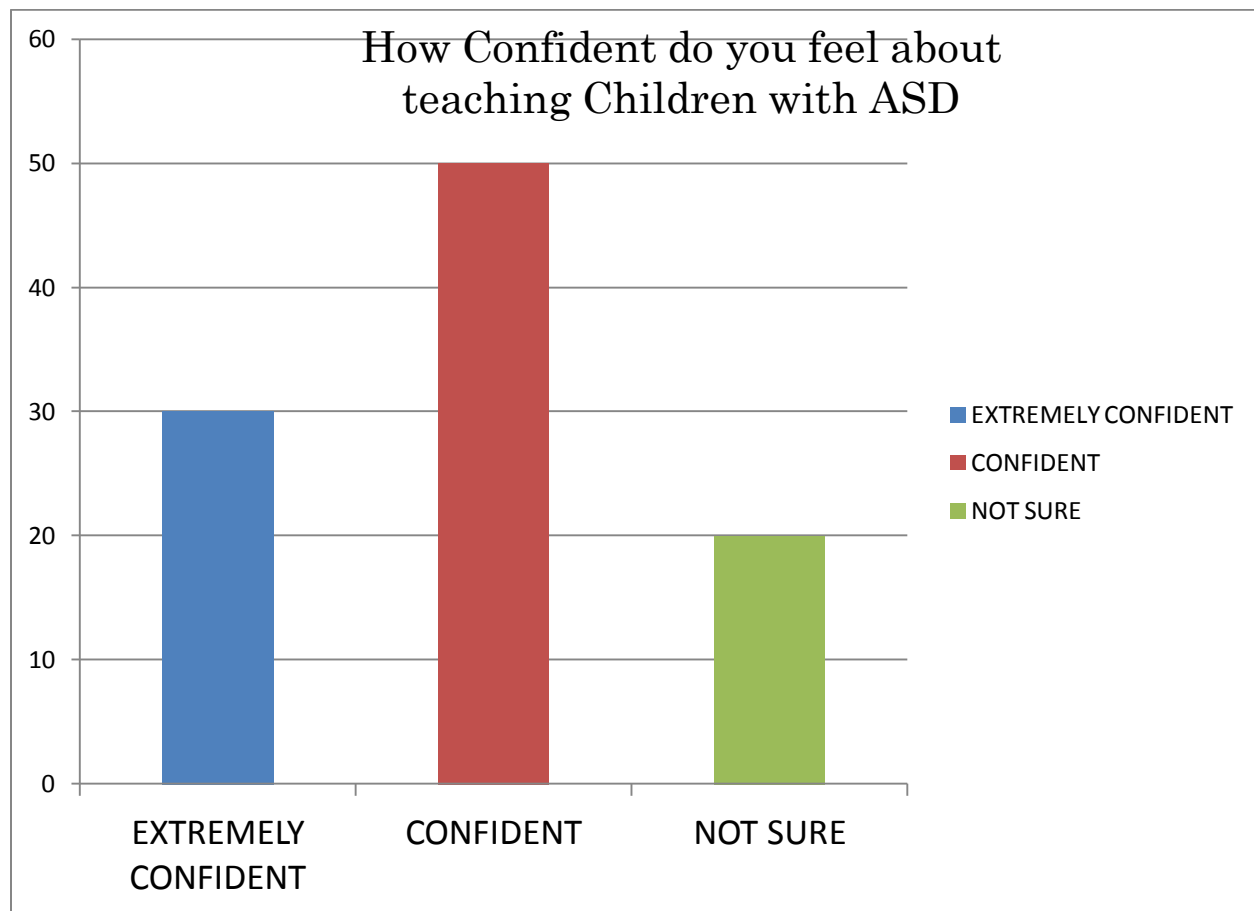
Figure 4- Teachers Educational Background and view of Inclusion- How Confident Do Teachers Feel about Teaching Children with ASD

Most of the teachers feel confident or extremely confident regarding teaching children with Autism because of they are mostly middle aged and they have many years experience in the educational field.

4.2 Findings from Observation

Classroom Teacher, utilized gathering works, hands on exercises, sound/visual innovation to accomplish instructive objectives during the classroom activities. Teacher demonstrated the positive sentences like 'I am a good listener' and make children repeat after her in the beginning of the class. She then played a song about the days of the week then asked what day is today. Children including the

Special needs danced altogether with that song. A pupil came to the interactive board and showed the current date with smiley emoji. Teacher questioned children about their birthday and make them show the date on interactive board. It seemed that there was a positive relationship between teacher and pupils as they seemed enjoying the activities. Productive and agreeable learning has been utilized in the class and all the Special needs children are in fact incorporated into the classroom exercises. Notwithstanding, teacher did not especially focus on whether these children with Autism accomplish learning or not. Teacher demonstrated wanted practices by utilizing suitable language and gives instructive chances to peer collaboration. During these exercises no noteworthy disciplinary issues were observed. Pupils appeared to work autonomously either independent or in a group work. The children with Autism have associated with their peers during these exercises. In any case, once in a while they favored sitting discreetly and overlooking what is persevering around them.

As indicated by Special Needs Coordinator the school building has lifts for simple access to physically disabled pupils and safe floor has been used everywhere throughout the campus. Every one of the entryways is huge enough for the wheelchair using pupils. School and lunch packs are hanged in the school corridors. Study hall is enormous enough for 25 students. Students possess worksheets are shown on the dividers or board. The arrangement of furniture is efficient for a classroom.

As Special Educational Needs Coordinator pointed out that unfortunately educators have no immediate help in the classrooms except if parents are happy to pay for a shadow educator or Learning Support Assistant. As per a homeroom educator overseeing and arranging everything all alone is not simple. She underlined that more labor, more instructor and training right hand in the classrooms are required.

4.3 Findings from Document Analysis/Questionnaires

Twenty-five surveys were circulated to parents with Autism Spectrum Disorder across Abu Dhabi and Dubai. The vast majority of the polls were returned.

Question-1

How easy was it for you to receive correct diagnosis at a health center in Abu Dhabi?

The scale has been used from 1 Extremely Easy to 5 Extremely Difficult in this question. Almost half of the participants felt that it is moderate to get diagnosing in this country.
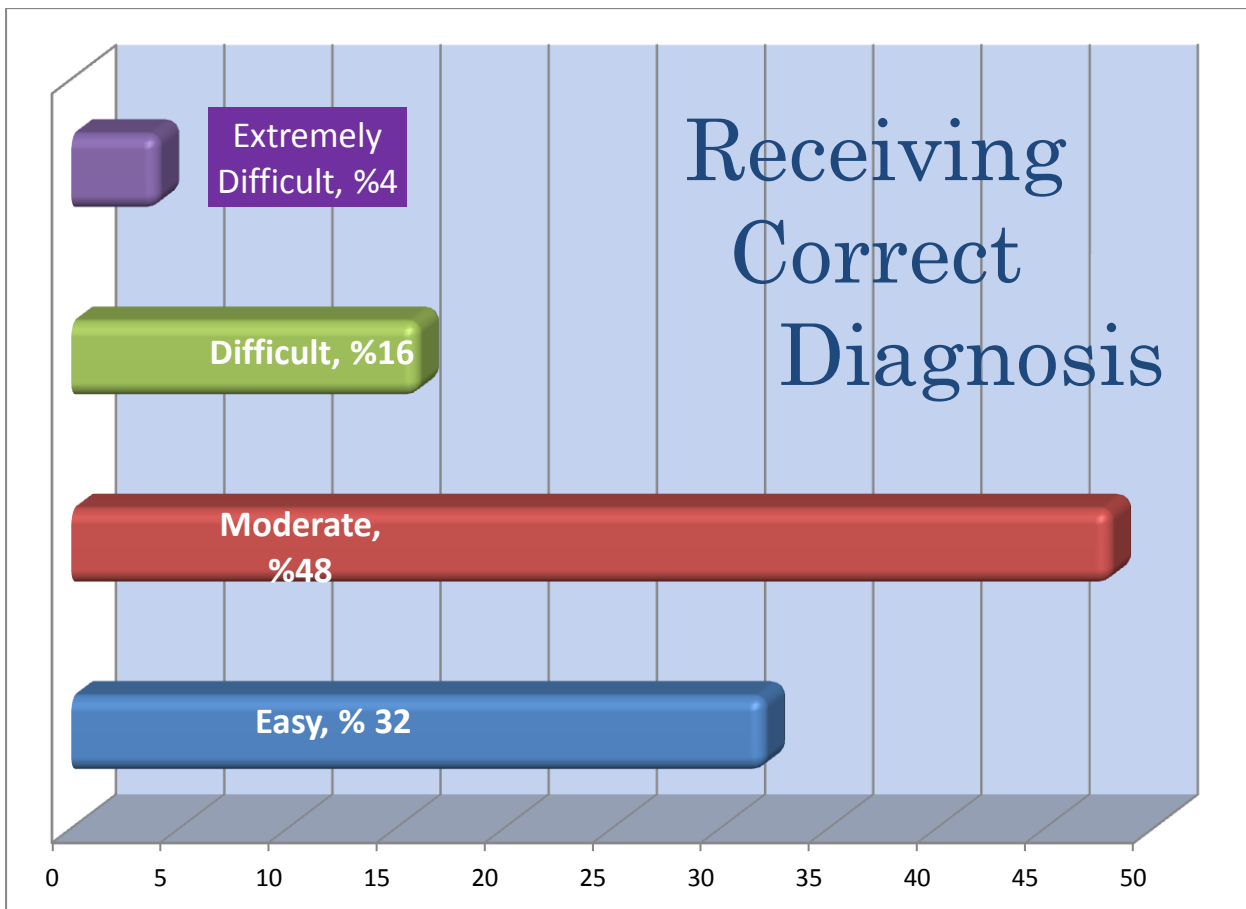

Figure 5- Difficulty of receiving correct diagnosis at a health center in Abu Dhabi and Dubai

Question-2

How would you rate the affordability of the diagnostic tests and procedures?

In this question a scale has been used from 1 Inexpensive to 5 Extremely Expensive. This question aimed to examine the cost of services and weather it is affordable for parents. A quite high amount of parents rated it quite costly (%35 Extremely Expensive and %25 Expensive).

Some parents added money value which ranges starts from 5000 dirham to 50000 dirham incase parents had to travel their home country for getting their child diagnosed. %16 of the parents preferred not answering this question.
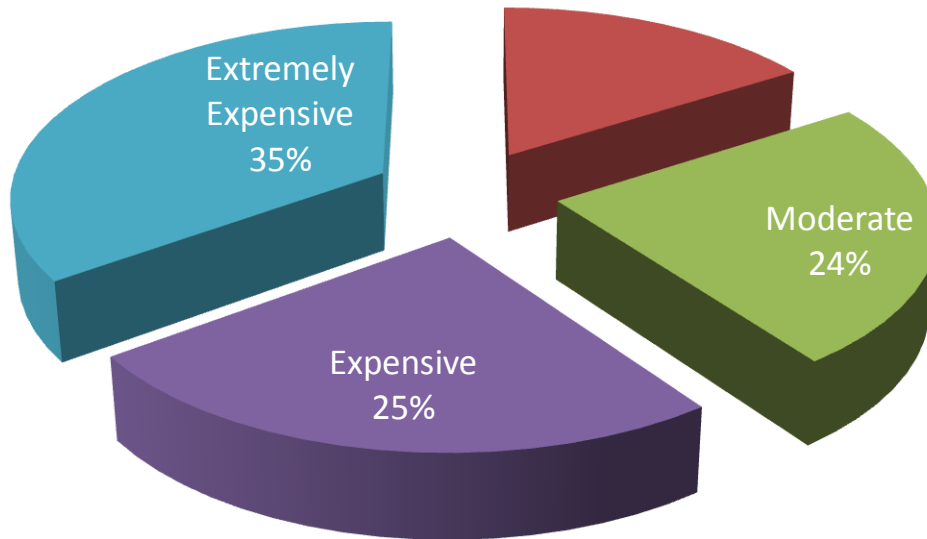
Figure 6- Affordability of the diagnostic tests and procedures in UAE

According to parents most insurance companies does not cover the diagnostic tests or cover very limited amount of it. This high cost of the diagnostic procedure can cause children receiving early intervention.

Question-3

At what age your child started getting Special and Inclusive Education service?

Most to the parents mentioned that their child received diagnosis at least the age of four which means they started realizing symptoms when children reached the school age. Then they started searching for a suitable school for their child.

Question-4

How long did you waited for getting an appointment in a diagnostic health center?

The answer was different range starting from a week to 8 months. Therefore it demonstrates that there is different waiting times depends on the health services affordability. It is easier to see a professional when they choose a more expensive diagnostic center.

Question-5

What is the average time between realizing first symptoms and child receives first diagnosis?

This question aimed to investigate the average time between realizing first symptoms and first diagnosis in UAE. Most of the participants could not recall exact amount of time however, some participants mentioned waiting time was averagely 6 to 8 months.

Additional Comment and Concern from Parents:

Parents feel that it is vital receiving early diagnosis as these are critical periods for these children.

They describe the moment when their child received diagnose with Autism Spectrum Disorder as 'devastating'. Additionally parents indicated that there was a denial period as they do not want to believe it. Especially if they have other children they find it difficult to believe. They tend to think their child is just being quirky. Some parents miss the red flags and first symptoms because of social stigmas. Eventually when they accepted the situation they immediately start seeking cure or miracle things. The first symptoms are usually being nonverbal at the age of three. They sometimes suddenly stop talking. Most of the parents take the children to a pediatrician first. Then Pediatrician referred to a diagnostic center. The most concerning issue is getting the diagnosis as early as possible. Sometimes boys receive diagnosis later than girls as parents believe they are acting different because they are just being boys.

Some parents blame themselves as they did something wrong during pregnancy or there is something wrong with them as a mother and father. Therefore, more awareness programs should take place for society.

Chapter V

5- Conclusion and Recommendations:

5.1 Conclusion

Awareness of Autism Spectrum Disorder is growing and educators has significant role in including these children in the national education system. Children with ASD feel safer and less worried by adapting the personal needs into mainstream curriculum. It leads to higher attainment levels and improved behavior.

There are two main steps to achieve Inclusion such as planning main structure and cooperative working with colleagues. Pupils with Autism can be educated by routines as they find changes anxious. They usually have sensory issues and can be irritated by the noisy school environment. Some of these students are nonverbal and cannot express themselves in the school setting. It leads to aggression or refusal behavior in the class. Therefore, educating Teachers and Teaching Assistants about Autism improve the quality of education that they receive. Educators should aware about how to use short and simple instructions, familiar word and sentences, using metaphor, and reinforcing positive behavior rather than negative.

Children with Autism Spectrum Disorder have difficulty in understanding social norms and other people's emotions. Hence, it is vital educating teachers to make them emphasize these students feelings.

The United Arab Emirates needs to concentrate on Special Needs Education and must look for 'value' like any other developing country.

This examination gives an energizing chance to propel our insight with the aftereffects of the quantitative parent review, the qualitative data, and meetings concurred on a few issues in regards to the present framework for early recognizable proof and diagnosing Autism Spectrum Disorder in the UAE. The exactness of early conclusion methodology and the crucial time between accepting an analysis and getting treatment need improvement as per both qualitative and quantitative information. There is by all accounts an absence of learning and instruction about the early indications of Autism Spectrum Disorder. These discoveries mentioned in this research demonstrate that the best concern and the most significant improvements are early finding and early intervention. This prompts a misdiagnosis or absence of a determination in children and can keep them from getting the instruction that they need quickly.

Doctors just use language delay, unable to touch or making eye contact, being over sensitive and aggressive as criteria to determination Autism Spectrum Disorder in the UAE. When these professionals have not adequate knowledge about diagnosing of Autism Spectrum Disorder; it cause missing the most critical period for young children. The researcher recommends that a generalized screening test across the nation would improve precise and early analyze techniques. This would likewise improve the certainty of doctors in deciding a finding of Autism Spectrum Disorder just as giving parents a more trust in the framework and its capacity to appropriately recognize their children at an early age.

Unfortunately lack of these generalized tests and early diagnosis has existed as a health and educational problem for many years. Along with the growth in inclusive education, however, there is expanding

worry over parents' have to have a dependable framework for the finding of their children with Autism Spectrum Disorder. A significant issue with this sort of utilization is creating trust for saving the future capacity to give early mediation and the best open door for children to live satisfying and fruitful lives. The subsequent significant issue is long holding up time between when the principal side effects show up and when the intercession starts. As parents indicated extensive waiting times to try and meet with instructive authorities that are equipped for diagnosis should be raised to improve process. This postponement in early intervention can be problematic to the general potential treatment results.

Most parents still have a few objections about long waiting periods up to a half year to get an appointment although the number of diagnostic centers has increased in the recent years. Another significant component is funding and money that is influencing potential conclusion arrangements. It was discovered that the capacity to pay for demonstrative appraisals changed between the expat individuals and Emirati local people dependent on whether medical coverage covers the analysis administration or not. The vast majority of the insurance companies reject covering diagnosing tests and procedures. There is expanding worry that a majority of these children are being not diagnosed and unfit to get the necessary assistance that they need just because their parents cannot manage the cost of it. Parents who are not able to cover all these heavy costs should receive financial assistance by the government whether they are expatriates or local people.

In summary, this investigative study demonstrates that despite the fact that the capacity to analyze Autism Spectrum Disorder and give early intercession administrations has improved in the course of the most recent decade; there is still need of improvement in the field. All the Health Professionals including Pediatricians need to have an understanding about the importance of early diagnosis.

5.2 Recommendation

Taken together, these results have some suggestions based on the findings of this investigative study. It is suggested that schools alongside educator preparing foundations ought to give Special Educational Needs teachers who work in a mainstream classroom setting in Abu Dhabi and UAE with:

1. Suitable in-service training and workshops to share knowledge to enhance their awareness of special and inclusive education and methodologies for teaching students with autism, regarding adaption of curriculum and marking tests and overall classroom management strategies.

2. Providing adequate educational resources, equipment and teaching material appropriate for pupils with autism and assisting educators in modifying current methods to achieve inclusive educational goals.

3. Providing extra manpower such as Learning Support Assistants and Shadow Teachers to help inclusion children

4. Reducing the heavy cost of diagnosis process and making mandatory covering this tests by insurance companies

4. Reducing classroom sizes in the mainstream schools and improving teacher-student ratio in the class.

5. Providing educational seminars to all school administrators and management to make them gain knowledge about inclusive education.

6- Some software programs can be used to develop students' social skills such as talking robots.

Additionally, media has a vital role by running awareness program related to Autism, which benefit understanding and eliminate misunderstanding about pupils with Special Educational Needs.

The discoveries exhibit that there was a critical positive connection between initial distinguishing proof and giving appropriate instruction in the nation. Even though there have been great improvements in the Special Education field in this country, still some improvements are needed.

A generalized, evidence based national diagnosis test and monitoring process would improve the rate of early diagnosing. This early age screening device for Autism Spectrum Disorder ought to be proof based and could make advantage of early diagnosing. Additionally it must be mandatory for these professionals to get certificate with achieving an exam to be able to diagnosing Autism Spectrum Disorder. This will cause to effective early diagnosis and make the services more affordable.

These centers can use a database program which refers a potential child to another center instead of waiting long periods and missing the critical times.

Medical school students are needed to be well educated about the symptoms of autism to be aware of standardized screening tools.

This research has thrown up numerous inquires in need of further investigations. In summary, the recommendations for a better inclusive education incorporated generalized successful screening tests, expanded standard of training for individuals engaged with the evaluation and finding of Autism Spectrum, making more mindfulness programs to create awareness. If these recommendations are implemented appropriately it will bring the United Arab Emirates near to norms with regards to the early intervention and education of children with Autism Spectrum Disorder.

Chapter 6

6- Further Research Implications:

It is recommended that further research be undertaken in the following areas:

It is observed that there are only few mainstream educators had uplifting frame of mind towards incorporation of pupils with Special Educational Needs. Some teachers believe that students with autism need to receive education with their peers to a certain point and inclusive education has benefits to both parts. However, most of the teachers have a feeling that students with Special Educational Needs lack skills which are required in the mainstream classroom curriculums. Some of the children with autism are more accepted than others which depend on their ability in learning. For instance, the teachers are less willing to educate students who are nonverbal or has aggressive attitude during classroom activities. All teachers who are interviewed have a common opinion about students with Autism are generally disruptive to other students in the class and some parents find this unfair to their children. All teachers in the study expressed the need for reduced class sizes more resources and extra support such as Learning Support Assistants. Some teachers feel that they are not qualified to implement inclusive education process since they did not receive any special education training during their university studies. According to mainstream teachers inclusion cannot be achieved without coordination and collaborative work with Special Education Teachers. The creation of positive learning environment might be achievable by providing successful opportunities for educators. It is critical to focus on teachers' attitudes in order to implement those recommendations. More important research would be examining reasons and factors behind teachers' attitudes toward inclusion if educators are willing to achieve inclusion for all.

More than two decades ago, Altman (1981) stressed that if teachers hold a positive attitude towards students with Special Educational Needs, this allows and encourages the establishments of policies that guaranties the student's right to be educated in regular classrooms. Lieberman (1990) in Al Ghazo & Gaad (2004) stated that if people do not see the need for change, the task of bringing about change becomes more difficult, if not impossible. Inclusion is not a goal it is simply a process which allow all children feel equally satisfied from education that they receive.

Emphasis should be given to the idea that routines should be aimed at providing reinforcement and encouragement, establishing expectation and involving exceptional students in all class activities have to utilized by teachers when adapting instruction to students educated in inclusive settings (Federico *et al.* 1999).

The significance of ensuring teachers know how to adapt instruction to the needs of students with SEN comes from observation studies of instruction which indicate that mainstream classroom teachers make few, if any adaptations in instruction. The most common area of teacher resistance is related to the judgement among mainstream educators that the instructional and curricula adaptations required for students with SEN are unfeasible in the typical classroom, particularly at the middle and high school level (De Bettencourt, 1999). In addition, Brownell *et al.* (1999) stressed that inclusion is facilitated when school administrators, principals, parents, teachers and students support it.

In summary, these teachers are under pressure and face difficulties in terms of educating students with Special Educational Needs in the mainstream primary school. The teachers teach a large amount of students daily with no additional support such as Learning Assistants or shadow teachers. Special Education and Homeroom teachers likewise have restricted arranging time during the school day and they feel depleted to accomplish all desires. Accordingly, pleasing the necessities of pupils with Special Needs is not seen as a priority for instructors and school management.

It very well may be said that effective inclusive program requires all out help from educators, executives, guardians and peers in furnishing better administrations to pupils with Autism Spectrum Disorder. In the specialist's view, every one of the teachers and partners need to get appropriate preparing and backing so as to accomplish consideration. To summarize, it is useful to recognize the perspectives on educator's information on the off chance that it is intended to be actualized adequately.

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APPENDİCİES

A-Questionnaire/Survey

B-Interview Questions and Observation Checklist,

Questionnaire of Mainstream School Teachers' Attitudes toward Inclusive Education

Dear teachers:

The information you provide will be helpful for us to understand mainstream teachers' attitudes toward inclusive education and practical difficulties implementing inclusive education in practice, and beneficial for providing more effective support system of inclusive education for all children in future. Please help us by completing and returning the questionnaire. Just **tick out** the responses with '✕' or write down your answers according to your situation. **These individual questionnaires will be kept confidential and anonymous.** Thank you for your cooperation!

Part 1: Background

Please tick out the responses with '✕' or write down your answers.

• This regular school is in: ☐Urban ☐Rural
• I am: ☐Male ☐Female
• Age: ☐20~29 years ☐30~39years ☐40+years
• Do you have appropriate education or not? ☐Yes ☐No
•I have taught students with disabilities in regular class for :

☐Less than 1 year ☐1~3 years ☐3~5 years ☐ more than 5 years
•I am teaching in: ☐Grade 1 ☐Grade 2 ☐Grade 3 ☐Grade 4 ☐Grade 5
•I have take part in the special education training: ☐Never ☐Pre-service ☐Aperiodicity & in-service ☐Periodicity& in-service
• If you have experienced some in-service training of special education, the accumulative time is: ☐Less than one week ☐1 week~1 month ☐2~6 months ☐more than 6 months
• I had done or I am doing some school-based researches for inclusive education: ☐Yes ☐No

Please tick out the responses with 'X'

Part 2: Teacher's attitude towards inclusive education

1	All children should be educated in regular class.	SD	D	NS	A	SA
2	Both students with and without disabilities can get academic improvement because of inclusive education.	SD	D	NS	A	SA
3	Inclusive education is likely to have a positive effect on the social and emotional development of students with disabilities.	SD	D	NS	A	SA
4	The needs of students with disabilities can be best served in special, separate settings.	SD	D	NS	A	SA
5	Inclusive education programs provide different students with opportunities for mutual communication, thus promote students to understand and accept individual diversity.	SD	D	NS	A	SA
6	Children with severe disabilities should be educated in special, separate settings.	SD	D	NS	A	SA
7	Special education teachers are trained to use different teaching methods	SD	D	NS	A	SA

	to teach students with disabilities more effectively.					
8	Children who communicate in special ways (e.g., sign language) should be educated is special, separate settings.	SD	D	NS	A	SA
9	Inclusion sounds good in theory but does not work well in practice.	SD	D	NS	A	SA
10	There are sufficient supportive resources and professional pedagogues to support inclusive education in regular school.	SD	D	NS	A	SA
11	I have corresponding knowledge and skills to educate students with disabilities.	SD	D	NS	A	SA
12	Regular education teachers' instructional effectiveness will be enhanced by having students with disabilities in regular class.	SD	D	NS	A	SA
13	I feel comfortable working with students with disabilities and their parents.	SD	D	NS	A	SA

14. Please list three of the most difficult things you are facing during implementing inclusive education in your regular class:

1)………………………………………………………………………………………..

2)………………………………………………………………………………………..

3)………………………………………………………………………………………..

Thank you for your cooperation!

Ferdane Soylu

Master in Special and Inclusive Education Student

The British University in Dubai

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) AND INCLUSION

CLASSROOM OBSERVATION FORM AND INTERVİEW QUESTIONS

School Name:	Observer Name: Ferdane Soylu	Teacher Name:
Observation Date: Time: Classroom Size:	Setting: Lesson: Grade:	Check all that apply: o Large group o Small group o Independent work

Area of academic concern(s): Check ALL that applies based on referral concerns.

[ ] Written Expression   [ ] Basic Reading Skill   [ ] Reading Fluency [ ] Reading Comprehension

[ ] Math Calculations   [ ] Math Problem Solving   [ ] Oral expression [ ] Listening Comprehension

Describe the SEND student (gender, age etc) and student's special educational needs.

(All the information will remain confidential)

School and Classroom Settings-Interview Questions

1-Briefly describe the school settings (location, community, school population etc)

2-What is the physical layout and design of the class and how is space used?

3-Does the environment provide for easy, safe, and independent access to activities, spaces,

equipment, and materials?

4- Are there clear, wide paths for safe and easy movement? Would it be possible for a child with

limited mobility (e.g. using a walker or wheelchair) to easily get to the classroom, move around within

the classroom, and access/participate in an outdoor playground? How might access be improved?

5-Is a safe floor covering used (e.g. for children who are "on the go", those in wheel chairs, visual

impairments)?

6-Are varied seating options used (e.g. floor, mat, cushion, chair, or specialized seating)?

7- Is there a place in the environment where children can "rest" during the day and/or experience

reduced noise levels (e.g. reading area with pillows; use of headphones)?

8-Do all children feel welcomed and an equal member of the group? How is this demonstrated?

Inclusive Education

9-What types of students are included into mainstream classroom and how many SEND students are in the classroom?

10-What supports are currently in place for the student? (I.e. Para support, reading recovery, math tutor)

11-Describe the activity/task where student experiences the greatest difficulty.

12-What is the approach to inclusion or mainstreaming in the school and class?

13-What support is provided to the teacher in working with students with special educational needs?

14-What accommodation strategies are used? How effective is the mainstreaming/inclusive education process for special educational needs students, regular students and teachers?

15-What modifications and supports were most beneficial to increase this student's academic performance?

16-What problems and issues need to be addressed? What improvements are needed?

17- What are the student's strengths and challenges? What was not observed which typically occurs?

18- Are there enough peer assistance, group works while doing tasks?

Additional Recommendations:

Teaching and Learning Strategies

19- What is the approach to instruction in the class?

20- What is the approach to building community and dealing with behavioral problems in the class?

21-Do children have opportunities for exploring, learning, and communicating through varied

approaches (e.g. modeling, prompting, sign language, use of pictures, symbols, graphics, role play,

"the arts", assistive technology, etc)?

22- Is "partial participation" encouraged? Are expectations for participation and performance varied?

23- Is content presented in multiple formats (e.g. verbal, print, video, concrete objects, repeating key

words) in understandable or culturally appropriate language?

24-How is it ensured that each child can see, hear, and understand rules and expectations (e.g.

simple directions using multiple means of communicating)?

25-Do children show what they have learned in a variety of ways (e.g. chance to "show what you

know" through play, verbal, artwork, song, etc.)?

26-Is there use of multiple types of equipment, materials, songs, games, toys, books, computer

software, that provides each child with equal access to concepts for skills of math, science, and other

learning content areas?

27-How are all children given opportunities to understand, express, and respect personal feelings?

IEP Implementation

28- Do all staff/teachers have access to IEP goals? How do they help children progress toward those

goals?

29- Are examples of goals and objectives in **IEP** implemented by the teacher and other staff that

relate to the activity being observed?

30- Are parents included in IEP Preparation and meetings?