Implementing the Inclusive Education Policy in Three RAK Primary Government Schools: An Investigation study

تنفيذ سياسية التعليم الدامج في ثلاث مدارس ابتدائية حكومية في إمارة رأس الخيمة: دراسة استقصائية

By

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Abstract

In recent years, many efforts have been developed to apply the latest methods in the special education field. One of these methods is including special needs students with non-special needs peers in regular schools. Ratifying the UN Convention on the Rights of Persons with Disabilities, the UAE issued the Federal Law No. 14/2009, amending Law No. 29/2006, to ensure that all individuals with special needs have access to education in mainstream or special classrooms (Ministry of Social Affairs 2006). This study aims to investigate the implementation of Inclusive Education policy in three RAK primary government schools (from Grade one to Grade five). Mixed methods of qualitative and quantitative approaches were used in this study; semi-structured interviews, questionnaires and observations. The study sample consisted of six students with a different disability, their parents, school principals, special education specialists and teachers from selected schools. The results indicate that there seems to be a "Masked Inclusion" where all schools do welcome these students but there is little care for their education, and there is a lack of communication between them and the Educational Zone. Based on these results, this study provides a set of recommendations for a better implementation for The Ministry of Education, RAK Educational Zone and schools. This is to overcome some of the challenges faced in the field that would provide better opportunities for the implementation process of inclusion to succeed.

Keywords: Inclusive Education, UAE, Inclusion, Ministry of Education, Policy, Individualized Educational Plan, Special needs.

الملخص

في السنوات الأخيرة تم وضع الكثير من الجهود لتطبيق أحدث الأساليب في مجال التربية الخاصة. إحدى هذه الجهود هو دمج ذوي الاحتياجات الخاصة مع أقرانهم في المدارس العادية. تصديقا على اتفاقية الأمم المتحدة لحقوق هذه الفئة، أصدرت دولة الإمارات العربية المتحدة القانون الاتحادي رقم 14 سنة 2009 تعديلا لقانون 29 لسنة 2006 للتأكد من ان جميع الأفراد من ذوي الاحتياجات الخاصة قادرين على التعلم في المدارس العادية أو الخاصة (وزارة الشؤون الاجتماعية 2006). وتهدف هذه الدراسة للتعرف على مدى تنفيذ سياسة التعليم الدامج في ثلاث مدارس ابتدائية حكومية في إمارة رأس الخيمة (من الصف الاول الى الصف الخامس). تم استخدام أساليب مختلطة لجمع المعلومات, والتي تتضمن المقابلات الشخصية والاستبيان والملاحظات. وتكونت عينة الدراسة من ستة طلاب من ذوي الإعاقة المختلفة بالإضافة إلى أولياء الأمور، ومديري المدارس، واخصائي التربية الخاصة ومعلمي المدارس المختارة. وتشير النتائج إلى أن ما يمكن تسميته بـ "الدمج المقنع" إذ أن جميع المدارس ترحب بذوي الاحتياجات الخاصة ولكن هذا الترحيب لاينسحب على الاهتمام بتعليمهم أو التواصل معهم من قبل المنطقة التعليمية. وبناء على هذه النتائج، توصلت الدراسة الى مجموعة من التوصيات لكل من وزارة التربية والتعليم والمدارس في إمارة رأس الخيمة للتغلب على بعض التحديات اللتي تواجهها المدارس بتوفير أفضل الفرص لتنفيذ عملية الدمج بنجاح.

الكلمات الرئيسية: التعليم الدامج، الإمارات العربية المتحدة، الدمج، وزارة التربية والتعليم، والسياسة، خطة التعليم الفردي، ذوي الاحتياجات الخاصة.

Dedication

To my parents and Grandparents

To my Uncles, Aunts and Cousins

To my sisters

To my brothers and their wives

To my lovely Nieces Noof, Fatima, Malak, Shahad, Noora, Worood, Meera, Maitha,

Hoor, Qamar and Maryam

To my lovely Nephews Nasar, Saif, Mohammed, Ali and Rashed

My friends and colleagues

Thank you for your support and prayers

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Table of Contents

List of Tables

List of Figures

Chapter One: Introduction

Chapter One: Introduction

1.1   Introduction

These days' integration of the disabled students has become a fashionable term, but are all society aware of the meaning of it? Recently there is a lot of discussion going on regarding the inclusion of disabled students in regular schools. This includes a number of disabilities such as mental retardation, giftedness, talents, hearing impairments, physical and health impairments, learning disabilities, behavior disorder and communication disorders. These students have their own kind of creativity and abilities, and they need someone to support them by giving them the opportunities to express their talents. Also, it helps them to engage with their friends by gaining social behavior. Most of the community has started to talk about the inclusion issue and the right of people with disabilities to live in such an environment among their families and friends.

Every child has the right to an education, and this is where the United Arab Emirates' interest lies, developing a learning environment for all students with and without disabilities. This is since His Highness Sheikh Khalifa Bin Zayed Al Nahyan the President of the United Arab Emirates approved the Federal Law No.29 of 2006. This law is to protect the rights of these students by ensuring that they have been integrated fully with others with appropriate services (Gaad 2010).

In general, school is an environment of educational, social and psychological support for students including special needs by knowing that they can provide special services for them according to their difficulties. Besides this, the success of inclusion depends on school leaders when they do "good things" to all students equally then the result will come naturally (Taylor & Esq 2010).

The inclusion issue raised researcher's attention to exploring more about it and to find the needs to include these students with disabilities into education in regular classrooms. Education for all is a very important issue for everyone where this has been mentioned in the world conference in Spain. This statement focused on adopting a new framework for action where everyone has a right to education (United Nation 1994).

Furthermore, it also stated that believing every child is unique with their interest, abilities and characteristics where they can access through regular schools.

Consequently, the researcher attended an international conference on Inclusive Education in Lisbon for four days, and this is to explore more about Inclusive Education (ISEC2015 2015). Also, it is to promote the equality of education system across the world by ensuring that education for 'all' were it has been mentioned in the Salamanca statement that United Nation agenda is all about education for all (United Nation 1994).

1.2 Background

In 1971, the United Arab Emirates was officially established with six Emirates Abu Dhabi, Dubai, Fujairah, Sharjah, Ajman, and Umm-Al-Quwain. After one year in 1972 Ras Al Khaimah joined them officially and since that year until today, it is seven Emirates. Ras Al Khaimah is located in the far north of the United Arab Emirates, where it shares a border with Oman, Umm-Al-Quwain, Fujairah and Sharjah. Therefore, it is the first Emirates which across the entrance of the Arabian Gulf. Overall it is a strategic location especially **'Julphar'** where it is a center for International trading.

Two main education sectors are managing education system in the United Arab Emirates. The first sector is the Ministry of Education and they both responsible for K-12 schooling towards the seven Emirates. While the second sector MOHESR, which stands for the Ministry of Higher Education and Scientific Research, this sector is responsible for higher education such as University and oversees colleges.

Since 1972, the United Arab Emirates Ministry of Education started to look after all schools both public and private. In the past education was conducted in the Masjid (Mosque) or **Mutawwa** house. (Coughlin, Mayers & Wooldridge 2009), defines Mutawwa as a teacher who has the knowledge to teach children how to read Qur'an, reading, writing and mathematics. Where Alhebsi, Pettaway & Waller (2015) define Mutawwa as an Imam of Masjid **(Mosque)** and his job is to teach boys and girls together by caring and supporting them to make sure that they all understand everything.

In the United Arab Emirates, the Ministry of Education is involved in both private and primary sectors. In the past, the Ministry of Education was providing special education services for the mentally retardate while those who had visual, hearing or physical disabilities, were in general classrooms with support from regular special education teacher. Now, with Federal Law No. 29 in 2006 all students in the United Arab Emirates have equal access to education where they can join general education.

In 2008, the Ministry of Education created one department for special education to promote the right of special needs students by ensuring that they can access education like other students in regular education, and this is the vision of education in the United Arab Emirates for 2021(Sheikh 2015).Besides this, the Ministry of Education in the United Arab Emirates officially initiated one guideline of School for All in May 2010 under the name of General Rules for the provision of special education programs and services (Public and private schools) (MOE 2010).Their role is to provide help and support for all special needs who cannot cope well in mainstream classes.

In Ras Al Khaimah boys' schools started in 1950, and in 1956 girls' school started formally. These schools were inside a small tent and teachers were coming from Egypt and Kuwait to teach them. Now there are 90 government schools in Ras Al Khaimah, which includes 40 boys' schools, 34 girls' schools, and 15 kindergarten schools, as well as 25 private schools.

The Educational structure in the United Arab Emirates formally started in the 1970s with four main stages. Thus, these schools divided into four stages of public schools which cover 14 years of education (see below **Table 1**), starting from kindergarten to secondary education (Alqasimi 2014).

Stage	Academic stage	Length of program in years	Age level
1	Kindergarten	2 years	4-5
2	Primary	6 years	6-12
3	Preparatory	3 years	12-14
4	Secondary	3 years	15-17

Table 1: Four stages of UAE education system

Emiratis are very keen to provide the best learning environment for all, and this is including people with disabilities. On top of this, the Unites Arab Emirates Ministry of Education is very proud to accomplish Inclusive Education projects, through a different plan by including some students with disabilities in mainstream classes where still some barriers around are.

1.3   Inclusion Definition

At the beginning of the twentieth century, the view of people with disabilities was changed to provide them a place, in the community or schools by allowing them to feel that they all belong in regular citizens. Nilholm (2006) defines inclusion as all children can attend, learn and participate like others equally. It is not to teach them part time in a specific center and part time in regular class, and it is bringing support services for them into the regular classroom Berg (2004). Adding to this, Sydoriak (1996) sees that it is not a placement or a place it is about appropriate education plan that will be given to those people with disabilities in general classrooms.

However, (Asante 1997) recognizes that all people are "one" even if they all not the "same". Both (Hilt 2015) investigates that the importance of the concept of inclusion started in 1994, and this is the opposite of exclusion where it is someone responsible for making it happen. Thus, this must be understood (Braunsteiner & Mariano 2014), and this can be done by making sure that school itself can educate all students with the same setting (Tøssebro, Engan & Ytterhus 2006).

1.4   Ministry of Education Strategy 2020

In 2010 Ministry of Education at the United Arab Emirates announced a new strategy of Education 2020, this strategy is for ten years which includes fifty initiatives that need to be a score of ten out of ten for each initiative and ten for objectives. The main goal of strategy 2020 is to improve teaching methods and schools in the seven Emirates, (Abu Dhabi, Dubai, Sharjah, Ajman, Umm-al-Quwain, and Fujairah). Furthermore, it

highlights students' needs outcomes, student school life, student equality and the last objective is student citizens.

The ten-strategic objective of the Ministry of Education 2020 (MOE 2010) contains the following:

- To ensure high -quality curriculum for both public and private schools.
- To make sure that all students receive excellent teaching.
- To develop both primary and secondary education toward seven Emirates.
- To ensure excellent learning environment by making sure that it meets all students' needs.
- To ensure acceptable education standard by installing harmonized assessment of federal level.
- To ensure that all students with disabilities are receiving extra individualized support that will support them to integrate them into the educational system.
- To ensure a very high-quality education standard for both public and private education that can be accessible to all students.
- To promote National Identity by improving students feeling of belonging.
- To enhance parents to immediate contribution to the school environment.
- To improve the future generation for both principals and teachers (Emirati) (MOE 2010).

1.5   Research Questions

This research seeks to answer the following two questions:

1- How has the inclusion policy been implemented in Ras Al Khaimah primary government schools in terms of: (1) identification and referral, (2) procedures, (3) placement

2- What could be recommended to support a better implementation of the inclusion policy in Ras Al Khaimah primary government schools?

1.6   Purpose of Study

The main purpose of this paper is to investigate and explore how the primary government schools in Ras Al Khaimah implemented the Inclusive Education policy in terms of identification, referral, placement and procedures. This study included three Ras Al Khaimah primary government schools one primary school for girls and two for boys.

The main objective of this paper is to investigate how policy is implemented for Inclusive Education in these three schools by exploring the process and persuaders of identification for people with disabilities for each school. Also, to examine the assessment steps when they assess them to find a solution for a better education plan and accommodation.

Finally, the study results can be recommended to support a better implementation of inclusion policy in Ras Al Khaimah government schools.

1.7   Organization for Each Chapter

This paper is split into the five chapters that will cover the following:

The first chapter is the first stage where it highlights introduction, background about the United Arab Emirates Education and Ministry of Education, particularly in Ras Al Khaimah. Also, it includes two main research questions, the purpose of the study, inclusion definitions, and the organization for each chapter and lastly, studies a source which shows what kind of sources the researcher used in this paper. **The second chapter** covers literature review by explaining the importance of this paper. **The third chapter** is the methodology where it covers different types of collecting data and the importance used of the interview, semi-structured interview, questioners survey, and observations. **The fourth chapter** is the findings of data analysis and results by discussing what has been founded through the explanation of these results using a designer bar chart. **The fifth chapter** is the final stage for this paper it includes conclusion and recommendations where it highlights the importance of this study by recommending few main importance points for the future research.

Chapter Two: Literature Review

2.1. Introduction

2.2. Literature Review Methods Used

2.3. Development of Inclusion

2.4. Inclusive Education

2.5. Inclusive Education in the UAE

2.6. Successful Inclusion

    2.6.1 Vision

    2.6.2 Placement

    2.6.3 Adapted Curriculum

    2.6.4 Adapted Assessment

    2.6.5 Adapted Teaching

    2.6.6 Acceptance

    2.6.7 Access

    2.6.8 Support

    2.6.9 Resources

    2.6.10 Leadership

2.7. Special Education Process

2.8. Literature Review about Inclusion in the UAE

Chapter Two: Literature Review

2.1   Introduction

The main purpose of this chapter is to answer these study questions. Nowadays Inclusive Education has become a fashionable term. However, recently many discussions started to come out about this issue. This chapter is organized into the following sections:

- Section one, the literature review methods used to identify previous research.
- Section two, the development of inclusion by showing the interest of many researchers.
- Section three, Inclusive Education and how it is minimizing the present barriers.
- Section four, Inclusion Education in the United Arab Emirates since it started according to other researchers.
- Section five, the successful inclusion including ten major components.
- Section six, the special education process that explores the procedures for identification, referral, assessment and placement.
- Section seven, the literature review about Inclusion in the UAE and the educational structure particularly the roles of teachers and administration.

Subsequently, the next chapter of the methodology will explore the study questions by investigating how policy is implemented for Inclusive Education in selected schools. Finally, to examine the assessment steps, when they assess them by finding some solutions for a better education plan and accommodation.

2.2   Literature Review Methods Used

Two main libraries were used to review and identify previous research. The first library is The British University in Dubai (BUiD) library while the second is the Higher Colleges of Technology (HCT) library. Both libraries have access to many research articles and other sources that can be accessed in or off campus.

Also, they offer numerous materials with a wide range of resources including books, journals, and newspapers. Moreover, the study mainly considered literature from both International Journal of Inclusive Education (IJIE) and Education Recourses Information Center (ERIC). Also, some recourse from ProQuest Educational Journals and ebrary online books.

Finally, the study was done by using particular keywords: Inclusion, Education in UAE, Federal Law No.29, and Policy in Education, MOE, MOHESR, Assessment and Procedures, History of Education in UAE, Inclusive Education and UAE Strategy 2020.

2.3   Development of Inclusion

Since the sixties century and until now Inclusive Education shows the interest of many researchers regarding inclusion to find the right of special needs. Starting with the 1973 Rehabilitation Act, this was the first law to protect the right of special needs students. This act reviews the identification, referral and accommodation for those students to protect them from discrimination (Bethel 2008).

In the United States 1975 inclusion started to be implemented with the start of the Education of the Handicapped Act (EACHA) where special needs started to be included in regular classes (Debnam 2008). After that in 2001 another act was signed into law, the No Child Left Behind (NCLB) act, which was to make sure that all schools are making progress toward students' academic performance (Dolde 2008). After four years in 2004 another act was signed, Individuals with Disabilities Education Improvement (IDEIA), a modification document of the Individualized Education Plan (IEP). This document is for students with learning difficulties and it provides a better education service according to student's needs. In general, both IDEIA and NCLB acts are trying to focus on challenging the schools to determine and meet their standards (Bethel 2008).

Inclusion did not start fully from the beginning; it started from different education to partial inclusion and this to be full inclusion. It started to be known as normalization, where it allows special needs students to practice daily life activities with their classmates. This helps them to live in the Least Restrictive Environment (LRE). Thus,

many researchers start to care more about special needs by putting some methods for alternative care to ensure that these students are in regular classes, called mainstreaming, longer as possible with all the assistance they need.

Daniel (1997) investigates definitions of (LRE) from other researchers, where some define it as mainstream where special needs students are placed with others in regular classes with a suitable support. Suitable support can implement in the classroom for students with learning difficulties (e.g. reading, writing, and mathematics) and this can be done with cooperation between students' parents and teachers (Thathong 2010). According to Thathong (2010), suitable support is the main goal of Inclusive Education to make sure that everybody can access free education by implementing individual support to learn.

On the other hand, there are still many barriers to including special needs students into the regular classes with normal students, and this leads to inclusion meaning that everyone can participate to support this concept with appropriate educational services including administration, teachers, and parents for the best results.

2.4 Inclusive Education

Inclusive Education is a program prepared to include all students together regardless of their differences and difficulties in regular schools. It is "a multi-component strategy or, perhaps, a mega-strategy" (Mitchell, 2014 p.289). Moreover, it is a process that contributes to minimizing present barriers to learning for all (Ainscow 1999). Every child has as much right to education as any other. These students need to be given a chance to join regular classes. Thus, schools are the ones who undertake this program by fighting against discrimination and isolation between both special needs students and regular students to teach everyone for a better society.
Inclusion policy is the best way for all in regular schools to understand how to deal with special needs. Therefore, inclusion education in regular schools is the most important element still facing some difficulties from schools' principals and teachers. Also, when schools are not ready to welcome special needs students especially when it comes to

assessing and evaluating them. UNESCO (2008), defines inclusion as a process which addresses and responds to the diversity of needs for all learners by increasing participation in learning and communication. According to Opertti and Belalcazar (2008) Inclusive Education is a growing universal concern that challenges the process of education in both development regions and development.

Subsequently, it increases the social need student value (Hardman, Drew & Egan 2005) where this value raises many things by focusing on learning environment, particularly recourse beyond the one their class teachers can supply it (UNESCO 2008).

In her recent doctoral thesis, Emran (2013), examines the journey into Inclusive Education by looking at three Emirate government primary schools at the United Arab Emirates. Emran concentrates her research on investigating the implementation of the educational provisions through the initiative of the School for All. Her research aims to explore the move from the selected government schools into inclusive education. Another study done by Gaad (2010) where she explores Inclusive Education in different countries in the Middle East, focusing on the United Arab Emirates, Oman, Saudi Arabia, Qatar, Bahrain, Egypt, Palestine, and lastly Tunisia, examines the definition used for such a controversial topic in the region. However, this research concentrates on the Inclusive Education in UAE.

2.5   Inclusive Education in the UAE

Education in the UAE started in the 1970s. It is free for the citizens when they join government schools. However, it is not free for non-citizens, who must enter private schools. Furthermore, education in the UAE is mandatory for all children to study until grade nine. Gaad (2010), investigates that there is a philosophy behind this education based on four main Islamic human rights; the right to equality, social welfare, not to be abused and lastly the right of education. However, the Ministry of Education (MOE) is responsible for the education system in the UAE which it includes both public and private sectors.

Currently, the MOE divided the UAE educational system into main four stages. According to Gaad (2010) the first stage is for kindergarten learners from four to five years, which takes two years to finish. The second stage is for primary education from

age six to twelve which takes six years to complete. The third stage is the preparatory education for students who are from twelve to fourteen years old where the learners need to complete it within three years. The final stage is the secondary learners from fifteen to seventeen years, and the length of this stage is the same as stage three.

There is a lack of Emirati teachers to cover subjects because of full teaching schedule; (Gaad 2010) Ergo, government hires expatriated teachers to help solve immediate education needs, where at the same time this may lead some problems (Austin et al. 2014). To that end, the government in the UAE has set up a new initiative called 'Emiratization' designed to hire Emiratis for both public and private sectors (Kirk & Napier 2009), for both males and females. However, this initiative may change dramatically to raise education opportunities for them (Raven 2011).

The improvements of the UAE education system are growing a new system for people with disabilities by providing them with the best services besides Inclusive Education. This can help special needs to overcome disabilities (ADEGG 2015) while often it can be difficult to provide these services especially after the identification of students who needs these services (Gaad & Almotairi 2013).

Subsequently, the Ministry of Education (MOE) and the Ministry of Social Affairs (MOSA) both ministers are looking after Inclusive Education for people with disabilities in the UAE in both sectors (OBG 2013). This improvement started by introducing a Federal Law No.29/2006 (Gaad & Almotairi 2013). Furthermore, there are four main articles from this law that brought to attention to education and this category, and these articles are 12, 13, 14 and 15 (MOE 2010). Inclusive Education in the UAE provides opportunities for all learners where this helps them to become successful learners.

2.6   Successful Inclusion

For success inclusion, an appropriate support system and the amount of preparation are needed. Boyle and Topping (2012) examine that to inclusion success field should listen to teachers' voice by providing the necessary support. David (2015) investigates Inclusive Education elements as a "magic formula" that includes ten main components

as Inclusive Education (IE) which is IE =V+P+5As+S+R+L, each of these letters stands for something as the following:

2.6.1 Vision

Vision is the first element, where it rely on educators across all levels of the education system to recognize the obligation off education system for special needs students for example: in article of 24 of the right of special needs people from the United Nation (2006) where it states two main points (1) realize the right of special needs people to education without discrimination with life-long learning, (2) to protect this right they need to make sure that these students are not excluded from regular class, by making sure they can access into education equality by providing the right accommodation and also, to make sure that they receive all support for education.
All indicators need to be involved in this element such as; teachers, principals, senior members of schools, school boards and national bodies.

2.6.2 Placement

Refers to the placement for all students in regular classrooms and this can be done with two types of mainstreaming schools. The first type is part-time, and Gaad (2010) defines that part-time service can include a various group of students which includes ten or twelve learners who can join and receive this service during the school day, and this depends on their needs, only for both Arabic and Math. This can be thought by qualified special educators as well as, Learning Support Assistants (LSA). While the second part is full-time inclusion in a particular class for a select group where it builds a positive self-perception for special needs students.

2.6.3 Adapted Curriculum

This element is the biggest challenge that faces educators who teach general education classes. Mitchell (2014) argued that central to Inclusive Education is to make good adoptions. Where David (2015) investigates that many countries are looking at what to be able for special needs students to access regular education curriculum. However,

Mitchell (2014) pointed out that such an element must have a particular curriculum for all to be assessed in regular classes. For example: in the United States the act of Individuals with Disabilities Education Improvement (IDEIA) 2004, Individuals Disabilities Education (IDEA) 1997 and the act of No Child Left Behind (NCLB) 2001 identify that all students should have a chance to engage and participate in general curriculum (Debnam 2008; Dolde 2008).

According to Michelle (2008) this element has some advantages such as; (1) it is one curriculum where everyone can have access to it without any discrimination, (2) using multi-level teaching for those who function on two or three levels and (3) it can be made accessible to learners expect from responses a modification, substitution, compensation and omission.

2.6.4 Adapted Assessment

Deppeler, Harvey and Loreman (2010) define assessment as a vast meaning, and it is not an easy tool to use or search of who must have an appropriate to complete their education (Mitchell 2008). Through this many processes need to be included to diagnose learners with difficulties and, it can be done by taking notes through the subject teacher or educational professionals, (Harwell & Jackson 2008). Furthermore, this element evolves in a formal and informal procedure.

According to Mitchell (2008) assessment for an inclusive classroom must meet the following five main standards:

1- It must assist the subject teacher to adapt the curriculum and their teaching methods for all learners.
2- It must concentrate on identifying on what is has been achieved or not.
3- It must provide feedback for both parents and selected learners.
4- Assessment of special needs must results in Individualized Educational Plan (IEP). Also, parents of special needs students and their teachers must be involved in this plan.
5- Assessment these students must meet their or difficulties. For instance, deaf students will need a particular test to be done through the sign language while a blind student will need to do the test orally or by using Braille. Also, students with a

learning disability disorder in writing, reading, speaking, listening, reasoning and Mathematics might need extra time (Harwell & Jackson 2008).

To that end, David (2015) pointed out that both assessments with accommodations and alternative assessments are the primary types of modification. The first type is assessment accommodation that can make some changes to student evaluations, but it does not make any change to content. While the second type, alternative assessment, must have a clear definition of structure, guideline, criteria procedures and very high technical quality.

2.6.5 Adapted Teaching

This element is challenging educators to develop teaching strategies, which include many things depending on teaching format (e.g. small or large group and one-to-one), education materials (computers or books) and also using suitable language according to their age (e.g. short or long sentence (Onbun-uea 2008). Thus, this is teachers' responsibility to help special needs and all learners to achieve better outcomes. David (2015) defines twelve strategies which can improve these outcomes such as; (1) review and practice, (2) direct instruction, (3) functional behavior assessment, (4) behavioral approaches, (5) cooperative group teaching, (6) formative assessment and feedback (7) social skills training, (8) peer touring, (9) cognitive strategy instruction, (10) classroom climate, (11) memory strategies, and (12) self-regulated learning. While Michelle (2008) defines only ten strategies; (1) reflect on teaching, (2) managing learning, (3) complete tasks, (4) fully consider learners cultural and language background, (5) positive self-beliefs, (6) authoritative, (7) gain and maintain learners' attention, (8) learners' prior knowledge, (a) actively involve, and (10) communicate clearly and accurately. (Onbun-uea 2008) finds that improving students' outcomes depends on teachers because they are the one who decides what to use and what is the best to use for all students.

2.6.6 Acceptance

Both schools and education systems understand the right of special needs learners who joined regular classes and to receive equal education needs like their peers. However,

this is not only to recognize or understand their rights, but this is to accept them socially and emotionally.

Mitchell (2008) found that teachers are a role model to accept these learners; also, their attitude is very important, especially when they deal with new challenge events that rise to them mainly, from face-to-face and day-by-day attitude.

2.6.7 Access

Access for people with disabilities especially those with physical disabilities should be provided for them in and out the classroom (e.g. lifts, ramps, adapted toilets and enough spaces for a wheelchair to access classes). Also, the environment is very important (e.g. lighting, furniture, temperature, safety and air quality) all of these things are very important for everyone in schools. Therefore, it is very important to begin classes into flexible groups and this will be flexible for them and will help students to participate in more classes (David 2015).

2.6.8 Support

Support is the eighth elements that access inclusion, both Xu and Filler (2008) defines success as an essential component. This part requires support from four main professionals (e.g. specialist advisors, assistant teachers, general educators and appropriate therapists). However, it needs to be done in an appropriate way with cooperation between educators and parents. Consequently, parents support and involvement can be success Inclusive Education (Xu & Filler 2008).

Thus, all of these professionals need to be trained and must receive a suitable training to implement their responsibility to provide appropriate support (David 2015).

2.6.9 Resources

Mitchelle (2008) defines that resources required to have a very high level of resources for inclusive education. Also, David (2015) clarifies the importance of providing these recourses. Beside this, it needs to cover the cost of many things (e.g. building,

personnel and transport). This element can be done by ensuring the availability of enough resources that meet the needs of special needs students.

2.6.10 Leadership

This is the tenth and the last element of successful inclusion which brings all previous elements together. This part includes different levels (e.g. state department, government, zone, ministers and school teachers) and this is to create a positive school culture. David (2015) clarifies that leadership must be exercised during education system.

Accordingly, both Heller and Firestone (1995) and Mayrowetz and Weinstein, (1999) lists the six main roles for leaders to exercise for successful inclusion and these roles are: (1) obtaining recourses, (2) mentor improvement, (3) providing and selling a vision, (4) dealing with disturbance, (5) providing encouragement and recognition and (6) adapting standard operating procedures.

Mitchell (2008) believes that the success of Inclusive Education depends on what is going on in classrooms day-to-day and minute-by-minute depending on administrators' leadership.

2.7 Special Education Process

A suitable identification process for learners with difficulties relies on three things; referral, assessment and placement (Poon-McBrayer & Garcia 2000). Likewise, this need to be done at an early age, for learners to succeed in the program (Reschly 2005). According to Harwell and Jackson (2008) referral is a very important process to assist a child with learning difficulties. Beside this, learners with difficulties may be referred by teachers, parents, principles, and social workers by completing a particular form where it categorizes the problem (Mcloughlin & Lewis 2009). This is to know why the child is not accessing regular schools the same as others. However, it is very important to document parents a written request especially when they feel that their child is not learning like others (e.g. when teachers ask notice that they do not get the same

information as their peers in class). Therefore, the communication between parents and teachers is very important (Crane, Winsler & Sands 2013).

Evaluation is another process that leads to decisions about ion and what work better for special needs students (see below **Figure 1).** This includes eligibility for the students and identifying strength to develop an Individualized Educational Plan (IEP). One top of this, it is very important to make sure that the evaluation covers all areas of student's needs. Crane, Winsler and Sands (2013) investigate that the importance of early referral and without this process learners with difficulties may not receive a particular service for education that they need (Artiles & Trent 1994; Delgado & Scott 2006).
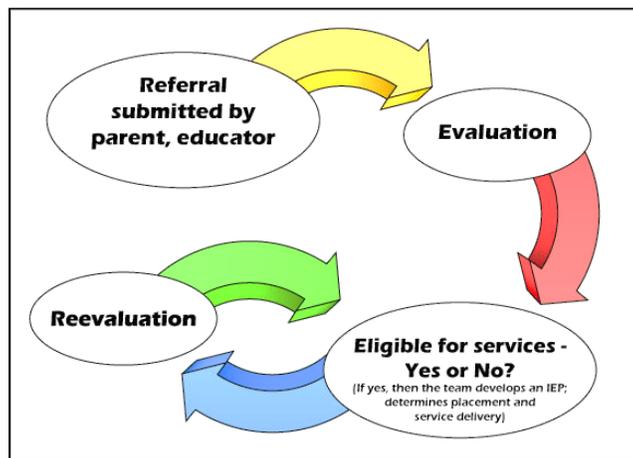
Figure 1: Special Education Process (Do2learn 2016, p.1).

Through this, parent referral and request for an evaluation need to be written by planning their child problem as well as, why this evaluation was needed. However, it is better if parents request an early evaluation between births to five years (Harwell & Jackson 2008).

Consequently, there are several requirements for an educate evaluation such as; (1) giving more than one test, (2) test materials and evaluation materials which helps to communicate with them (e.g. students with visual hearing impairment, they need to be testing in a way what communicate and lastly, (3) making sure that they assess in all areas that is related to a suspected disability (e.g. hearing, vision, health, social, emotional, motor skills, behavior and academic performance problems) (Poon-McBrayer & Garcia 2000). Also, evaluation specialists investigate more categories for students

with learning difficulties such as; (1) writing that includes poor spelling, (2) math calculation, and (3) reading such as pronunciation as well as, attendance problems (Harwell & Jackson 2008).

However, the test needs to be given to a trained person. This evaluation is the basis to develop an Individualized Educational Plan (IEP). Furthermore, it is a very important process that can help teachers to do differently.

Thus, teachers need to go through this process. Longsdon (2014) argues that this process is confused. While, Hardman, Drew & Egan (2011) mentioned that this process is a particular process in that each learner is unique.

2.8   Literature Review about Inclusion in the UAE

In the last few years, there has been a growing interest in inclusion in the United Arab Emirates, but the UAE has few works of research about inclusion than the vast literature in the United States (US) (Alahbabi 2009).

As mentioned earlier in section 2.3 the educational structures in the UAE started in 1970's with four main stages including kindergarten, primary, preparatory and secondary learners (Gaad 2010). Currently, the Ministry of Education (MOE) in the UAE is taking over this program (Gaad 2004). Starting from 1973 the UAE government has known the importance of policies for especial needs see below **Table 2.**

LAW	YEAR	PROVISION
UAE Constitution, Article 14	1973	Emphasizes social equality, fairness, safety and security for all citizens
UAE Constitution, Article 16	1973	Emphasizes the protection of minors and others who are unable to take care of themselves for any reason such as illness or disability.
UAE Constitution, Article 17	1973	Education is general, unified, compulsory and free in all cycles all over the territory.
Cabinet Resolution No. 1	1977	Provides for governmental support to care for people with disabilities.
Article 356 of the Disablement Benefit Act	1979	Governs the education of disabled students and delegates responsibility for the foundation of rehabilitation centers for people with special needs.
Cabinet Resolution, Article 96	1981	Establishment of rehabilitation and training centers for persons with special needs.
Federal Law No. 2/385	1988	Set forth guidelines for special education classes.
Cabinet Resolution No. 5	1990	Expands the help for those in need, disabled and old age people in society.

Table 2: Landmark Laws Related Special Education in the UAE (Alahbabi 2009, p.46).

Inclusive Education in the UAE means different things to different people. As well as, it is to provide them with equal education opportunities for placing them on appropriate environment where they meet their needs. Moreover, a parent believes that resource rooms and special education are better for their children with disabilities than to include then with others in regular classrooms. As a result of this, nowadays inclusion in the UAE is a key topic and international phenomenon (Perarpoint & Forest 1994).

In May 2010, the Ministry of Education in the UAE initiated a schools' guideline for both public and private schools, and this initiative is to help and support all learners who cannot cope in the mainstream (MOE 2010).

According to Almanal (2002), parents reject the inclusion idea to include their children in regular classrooms after referral of special education process, believing that it is better for their children to stay in special centers. Thus, the purpose of this rejection is because parents do not trust that regular teachers are all trained enough to manage and teach their children.

Successful implementation is an important issue for inclusion and this need support and preparation (Millter 2000). Also, the attitude of parents, teachers, and management toward this Inclusive Education program (Gaad 2004). This may affect the program either in a positive or negative way (Buell et al. 1999). In comparison, the literature shows that many teachers prefer a special center for students with disabilities rather than regular classrooms (Alghazo & Gaad 2004; Gaad Khan 2007).

McLeskey and Waldorn (2000) investigated that administrators and teachers do not want to attend training, as well wishing not to learn new skills to implement inclusion program as a new role. Subsequently, teachers' contributions with a positive attitude can help to success the implementation for Inclusive Education (Buell et al. 1999).

Dispel forty years of progress and there are still vast barriers of implementing of Inclusive Education in the United Arab Emirates.

Chapter Three: Methodology

3.1   Introduction

3.2   Research Site and Access

3.3   Research Participants

3.4   Data Collection Tools

3.4.1   Official Documents and Sources

3.4.2   Observation

3.4.3   Interview

3.4.3.1   Semi-Structure

3.4.3.2   Telephone Interview

3.4.4   Questionnaire

3.5   Data Analysis

3.6   Limitation and Challenges

3.7   The Role of Researcher

3.8   Validity and Reliability

3.9   Ethics

Chapter Three: Methodology

3.1 Introduction

With a permission from the Ministry of Education and the RAK Educational Zone, the researcher gathered data from the targeted schools using a variety of research methods. This chapter describes the research methodology following below framework. First, the obtaining **research Site and access:** how researcher started to collect data from the beginning with a permission acceptance from The Ministry of Education, RAK Educational Zone. Second, **research participants**: describing the participants from the three selected schools and the Support Special Education Center. Third, the **tools used to collect data**: all data used to conduct this study such as; interview using semi-structured and telephone interview, questionnaire, observations and document analysis. Fourth, **data Analysis,** how the researcher put all information together and summarized the data in this study. Fifth, **limitation and challenges**: to explain four different limitations and challenges that influenced this study while collecting the data. Sixth, **the role of researcher**. Seventh, **validity and reliability**. Lastly, **ethics and barriers.**

3.2 Research Site and Access

Before any data was collected the researcher waited for the permission of the Ministry of Education (MOE), and the RAK Educational Zone (see Appendix 1 – Permission letter from MOE). The researcher selected three government primary schools from grade one to grade five, where students were from five to eleven years old. All three schools have been implementing Inclusive Education since 2009 (see Appendix 2 – Selected school details). Each of these selected schools used to have their individual vision, mission and values. However, now all schools in the United Arab Emirates follow a merged vision, mission and values (see Appendix 12 – vision and mission of MOE). Besides this, the selected schools are following the same curriculum provided by the Ministry of Education (MOE). School A has 632 male students, school B has 616 female students and school C has 350 male students. All students in this study are Emirati

citizens. Selecting the three schools took into consideration three factors; (1) teachers teaching experience and their perceptions of the Inclusive Education training program provided by the RAK EDZ Special Education Department especially for subject teachers (Arabic, Islamic, Mathematics, Science, English and Social studies) and also, including activities teachers (Art, Sport, and Music). (2) similar disabilities: the three selected schools are providing inclusive education to special needs students with similar disabilities (learning disabilities, intellectual disability and cerebral palsy disability). In this way, the schools' selection process was aiming to generate reliable data to fulfill the objective of providing a better implementation and recommendation for RAK Educational Zone.

3.3 Research Participants

The total number of participants in this study was 113; this includes the selected schools' teachers, special needs students, special needs parents, other school staff and Support Special Education Center team (SSEC). 89% of subject teachers have a bachelor degree teaching students (grade one to grade five). Furthermore, 44% of these participant teachers are teaching in regular class with more than eleven years of experience; however, this 44% of participants did not receive any training in special education. (see Appendix 26), (see below **Table 3**) for all the study participants.

School	Teachers			Special need students	Parents of Special needs	Other school staff	
School A	Observation	Interview	Questionnaire	Observation	Interview	Interview	Questionnaire
	3	5	20	2	2	2	2
Total: 36							
School B	Observation	Interview	Questionnaire	Observation	Observation	Interview	Questionnaire
	3	5	17	2	2	2	1
Total: 32							
School C	Observation	Interview	Questionnaire	Observation	Observation	Interview	Questionnaire
	2	5	23	2	2	2	3
Total: 39							
SSEC	Observation	Interview					
	4	2					
Total: 6							
	12	17	60	6	6	6	6
Total of all participants: 113							

Table 3: All Study Participants

3.4 Data collection tools

The researcher used both qualitative and quantitative methods to collect data from the three selected schools. The purpose of this study, (see chapter one, section 1.6) is to investigate how the three schools are implementing Inclusive Education in primary schools regarding identification, referral and procedures. Data collection tools were utilized to fulfill this purpose.

This study used interviews, questionnaires and observations to collect data. According to Hanson et al. (2005) mixed methods is a set of methods that integrate and analyses data from both qualitative and quantitative data to understand research problems. Tashakkori and Teddlie (1998) defines it is progress and procedures to collect and analyze data for one study depending on the performance of data. Furthermore, these methods become popular because most researchers believe this method is extensive Katsirikou and Skiadas (2010).

3.4.1 Official Documents and Sources

The researcher used official documents and sources to collect bona fide data about inclusive education in the UAE. (1) The first document is the United Arab Emirates Federal Law No.20/2006 (see Appendix 11 - Federal Law No. 20 of 2006). (2) The second document used was the guideline of general rules for the provision of special education programs and services for both public and private schools (MOE 2010). Using these two main documents was to explore the reference criteria used by the selected schools and the Support Special Education Center for the implementation procedures for identification of disabilities and service provision. (3) UNESCO guideline documents for 2008 and 2009, these documents raised the researcher's attention to how students with disabilities can access education like others (UNESCO 2008; UNESCO 2009). Furthermore, the researcher used different types of online sources to gather some data such as: (1) using the official websites for the Ministry of Education (MOE) and the Ministry of Social Affairs (MSA), and (2) Arabic and English Newspapers (e.g. Emarat Al Youm (Arabic), Al Bayan (Arabic), Al Khaleej (Arabic), the National

(English) and Gulf News (English). Using these sources helped the researcher to explore more about IEP and how it has been implemented since 2006 in the UAE.

Subsequently, the researcher saved all records from each selected school and Support Special Education Center by adding them in the study file.

3.4.2 Observation

Observation of actual classes was also used to collect data. The researcher observed both special needs students and their subject teachers. Also, the researcher observed full day assessment procedures in RAK a Support Special Education Center by observing how this assessment process is going on in the field. Each of these selected fields has been told about this study by providing them a schedule for each visit to observe students with special needs (see Appendix 4 - schedule visit to schools for observations). Furthermore, this study used a written observation and nowadays this is the most common technique especially when the observer notes everything at the time (Palaiologou 2012).

The researcher used a T-Chart method to observe everything. A T-Chart is a very simple method to use where it includes two columns; one for students and the other one for subject teachers who teach special needs students (see Appendix 10 -T-Chart). This is very easy to use as well as being quick to create (Malu 2015). This method helps observers to add all documents immediately. Palaiologou (2012) clarify that observers need to make sure not to add their comments and they must only include what they observed.

Observation participants were selected from each school with different difficulties. From school A, Hamad was observed in Math class and M observed for Arabic class. For school B Aisha and Farah were observed for Arabic class. Lastly, in school C Haamed was observed during Math class while seen in Arabic class. In general, the researcher focused on core subjects like Math and Arabic. Also, these students were observed during their break time and some events like the National Day celebration.

The main purpose of this method is to conduct and observe the class environment, including class size, accommodation, student seating and teacher interaction. Also, observing special needs students outside classroom activities like events or break time was equally important. Moreover, the researcher observed RAK Support Special Education Center (SSEC) by looking at the center environment, evaluation committee, meeting room and procedures for identification of disabilities.

3.4.3 Interview

An Interview is not an equal conversation between people; it is to introduce interview topics so others can answer the question (Brinkmann & Kvale 2015). This guideline informed the researcher's choice of the interview as a data collection tool. With the approval from MOE, this study began at the beginning of October 2015 (see Appendix 3 - Work plan for the study). The researcher prepared a schedule to interview each participant (see Appendix 4 – Selected school visit schedule). Scheduling was very important as well as it is faster to collect data needed (McNeill & Chapman 2005).

The researcher in this study used semi-structured interviews because they are less structured, questions can be in order and flexible (Drever 1995). Through this, the interviewer can add or delete questions. Therefore, this study used semi-structured, face-to-face and telephone interviews.

3.4.3.1 Semi-Structured Interviews

The first interview type used by the researcher was semi-structured followed by open-ended questions (Creswell 2009). This allowed participants to speak freely. At the same time, the researcher was taking notes (Callison 2003). This structure was used to interview participants from selected schools; the interview schedule included eleven questions for principals (see Appendix 5 - principals' interview) and eighteen questions for teachers (see Appendix 6 - teachers' interview).

All semi-structured interviews were done face-to-face allowing for more than twenty minutes to finish the session.

3.4.3.2 Telephone Interviews

The second interview medium made use of the telephone to interview parents of special needs students. According to Berg (2007), this tool may not be the best to collect data, but it may be used to reach interviewees or participants. Accordingly, the researcher needed to reach parents of special needs students from each of the selected schools, and this was the easiest way to reach them (see Appendix 7- parents' interview). Using this type allows the researcher to reach the participants easily and faster (Musselwhite et al. 2007). This can be easy to monitor and to avoid interviewer bias.

On the other hand, using this type can be costly especially when the researcher wants to follow up the outcome data (Patton 1990).

Briefly, using telephone interview needs to be followed by the researcher to make sure that all data are valid (Lawlor 1994). On top of this, the researcher did mention to all participants that all information will be confidential (see Appendix 8 - Letter from the researcher to MOE). Nevertheless, they all were reminded each time about the confidentiality of data. This can demonstrate trustworthiness between the interviewer and participants (Rogers 2006).

3.4.4 Questionnaires

The questionnaire is a very important tool used to gather different data. Using questionnaires is a flexible tool to use (Walliman 2010). Furthermore, collecting all data can be done quickly based on the prepared schedule for each visit (McNeill & Chapman 2005). This method used to collect data regarding the implementation of the Inclusive Education policy in the United Arab Emirates, particularly in RAK primary government schools. This investigation included identification, referral, procedures and placement of students with learning difficulties.

Thus, the researcher personally visited the field to distribute all questionnaires, by handing them over to the social worker in each of the three selected schools. This was to make sure that all participants have easy access to the questionnaire. Alternatively, the questionnaire could have been sent electronically, but participants' teachers may

not have the time to check their emails to print or answer the questionnaire. After one week the researcher went back to each school to collect completed questionnaires.

This study questionnaire contained eighteen items including horizontal listing, open-ended questions, and Likert-scale (see Appendix 9 - Questionnaire). In the first part of this questionnaire the researcher preferred to use horizontal listing and to save space on the page, and also to look organized. The main purpose of using horizontal listing is to make it clear and simple for all respondents in order for them to understand all the questions. Questionnaire items included academic qualification, teaching experience in each school, the subject they are currently teaching, the number of students they teach and lastly, if they have been trained how to deal with special needs before. This is an easy method to follow as well as very organized (Brace 2008).

Furthermore, the second part of this questionnaire is a Likert-scale, which includes eleven questions. Since 1932, a Likert-scale was published by Resis Likert (Brace 2008). This rating scale allows respondents to answer their questions and how strongly they agree (Brace 2008). For instance, the item with regard to the availability of teacher assistants in the classroom is very important. Through this, each respondent was required to put a tick into the suitable column for the chosen answer of strongly agree, agree or disagree. The last part of this questionnaire is an open-ended section where respondents can write their answers (Dawson 2009). 133 Questionnaire were sent out among the selected schools government primary schools in RAK, only 66 were completed and collected which makes a reasonable response rate of 50%.

3.5 Data Analysis

According to Creswell (2012) data analysis is to put all information together and to summarize it. This study used different tools to collect the data from each of selected schools. All of the data was organized as per the collection too as follows. **First,** questionnaire data, all results were analyzed by using MS Excel program. **Second**, the interview data, interviews of subject teachers and principals were written using MS Word program and the data was analyzed to re-write and organize all notes that were

recorded by the researcher. **Third,** the observation data, where six integrated special needs students were observed. A T-Chart method was used to write notes of each observed student and the subject teachers. **Fourth,** collecting data from three main documents by referring to the UAE MOE guidelines, the Federal Law No. 29 of 2006, and both UNESCO guideline of 2008 and 2009. Moreover, some data were used through the search of some Newspapers. All of these data were organized using MS Word program and tables. All data copies were saved.

3.6 Limitation and Challenges

There are two major limitations that may have influenced this study: (a) Language barrier, the first challenge for this study was the questionnaire and interview questions that were all written in English while research participants' first language is Arabic and their English as a second language is not that strong. The researcher had to translate everything with a request from the MOE, RAK Educational Zone. Moreover, most of the Arabic speakers involved cannot speak or read English and most government school teachers teach and communicate with their students in Arabic. Because of this limitation, half of the participants may have decided to leave the last question blank. (b) Availability issues, since the researcher started to collect all data, the issue of time and the availability of subject teachers of special needs students to interview them individually was a major challenge. Similarly, the availability of special needs students during events (e.g. National Day Celebrations) for observation purposes was also limited.

3.7 The Role of Researcher

The researcher needs to characterize self-aspect relevant to the study and this need to include if there is any bias, expectations or any hypothesis at the start of the research (Greenbank 2003). Also, the researcher can begin as a member of a group and then can become more objective observant (Punch 1998). Once the researcher entered the field as a student to do a research. That time was to learn, explore and investigate the study questions and how inclusive education policy is implemented in RAK primary

government schools. The researcher was very careful that all principals, teachers, parents and social workers did understand what the main objective of this study was about, and that data will be collected.

To carry out this study, with the permission from the MOE and RAK Educational Zone, the researcher started to interview all participants starting from beginning of October 2015 which took two weeks of interviewing principals, parents, and subject teachers. The researcher could not record anything to avoid ethical issues, so the researcher took notes for each visit (Palaiologou 2012). All interviews were in Arabic, and this is because the researcher translated all questionnaires and interview questions from English. The researcher did some interviews inside the classrooms after the class time and outside classrooms in teacher's room. During the observations the researcher used a T-Chart, to take notes.

The researcher tried her best to make this study questionnaire simple as it is by using horizontal listing, Likert-scale, and open-ended questions.

3.8 Validity and Reliability

According to Zohrabi (2013) researchers need to consider both validity and reliability before and after collecting any data. Validity is a particular standard to evaluate the quality of research. If the findings were matching the study or no (Robson 2002). Ebert the reliability is an essential requirement for any research to find data, whether it is similar results or no (Bell 1999). This is the reason the researcher used similar disability to observe. Furthermore, all data were collected by using different methods of data collection through the interview, receiving some documentary, observation, and questionnaire. Thereby, triangulation of data could help increase the validity of this study. Above all, the researcher in this study kept a record of everything (e.g. observation, interview notes, and documents).

3.9 Ethics

The researcher went through few processes before the start of the study to ensure that the research is carried out in accordance with research ethics. (see Appendix 13 and Appendix 14). This study was conducted along the ethical guideline of the British University in Dubai (BUiD) (see Appendix 15 for BUiD Ethic form) This is a very important document where it includes very important points about the roles and responsibility (dissertation supervisor and researcher). To conduct this study, the researcher needed a permission letter from BUiD, (see Appendix 16 - BUiD permission letter to schools).

With BUiD support the researcher received a permission letter from the Ministry of Education from RAK Educational Zone (see Appendix 1) to conduct this study.

This study main purpose was to explore how Inclusive Education is implemented in RAK primary government schools that follow the Ministry of Education guideline (MOE 2010) and then to investigate the procedures of identification of disabilities, referral, implementation and evaluation. Therefore, this study questions examine how Inclusive Education is implemented in the real field in each selected primary schools by exploring the Ministry of Education guideline of School for All. Consequently, findings will be analyzed in the next chapter.

Chapter Four: Results

4.1   Introduction

4.2   Document Findings

4.2.1 Inclusive Education Definitions

4.2.2   Policy

4.2.3   MOE Procedures for Identification and Implementation

4.2.4   Teacher Training

4.3   Questionnaire Findings

4.3.1   General Attitude towards Inclusion

4.3.2   Required Support for Inclusion Implementation

4.3.3   Inclusion is unfair

4.4   Interview Findings

4.4.1   Semi-Structured Interviews Findings

4.4.1.1   Knowledge Regarding Inclusive Education

4.4.1.2   Challenges to inclusive Classrooms

4.4.1.3   Teachers' attitude Towards Specific Training

4.4.2   Telephone Interviews Findings: Parents' perceptions towards Inclusion

4.4.2.1   Parents Limited awareness of Inclusive Education

4.4.2.2   Parents Participations of Teachers' Readiness

4.4.2.3   Parents Involvement

4.4.2.4   Parents Perceptions of IEP

4.4.2.5   Parents View regarding Accessibility and School Support

4.5 Observations Findings

4.5.1   School-Based Support: IEP development and implementation

4.5.2   4.5.2   Observing the Evaluation Process in SSEC

Chapter Four: Results

4.1 Introduction

The purpose of this study was to investigate how Inclusive Education policy is implemented in three Ras Al Khaimah government schools. Also, this study examined the assessment steps and how Multidisciplinary Evaluation Team (MET) member evaluates them for a better education plan accommodation. The researcher mentioned earlier, in chapter three about the Federal Law No. 29/2006 that shows the need for it in the United Arab Emirates education. Leaders believe that this Federal Law will help special needs or learners with difficulties with an equal education like others. Where in 2010 the guideline for general rules of the provision of special education programs and services for both private and public schools completed by the Ministry of Education. Moreover, this guideline is to serve all professionals, parents, and teachers (MOE 2010).

Against the framework of the United Arab Emirates Federal Law No.29/2006 and the MOE School for All guidelines, the researcher focused on the procedures for identification of students with disabilities and how the MET team evaluates them by exploring the environment (SSEC) where the identification process takes place and the Individualized Educational Plans are developed.

This chapter presents findings deduced from the various data collection tools. The presentation will follow this order: documents analysis findings, observation findings, interviews findings (using semi-structured and telephone interviews) and questionnaire findings.

4.2   Document Findings

4.2.1 Inclusive Education Definitions

Inclusive Education definition has been discussed in details in chapter one, section 1.3 while defending this program as a process. According to UNESCO (2005) guideline for inclusion is identified in terms of the following elements in **Table 4** bellow.

Inclusion IS about:	Inclusion is NOT about:
➤ Welcoming diversity	➤ Reforms of special education alone, but reform of both the formal and non-formal education system
➤ Benefiting all learners, not only targeting the excluded	➤ Responding only to diversity, but also improving the quality of education for all learners
➤ Children in school who may feel excluded	➤ Special schools but perhaps additional support to students within the regular school system
➤ Providing equal access to education to marking certain provisions for children without excluding them	➤ Meeting the needs of children with disabilities only
	➤ Meeting one child's needs at the expense of another child

Table 4: UNESCO Inclusion definition elements (UNESCO 2005, p.15)

Also, UNESCO (2008) defines inclusion as a process that addresses and responds to the participation in learning and communication.

4.2.2 Policy

The findings indicate that each selected schools' education system are following the MOE guideline of the School for All to implement Inclusive Education in their schools. Furthermore, each selected school has diffident needs to serve learners with difficulties. However, most of the subject teachers and special education teachers did not collaborate with each other to send these students for assessment. Also, there is a lack of monitoring for schools to follow up inclusion process for special needs identification where they integrate them into the regular classes with other students.

Policy related to the United Arab Emirates Education system was developed, and it is not like the past years since 1971. However, Gaad, Arif and Scott (2006) in their paper found that the UAE Education system policy needs to cope and suit a current change.

Furthermore, the Federal Law No. 29 of 2006 was announced, but still most of the selected schools' teachers and parents did not know about this Law and the School for All guideline from the Ministry of Education. Onto the other hand, it is the government responsible for making sure if it is implemented and caring about students with learning difficulties. However, they need to ensure that these students are meeting their needs and to follow their identification process.

In summary, policy for special needs students is very important in the United Arab Emirates and highly needed to meet their needs as well as, to enjoy their life and live like others.

4.2.3 MOE Procedures for Identification and Implementation

Analysis of UAE MOE School for All guidelines reveals that the procedures to identify special needs students should follow six main steps **(Figure 2).** These procedures are detailed below with reference to findings related to how each of the three selected schools implemented them.

| (1) Prereferral Student Support Team Step | (2) Referral, evaluation and eligibility determination | (3) Prepare IEP and or ALP | (4) Implement IEP or ALP | (5) Monitor, Review and/or Revise IEP or ALP | (6) Examination and Certificates of Grade Completion |
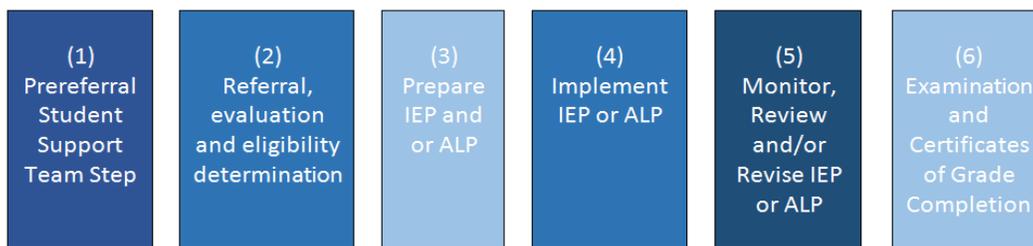
Figure 2: Procedures for Identification and Eligibility Determination (MOE 2010, P.27)

The identification process begins with subject teachers and/or parents notifying the school social worker of students with learning difficulties (e.g. low performers and slow learners). A referral form needs to be completed by the subject teacher. (see Appendix 19 - Referral form from school to MOE). The **first stage** of the identification process then begins pre-referral, where problematic students are referred to School Support Team (SST), which includes school principal, students' teachers, special education teacher, social worker, and speech and language pathologist. Their role is to meet weekly to discuss the performance of identified students with difficulties. The **second**

stage is referral, evaluation and eligibility determination. This step is led by the Multidisciplinary Evaluation Team (MET) in the SSEC where it should include special educational teacher, guardian, principal, school psychologist, social worker and also a speech therapist, physical therapist, physician, nurse and students according to their needs. Moreover, this step is to determine special needs students' strengths and to set appropriate social and academic objectives. The MET team should finish and complete this evaluation in thirty days according to the MOE (2010) guideline. After the meeting, they need to give a copy of the assessment results to the Education Zone coordinator. After that, the coordinator meets with the MET team to discuss the results and finally they complete a report for assessed students. The **third stage** is to develop the Individualized Educational Plan (IEP) by the MET team. This step includes the accommodation, goals, objectives and modifications; they also determine recommendations for services. The **fourth stage** is the implementation of the IEP which should commence within a maximum period of 2 weeks. School administration members on the SST committee need to provide all resources needed for special needs students as recommended by the MET in the IEP.

The **fifth stage** is to monitor, revise the IEP; this is the responsibility of the special education teacher for each school. The last and the **sixth stage** is examination and certificates of grades completion, where students with learning difficulties do not fail or repeat the same grade, but their IEP needs to be revised based on the students' level.

Field study of how these steps are being implemented in the selected schools reveals that (more details regarding this finding will be covered in chapter four, section 4.4 which presents observation findings) both school A and C principals understand that identification process is very important to decide whether this student can continue studying with others in the regular class or need to attend a special classroom with specific services.

4.2.4 Teacher Training

Federal Law No. 20, article fourteen established the provision of training for teachers who teach special needs students and this is very important as it can help them to be

prepared to work with these students (MOE 2010). Gaad and Khan (2007) confirmed that additional training provides teachers with necessary skills to be able to meet their students' needs.

In the United Arab Emirates, the Special Education Department in the Ministry of Education provided a specific professional development program to improve school service provision for special needs students.

This training included ten workshops covering the following topics:

1- General guidelines for special education programs
2- SST roles and responsibilities
3- Special needs students Categories
4- Observation and assessment for special needs students
5- Individualized learning strategies
6- Individualized Educational Plan
7- Curriculum modification and adaptation of the learning environment for special needs students
8- Learning difficulties
9- Reinforcing positive behavior strategies
10- Presenting successful cases and experiences

These workshops were each for three hours, and each participant needs to complete 30 hours of training (see Appendix 25 - Sample of Arabic form for workshops). Additionally, the MOE support special education center provides this training twice a year in the first and second semester.

With regard to teacher training, field investigation revealed that the provided training was perceived by participant teachers as lacking specific focus on individual special needs students' characteristics and therefore was ineffective (please see more details in chapter three section 3.3.2)

4.3 Questionnaire Findings

Teachers' perceptions of including special needs students in regular classes revealed a need for raising awareness regarding inclusive education, a need for more support for

inclusion to work, also inclusive education was seen as unfair to all involved parties. Below section provides related detailed findings.

4.3.1 General Attitude towards Inclusion

Inclusion is to include special need students with normal students in regular class where they receive the same education. 76% of subject teachers disagree from to include special needs students in their classes, (see Figure 6 – Appendix 26). While 48% thinking that including less severe disabled students can improve the inclusion program, (see Figure 7 – Appendix 26). In general, the results indicate that 80% of participants' support (33% strongly agree and 47% agree) (see Figure 10 – Appendix 26) increasing inclusion awareness for all.

4.3.2 Required Support for Inclusion Implementation

Results indicate that teachers' recognized a need to be supported while implementing inclusion program. Their responses highlight the need for training, support staff, and MOE support. Three different aspects of this support: the need for training, the need for support staff and the need for support from MOE. Findings related to these aspects detailed below.   **Firstly,** the training, the results indicate that 55% of school teachers did not receive any special education training (see Figure 4 – Appendix 26). Hence, 94% of participants are in favor of (agree and strongly agree) receiving specific and suitable training. (see below **Figure 3**).

The importance of specific and suitable training

	Strongly Agree	Agree	Disagree
	47%	47%	6%
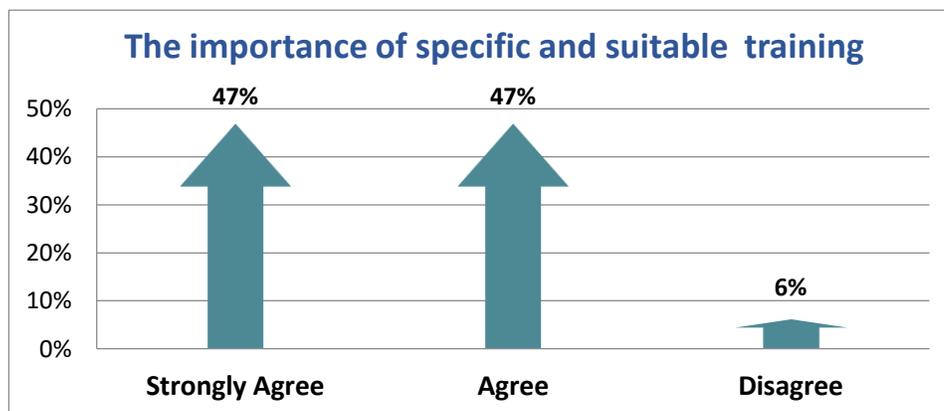
Figure 3: The importance of specific and suitable training

Secondly, teachers perceived the importance of the availability of support staff in terms of TA and specialist. The results show that 80% of teachers strongly agree to have a TA in their classes (see below **Figure 4**). While 70% of teachers also strongly agree to have one specialist to assist students with learning difficulties in and out the classrooms (see Figure 13 – Appendix 26).

Availability of Teacher Assistant in the classroom is very important

80%

14%

6%

Strongly Agree   Agree   Disagree
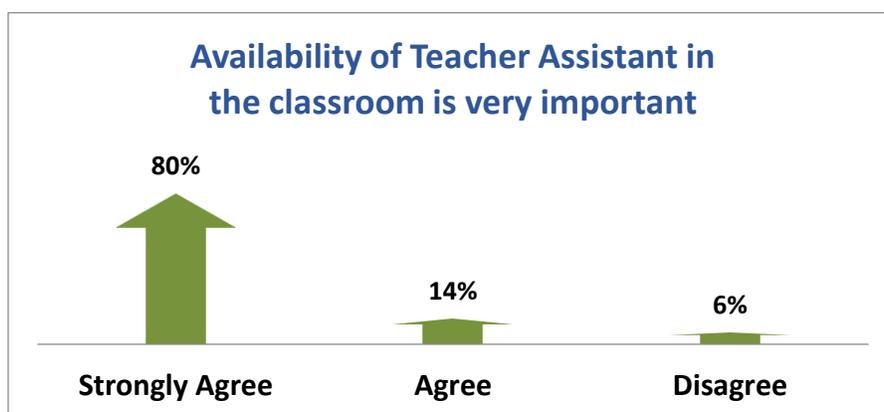
Figure 4: Availability of Teacher Assistant

Thirdly, the Ministry of Education (MOE) support is very important where 55% of participants strongly agree that the MOE visits to their schools are highly needed (see Figure 14 – Appendix 26).

4.3.3 Inclusion is Unfair

From open-ended questions responses indicate that teachers believe that inclusion is unfair neither to them nor to students (both normal and special needs). For example, one teacher put it this way: "I don't agree about this at all to include special needs students with others because … they need special services. This is because teachers are not qualified enough for this field as well as they do not have enough skills to deal with them at all". Interestingly, teachers are aware that they lack the qualification and skills to deal with special need students in regular classrooms. While another teacher mentioned the importance of reducing class size. For example, one teacher did not agree about inclusion by saying "I don't agree with inclusion because of the class size"

(see below **Figure 5**) where 70% of participants are teaching more than 25 students in their class.

Number of students in class
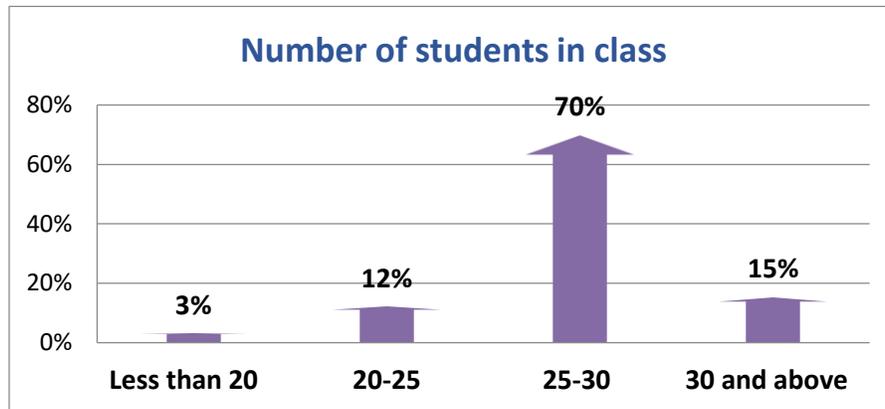
Figure 5: Number of students in class

4.4 Interview Findings

4.4.1 Semi-Structured Interviews Findings

The results indicate that only school C (including subject teachers, activity teachers (e.g. Art, Music and sports teachers), parents, cleaners and security) were fully informed about inclusion. Normal students in inclusive classrooms were also aware of their special needs peers in and out of the classrooms. Results show that school C administration is highly supportive of Inclusive Education by encouraging all teachers to visit other fields to observe different inclusive classes to explore more about the implementation of this program. (see Appendix 18 - Teachers Interview data). Below section presents interview findings in more details.

4.4.1.1   Knowledge Regarding Inclusive Education

School A and school B do not have any clear information about the study topic (inclusion) as they said: *"we only follow the School for All guideline".* While in school C it is the opposite, where the researcher found that in spite of challenges, inclusion practices seem to be common knowledge.

4.4.1.2 Challenges to Inclusive Classrooms

One of the most challenges that face subject teachers is the class size. The results from the interviews show that all interviewees are teaching more than 27 students including special needs students without shadow teachers. This causes difficulties in teaching them with normal students. However, some respondents do agree to include special need students by highlighting that this is their right to learn like others. Moreover, the researcher found that there was a very high need for a TA. Their findings validate similar responses by surveyed teachers.

4.4.1.3 Teachers' Attitude towards Specific Training

There is a very high interest from participants to receive a special education training, mainly to know more about their special needs students' characteristics in their classes. For example, T4 (grade 4) and T5 (grade 5) from school C pointed out that they are both teaching Autistic students and sometimes when they scream or cry they do not know how to control them while teaching. Similarly, T5 from School A mentioned, *"this will be great if I will be trained to know and understand their needs".* Moreover, T2 from school B highlighted her training needs to be better able to manage special needs students' problems: *"this (training) will help me to know how to deal with their difficulties".*

Furthermore, while attending RAK EDZ training provided teachers with relevant workshops, a few teachers, who participated in the training, felt they needed more specific training sessions tailored to special needs students in their classes (see Appendix 25). On the other hand, data reveals that when the training fails to address teachers' concerns, they assume other future training initiatives would be useless and a waste of time. As mentioned by T4 from school C said, *"of course I need it because I did attend all ten workshops that were provided from RAK Educational Zone particularly from the Support Special Education Center where I completed 30 hours of training, but I did not learn anything at all!*

4.4.2 Telephone Interviews findings: Parents' Perceptions Towards Inclusion

Telephone interviews with special needs students' parents reveal that although parents' awareness of the inclusive education program may be limited, their perceptions of teachers' readiness to deal with special needs students in regular classes reflect a deep understanding of the challenge. Parents' views regarding their involvement in the school, the development/implementation of IEP, and school support are detailed below.

4.4.2.1 Parents Limited Awareness of Inclusive Education

Responses indicate that parents' awareness of Inclusive Education process is limited and especially when they include their children into the regular classes. Parents from school A and B indicate that they had no background about Inclusive Education before. At the same time, they were happy to participate in the study saying "please help our children". Parents from school A and B were not informed by the school about the study topic. With the explanation from the researcher about the study topic, they were able to agree to answer all questions. Yet, the concept of Inclusive Education is something new to them.

4.4.2.2 Parents' Perceptions of Teachers' Readiness

Parents believe that teachers are still not ready to teach special needs students saying: "*teachers do not understand how to reach the right information's for them",* while other parent said "*teachers keep telling me to take my child to special need center*"; whereas another parent from school C mentioned "*not all teachers do not know how to teach, but they still need training specially how to deal with an Autistic child* ". This view is also confirmed by observation findings where there is a need for teachers to know more about the students with disabilities and how to teach them like other students.

4.4.2.3 Parents' Involvement

Data exposes that school A and B do not involve parents in school activities nor the class presentations, while school C does. For example, P1 said, *"last year I did participate with my son to distribute flags for the UAE Flag Day for many students as well as school staff and we both enjoyed"*. This shows that the school C is engaging parents through different activities, where it is the opposite in school A and B. Clearly, the data shows that there is less communication in (school A and B) between the school and parents and especially between the subject teachers and parents. Furthermore, school C data reveals that P1 mentioned by saying "they all supporting him", where P2 said "they always communicate with me", and this clarifies that the school shows a huge interest to implement the inclusive education by welcoming special needs students and their parents to join others and learn.

4.4.2.4 Parents' Perceptions of IEP

According to the results from the school B, the observed students used to have a plan received from RAK Support Special Education Center for both (Aisha who suffers from the Cerebral palsy/ physical and intellectual disability and Farah who suffers from the intellectual disability), where either cannot read or write (see Table 4 and Figure 7). Currently, both are in a regular class without an IEP to be followed. Interviewing their parents' reveals that both were not involved in the IEP development or implementation. P2 from school B wondered: *"What do you mean by IEP and what this plan for?"* (see Appendix 20, school B, question number 13). On the other hand, school C parents' responses reflect their interest in the IEP through implementing it according to the MOE guideline. Therefore, parents from school C are aware of everything related to their children as well as they attend a weekly meeting to discuss the IEP plan for their children. (see Appendix 20).

4.4.2.5 Parents Views regarding accessibility and school support

In general, parents (from school A and B) were blaming schools as a whole as they perceived that there is little support for special needs students. P2 from school B mentioned that her daughter suffers from Cerebral Palsy/ physical and intellectual disability and is using a wheelchair, and she cannot use a computer for her computer lesson. P2 from school B said, *"my daughter cannot use a computer during her class since she joined this school, because there is no space for her wheelchair, to access a computer desk, so she sets in class doing nothing, and when she come home she keeps crying"* In light of this parent comment, it is very important for the MET from the RAK EDZ to visit the field and observe classes.

4.5 Observations Findings

In this study, six special needs students were observed from the three selected schools. Two students were observed from each school. Below section reports observation results for two of the observed special needs students (highlighted in gray in table 5 below). Please see **Table 5** below for more information about observed students.

School Name	Student name	Grade	Age	Gender	Type of disability	Has an IEP-YES/NO
School A	Majed	5	10	M	Intellectual disability	NO
School A	Hamdan	4	9	M	behavioral disabilities/ intellectual disability	YES
School B	Aisha	5	10	F	Cerebral palsy/ physical and intellectual disability	NO
School B	Farah	3	7	F	intellectual disability	NO
School C	Ahmed	4	9	M	Autism	YES
School C	Haamed	5	10	M	Autism	YES

Table 5: Observed special needs students' details

For example: Farah from school B, suffers from intellectual disability. Farah's Arabic teacher has asked the class to copy one full page from the course book, and you can see from below extract what she needs to copy (see below **Figure 6** Farah's Arabic course book).
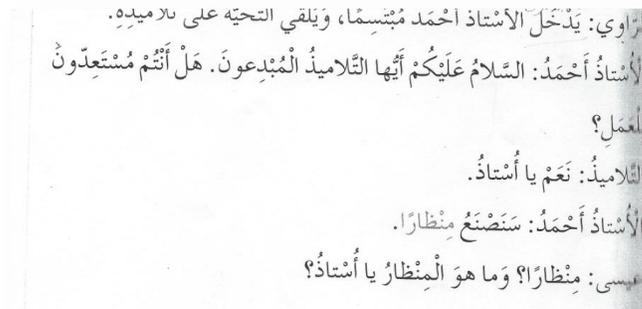
Figure 6: Farah's Arabic course book page 47

Farah was observed when she was copying what her teacher has asked her to do, but it was all scribbles (see below **Figure 7** Farah's specimen handwriting) with unclear handwriting, and hardly any recognizable words.
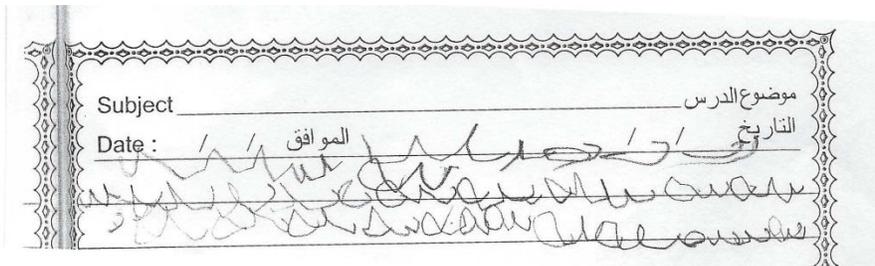
Figure 7: Farah's specimen handwriting

4.5.1 School-Based Support: IEP development and implementation

The UAE MOE guidelines indicate that any special needs students who are enrolled in regular classes and suffer from a specific disability, they need an IEP to attend individual or group support in the school setting (MOE 2010). The results for Farah from school B indicate that she used to write letters before when she was in Grade two (see Appendix 21 - Farah's handwriting when she was in Grade two), because she was attending a few classes in the resource room but as her sample writing shows above her developing skill to recognize Arabic letters has deteriorated. Moreover, she did have

an IEP when she was in Grade two albeit incomplete (see Appendix 22 - Farah's Grade two IEP); there was nothing written on it, only one or two dates, her parents' name was not included either. Currently, she does not have an IEP for this year, which is the same as the second observed student below.

Aisha form school B suffers from Cerebral palsy and physical and intellectual disability. Aisha is a wheelchair user, and she cannot write. She used to have an IEP when she was in grade four, but nothing was written in her plan (see Appendix 23 - Aisha's Grade four IEP). Attending an inclusive classroom without an IEP for both students is not conducive to any learning.

4.5.2 Observing the Evaluation Process in SSEC

Findings show that parents and their kids were uncomfortable in the Support Special Education Center rooms, the rooms settings are detailed in **Table 5 below.** Observing a full day evaluation process highlights the role of the Multidisciplinary Education Team when they evaluate a referral student from school for the assessment.

Saif's mother was asked to follow each specialist one by one and needed to bring documentation signed by all specialists (see Appendix 24 - Evaluation team member form). Below is a table showing the evaluation process results for Saif, who suffers from learning difficulties.

It has been noticed that this center is in a very old building and not suitable for the MET members to meet and evaluate special needs students; additionally, the layout of the building does not help the flow of a systematic process to gather educational information which is relevant to the special needs students' difficulties, which is the objective of the SSEC, namely, to access legal decisions and to model learning when special needs services provision is provided.

Room Number	Timing	Specialist/Parents	Material used	Room setting/environment	Assessment Language
1	08:44 to 09:01	- Academic Therapist - Parent - Child	- Sheets (e.g. circle pictures with words, counting and writing numbers in table) - Cards about Alphabets only in Arabic. - Colors by using cards - Matching pictures with numbers	-Noisy air conditioner - Low lighting -One desk with two chairs -Other small chairs -White walls without any pictures - Dark colored carpet	Only in Arabic
2	09:05 to 09:15	- Speech Therapist - Parent - Child	- Cards about colors - Picture cards (e.g. a girl was drawing a tree)	-Noisy air conditioner - Low lighting -One desk with two chairs -Other small chairs -White walls without any pictures -Dark colored carpet	Only in Arabic
3	09:17 to 09:37	- Psychological Therapist - Parent - Child	- Pictures (e.g. car) - Cards for the Geometric shapes (e.g. square, circle, rectangle and Triangle) - Matching pictures with words	-Noisy air conditioner - Low lighting -One desk with two chairs -Other small chairs -White walls without any pictures -Dark colored carpet	Only in Arabic
4	09:39 to 09:52	- Cognitive Therapist - Parent - Child	- Only a book of colored progressive matrices but the book was facing the specialist, not student	-Noisy air conditioner - Low lighting -One desk with two chairs -Other small chairs -White walls without any pictures - Dark colored carpet	Only in Arabic

Table 5: Evaluation process for Saif

Chapter Five: Discussion of all Findings, Conclusions and Recommendations

5.1   Introduction

5.2   Discussion of the first question

     5.2.1   Identification and referral

     5.2.2   Procedures and policies

     5.2.3   Placement

5.3   Discussion for the Second Question

5.4   Conclusions and Recommendations

     5.4.1   Conclusions

     5.4.2   Recommendations

          5.4.2.1   Recommendations for the Ministry of Education

          5.4.2.2   Recommendations for the RAK Educational Zone

          5.4.2.3   Recommendations for the Selected Schools

Chapter Five: Discussion of all Findings, Conclusions and Recommendations

5.1   Introduction

The main researcher's purpose is to investigate and explore how selected schools in government primary schools in Ras Al Khaimah implementing the Inclusive Education policy. This study utilized a mixed method of qualitative and quantitative methods to collect and gather all data from three selected schools, school A, school B and school C. Moreover, using mixed methods help the researcher to understand research problem more (Hanson et. al 2005), as well as it is popular (Katsirikou and Skiadas 2010). As a result of this, only sixty-six of participants out of one hundred and thirty-three answered the research questionnaire. This questionnaire included few questions related to inclusion, mainly focusing on training and the importance of the program as a whole when special needs students were joining regular classes. Firstly, this questionnaire started with demographic characteristics, where each participant needs to write their academic qualification, years of experience in the school and if they teach in regular class or special education class. Furthermore, if they attended any special education training or not and how many students they teach in their class including special needs students. Secondly, participants were asked few questions related to training and the importance of it by using Liker-scale by putting a tick in the right columns for their choice of strongly agree, agree and disagree. Lastly, the researcher kept this questionnaire as an open-ended so the participant can write their answers. Also, fifteen of the subjects' teachers of special needs students were interviewed. The researcher also observed only six special needs students with different disabilities.

 The chapter presented all the findings. In this chapter aims to provide some explanations for these results and to provide some recommendations to support a more effective implementation of inclusion policy in Ras Al Khaimah government schools.

5.2   Discussion of the First Question

1-   How has the inclusion policy been implemented in Ras Al Khaimah primary government schools in terms of: (1) identification and referral, (2) procedures, (3) placement?

5.2.1   Identification and Referral

All teachers from selected schools are the main key for identification of students with learning difficulties. Most of these teachers keep communicating with the school social worker in case if they did not understand how to deal with the special needs students. Findings indicated that most of the teachers commented that they did not receive any special education training since they joined schools to teach. Moreover, these teachers do not have any background about students with disabilities in their classes and how to deal with them. An example was given in chapter four (section 4.3.1) of data collected from the interview. For this result, it is clear that subject teachers can identify their special needs students inside their classes, yet all selected school teachers need more training to support these students. Moreover, interviewing results show that there is a lack of communication between teachers and parents of special needs students.

This lack of training and lack of communication with special needs students' parents left students with disabilities invisible in the mainstream classrooms without learning or understanding anything; an example was provided in chapter four for the observation findings for two students from school B (section 4.4). While this may reflect a lack of care on the teachers' side to teach special needs students like others or to send them for a specialized assessment which can help them improve their literacy skills, it does highlight the importance of training teachers in various aspects of inclusive education, in particular the prereferral stage.

Furthermore, each of selected schools is aware of the Individualized Educational Plan (IEP) for students who face difficulties in school. However, some of these selected schools do not follow this plan, and they do not include parents in it either. But, school C

does show a very high concern with IEP, and they do meet parents weekly to talk about their children's improvements. This overall schools' awareness of IEP as an aspect of inclusive education is encouraging, yet the differences in how each of the three schools follows these IEPs indicate that further efforts need to be made to support schools in utilizing these IEPs to the benefit of the special needs students'.

5.2.2   Procedures and Policies

None of the selected schools has their policy or procedures because all schools in the United Arab Emirates are following one policy from the Ministry of Education guidelines for School for All. Additionally, they all follow one vision, mission, and values from the Ministry of Education. Interviewing subjects' teachers revealed that some of the school teachers did not know how to deal with their special needs students in their classes where they left them and focused on others. This is because they did not have any background about their special needs students and how to deal with them. At the same time, they did not attend any special education training. As the results of this, teachers failed to attend to the needs of these students.

It needs to be emphasized that teachers are following the new guideline for School for All, in the sense that they do not to fail any special needs in the academic year. Consequently, these students are present in schools daily and they will move on to a higher grade by the end of the academic year but without real learning. Interestingly, some parents did suggest that a specialist from the Ministry of Education must visit schools to observe their kids inside classes.

Putting this suggestion into practice could be beneficial for all parties particularly for the teachers who think that the Ministry of Education is increasing their workload by including special needs students in mainstream classes. An MOE specialist visiting schools could act as a link between policy makers and practitioners to help solve problems and provide needed support. A study published recently by Alobaidly in the *Emarat Elyoum (*28 December 2015, p.1) reports that in the UAE 88% of teachers believe that teaching students with disabilities in public schools is an additional load on

them. Some participant teachers in this study share the same belief; hence the role of MOE to follow-up on the implementation stage is further underlined.

Many parents believe that it is the responsibility of the MOE Special Needs Department when they include any students with difficulties in regular classes in public or private schools by setting their IEPs, to follow up on the implementation of these IEPs. That is why these students need to be monitored and assessed from an early age. This is by setting an Individualized Educational Plan (IEP) for them and by meeting their parents weekly. However, the researcher noticed that some schools were not following the MOE guideline with this regard. In addition, teachers' attitude is very important for successful implementation of inclusion. Otherwise, it will be hard to manage, which highlight the importance of both teachers' training and regular follow-up.

5.2.3   Placement

After the researcher observed six of special needs students who are in regular classes with others but they are not appropriately placed. Collecting data from interviews and observations, it shows that none of the selected schools has a teacher assistant. Therefore, there is a very high need to have one in each school to help special needs students. A recent study done by Gaad (2015) about the teacher assistant program across the United Arab Emirates. This program focused on female Emirate non-working and those who are searching for jobs. As she mentioned in her paper that this training, (1) will help them to be able and to support both schools and subject teachers as well as students with learning difficulties for both pull-in and pull-out support, (2) they will be able to get full knowledge about different types of disabilities mainly the intellectual disabilities because the UAE has one of the highest averages of Down Syndrome in the world.

Also, teachers did mention that such a program can help the school to provide them with this assistance while they teach the class. Furthermore, the class size was another issue raised in this study, because there are classes with more than 28 or 35 students in each class. Thus, subject teachers see that the availability of teachers' assistants

may help in controlling the class, and this can help teachers view the Inclusive Education program in a positive light.

5.3   Discussion of the Second Question

-    What could be recommended to support a better implementation of inclusion policy in Ras Al Khaimah primary government schools?

5.4   Conclusions and Recommendations

5.4.1   Conclusions

This study explored the implementation of inclusive education policy in the field of Ras Al Khaimah government school (grade one to grade five). This study was conducted in two boys' schools and one school for girls. The researcher used mixed methods of qualitative and quantitative methods where it included interviews, questionnaire, observation in selected schools and document analysis. The results of this study shows that the Ministry of Education and RAK Education Zone need to provide a few important techniques to make sure that inclusion is being implemented well in RAK. After discussing the results, the following recommendations could be drawn.

5.4.2   Recommendations

As mentioned earlier, the researcher found that in the UAE, the MOE is the one entity in charge of all education policies that are related to special needs students and students with learning difficulties who were included in regular classrooms. The MOE provided the School for All guideline for all schools, and this guideline presents the main policy by respecting the special education in all schools in public and private schools. But, from this study, it is found that some schools are not following this guide. In general, all staff in school does understand the policy of inclusion and integration of special needs students in regular classes. Also, they all know about the IEP plan, but some never heard about it. Moreover, teachers do accept special needs students in their class to

teach them but because of their lack of knowledge and experience they do not support inclusion at all. In this study, all the teachers underline the need for reducing the class size especially for teachers who teach special needs students or those with learning difficulties in their classes. Also, teachers in this study expressed the high needs for teacher assistants' availability while they teach in classes. Furthermore, for best practices more study and research need to be done to investigate the implementation and procedures to make the MOE School for All guideline work more effectively. Below are some recommendations for the UAE Ministry of Education, for RAK Education Zone and the selected schools.

5.4.2.1 Recommendations for the Ministry of Education

• The Ministry of Education in the UAE needs to hire a Special Educational Needs Coordinators (SENCOs) for each school around the UAE in public or private schools. This SENCOs can coordinate the whole school policy by ensuring that all special needs students and students with learning difficulties are learning appropriately across the whole curriculum (Jones, Jones & Szwed 2013). Furthermore, they can lead and manage staff, by providing support to all of them to meet the best needs of special needs students (Satterley 2015). This can be done with cooperation with MOHESR to create new special education post graduate degree programs to help provide schools with more qualified SENCOs.

• MOE needs to hire highly-qualified professionals specialized in the Inclusive Education program where those who are interested in this program can become a SENCO for special education in different schools. This may help Inclusion to succeed in schools at the same time because these qualified professionals will be more aware than subjects' teachers of special needs students' requirements. Given that most of the subjects' teachers came from different knowledge background of study and qualification, asking them to address special needs students in their teaching will not be easy for them to learn fast like the educated and qualified ones.

• Specialist of special needs from the MOE must visit the field and observe classes, and this will help inclusion to work more effectively. For example; the classroom size and the accommodation for a student who has a physical disability. This student may not be sitting near the teacher or may be unable to use a computer because of no one paid attention to the accessibility aspect of the inclusive provision of educational services. So, to observe what is going on in the class may help to suggest and provide the schools with all necessary support for those students. To that end, this needs to be done at the beginning of the year as well as, on regulate basis. Moreover, this can help in monitoring peers' attitudes towards special needs students. An intervention program may even be suggested to ensure more positive attitudes towards peers with disabilities similar to the one Gaad (2015) implemented.

5.4.2.2 Recommendations for the RAK Educational Zone

• There is a high need to establish a new building for the Support Special Educational Center with a better environment where the team can assess and evaluate referred students from schools. They can call it "Zuhoor Al Ghad Center" which means flowers for tomorrow's center. Moreover, this center needs to provide the following:

- Private room for each specialist with appropriate equipment and tools where it may help them to write report about each student (e.g. computer, stationary, proper desk and chairs)

- Also, each of these room needs boards, sound system and projector according to their needs, colored walls, windows, lights, colored carpet and some of the visual aids like geometric shapes. In general, the rooms need to be less of an inspection place so as to let the child feel welcome and comfortable.

- Welcoming parents' room at the same time as a waiting room.

- Meeting room with round table where all of Multidisciplinary Evaluation team members can come together to discuss each evaluation results for each child.

- Need to be accessible for wheelchair users, the blinds, the partially sighted, children with hearing impairment and also for people with limited walking abilities.

- Availability of elevator and auto doors, closed restroom for specialist rooms and ramps for wheelchairs access.

- Availability of one nurse is very important in a case of any emergency.

- Availability of one assistant to guide parents where to go till they finish meeting all specialists in case anything happens.

- Also, the specialist needs to use colored papers when they assess a child, and this will help a child to recognize and understand the question by matching the right color to the right picture.

- A small cafeteria.

- A mosque.

• Special education department must raise awareness about inclusion for all schools both public and private schools not only for teachers. This needs to include; students, school teachers, workers, cleaners, administration, and parents. All needs to be aware of the inclusion program especially when new special needs students join schools.

- RAK Education Zone Special Education Department needs to provide more training workshops, and these need be related to student difficulties. So, this may help the subject teacher to understand their student needs. Consequently, this will lead teachers to learn more by gaining new skills where this can increase their positive attitude towards inclusion program as a whole.

- RAK Zone special education coordinator needs to make sure that all school staff members did receive a special education training. Also, they need to visit the field and observe the classrooms.

- Hire teacher assistant for schools which include special needs students to look after them and to help the subject teachers.

5.4.2.3 Recommendations for the Selected Schools

• Special needs specialist need to follow up the Individualized Educational Plan (IEP) developed for the students with learning difficulties. Also, they need to meet parents regularly to discuss this plan.

• Reduce the class size for each grade particularly the one with special needs students.

• Teachers who teach special needs students need to send daily and weekly student progress reports to their parents.

• All school team must attend special education training especially the subject teachers. For example, if a teacher teaches an Autistic child, then she needs a specific training related to his or her disability. So, this can help the teacher to understand their needs and will be able to teach them with others and to control in case of emergency.

• A schools' principals play the main role to motivate their staff when it comes to applying a new policy like the inclusion program. This can be done by rewarding the best practice, respecting the inclusion program and lastly, monitoring all progress for those students who face difficulties while they study in schools.

• Subject teachers need to observe each other's classes when they have time. For example; a Mathematics teacher can observe an English teacher and see how this child is responding or how to deal with and engage him or her in class. Also, the subject teacher can ask the RAK special education department for advice to observe other schools where she or he can find similar difficulties of their student.

• Collaboration between teachers and special education specialist is very important, as well as with parents because this can facilitate teachers' efforts for inclusion to succeed.

• Engage parents to be involved and access the resource room with their children.

• Allow parents of special needs students to access classrooms and observe their children and this can help them suggest some ideas to the school to provide what their child needs during their availability in class for learning. The main thing these parents need is to see their child learning like others.

• Schools need to prepare an orientation session for all school staff and students about inclusion in general, and this may help other students to be aware and how to deal with their peers inside the class and outside the class.

 • All parents need to be more welcomed in schools.

 • More respect is needed for parents and special needs students.

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Appendices

Appendix 1
Authorization from the Ministry of Education
RAK

Authorization from the Ministry of Education RAK

United Arab Emirates
Ministry of Education
RAK Educational Zone

دولة الإمارات العربية المتحدة
وزارة التربية والتعليم
منطقة رأس الخيمة التعليمية

التاريخ : 2015/9/27م

تعميم رقم (١٤٧٣) 2015م

السادة / مديري ومديرات المدارس المعنية   .....   المحترمين

تحية طيبة وبعد . . .

الموضوع/مساعدة الباحثة خولة الشحي

في إجراء المقابلات وتطبيق أداة البحث

تقوم الباحثة / خولة الشحي الطالبة بالجامعة البريطانية بدبي بتحضير رسالة الماجستير بعنوان : تطبيق سياسات الدمج في المدارس الحكومية (مجال التربية الخاصة) ويتطلب الأمر إجراء مقابلات شخصية مع إدارة المدرسة وأهالي طلاب ذوي الاحتياجات الخاصة ، ومراقبة هؤلاء الطلاب خلال الحصص والأنشطة .

آملين تعاونكم معها لإنجاز الدراسة خلال شهر أكتوبر 2015.

وتفضلوا فائق الاحترام والتقدير ،،،

☎ هاتف الباحثة :0504313364

مدير منطقة رأس الخيمة التعليمية
سمية عبدالله بن حارب السويدي

نسخة لكل من:
- مكتب المدير.
- نائب المدير
- رئيس قسم العمليات التربوية.
- وحدة البحوث والتوثيق.
- المدارس المعنية :أبي بن كعب / مهرة بنت أحمد / القاسمية
- السكرتاريا
- السجل العام.

أ.عبدالكريم نقي –قسم العمليات التربوية/وحدة البحوث والتوفيق: 6269899/050

Appendix 2
Selected schools details

Selected schools details

School Name	School A	School B	School C
School Year	2002	2013	1955
Number of teachers	42	46	45
Student Number	632	616	350
Number of Social Worker	2	1	3
Number of Nurses in School	1	1	1
Support room Staff Number	1	1	1
Special Education Staff Number	1	0	1
Special needs number in regular class	3	5	2
Special class part time for Math, Arabic	2	0	4
School process to include a child in regular cleanrooms	-Request from parents - Teacher Referral	-Request from parents - Teacher Referral	-Request from parents - Teacher Referral - testing them
Offered support for special needs, accommodation and modification YES/NO	YES	NO	YES

Appendix 3
Work plan data collection schedule

Work plan data collection schedule

September 1⁵ᵗʰ – September 27ᵗʰ 2015

1- Get the approval from BUiD

2- Receive to whom it may concern letter from BUiD and this is for the following:

   - To get the approval from Ministry of Education to conduct this study in three schools to interview schools head principles, subject teachers, social workers, special education teachers, parents, students and Ministry of Education staff.

   - To observe classrooms

   - To review the process of implementing the policies in the selected schools.

3- Prepare a draft

4- Organize and update the work plan

October 05ᵗʰ – 30ᵗʰ November 2015

1- Start to interview the following:

   - Head of Special Education in RAK Ministry of Education

   - Support team for special education

   - Subject teachers

   - Parents

   - Students

2- Observation at the selected schools by exploring the current practice

1- Observation at the selected three schools in RAK as the following:

   - (October 6ᵗʰ and 7ᵗʰ 2015) in first selected school "A"

   - (October 7ᵗʰ and 8ᵗʰ 2015) in second selected school "B"

   - (October 11ᵗʰ and 12ᵗʰ 2015) in third selected school "C"

From each school the researcher will be observing and collecting all documents which are related to special needs students (Policies, assessments, medical reports and IEP)

   - Draft all the collected data

3- Gathering all data.

4- Work on chapter one (introduction) and chapter two (literature review).

December 2nd 2015

1- Observe the selected schools for *National Day Celebration* or other events <u>(depend on the date for each school)</u>

2- Start and work for chapter three (methodology)

Winter break: December 20th 2015 – January 7th 2016

1- Review all collected data

2- Work on chapter four (results and finding)

January 8th – January 14th 2016

- Work on conclusion and recommendations

January 15th – January 29th 2016

- Review all the findings and data analysis.

- Make sure all appendices are available before the submission

January 30th 2016

- Submit first draft

- Review Feedback from Tutor

Beginning of February 2016

- Submit final draft

Appendix 4
School visit schedule

School visit schedule

	School Name	Timing	Days
1	Obai Bin Kaab school in Ras Al Khaimah cycle one **(Boys)**	10:00 to 2:00	5 Oct and 6 Oct 2015
2	Mahra Bint Ahmed school in Ras Al Khaimah chyle one **(Girls)**	10:00 to 02:00	7 Oct and 8 Oct 2015
3	Al Qasemeyya school in Ras Al Khaimah cycle one **(Boys)**	10:00 to 02:00	11 Oct and 12 Oct 201

Appendix 5
Principals' interview

SCHOOL **PRINCIPALS** INTERVIEW

Date: **Location:** School   **Timing:**

1- What is the educational vision of your school?

2- From your experience in this school, do you think inclusive education is working well?

3- What is your school process to integrate special needs students with others?

4- How many special education teachers do you have in your school?

5- What is your school policy? Do you have a particular policy for special needs?

6- Do you allow teachers to give these students any extra time during any exam?

7- Do you allow special needs students to join field trips with other students?

8- Do you visit classes to observe these students and teachers?

9- Do you make classrooms accessible for parents to observe their children?

10- Have all your school staff (including cleaners) been trained and know how to deal with special needs students?

11- What kind of support does your school provide to special needs students?

Appendix 6
Special needs students' teachers' interview questions

SPECIAL NEEDS STUDENTS **TEACHERS'** INTERVIEW QUESTIONS

Date: **Location:** School   **Timing:** am - pm
T1:

Teacher Education: *Years of Experience in*
this school:

    T1:   **T1:** years**,** training or awareness
                                          regarding special needs

1. How many students do you have in your class?
2. Does anyone shadow this child while you teach them in class? If yes, what are his or her qualifications?
3. Did you face any difficulties of teaching this child in your class?
4. Do you think it is good to include special needs students with others in a normal classroom?
5. Do you talk to your students before this student joins the class? Is there any orientation?
6. Do you think including special needs students in inclusive education may affect the program as a whole?
7. Do you think these special needs students can cope better with others in the regular class?
8. As a teacher of special needs what do you do in case a student could not cope in class?
9. Does this child like to participate with others in the class?
10. Are you part of his or her Individualized Education Plan (IEP)?
11. How many times do you meet to communicate with this child's parents?
12. What kind of assistive technology does your student need in class?
13. Do any specialists from the Ministry of Education (MOE) come to visit your school or to observe these students? If yes, how often?
14. Does (MOE) provide them with needed equipment?
15. Does your student receive any individualized support?
16. Does your school support you when you need anything to teach this child?

17. What is the process for this child during exam time? Do you give them extra time? If yes, how much extra time?
18. Do think you need more training to deal with special needs students?

Appendix 7
Parents' interview

SPECIAL NEEDS **<u>PARENTS'</u>** INTERVIEW

Date: **Location:** School "   **Timing:** pm

Parents Education: P1:

1- Do you have any ideas regarding inclusion?

2- Do you support inclusive education process?

3- Does your child have any friends in or out of school?

4- Do you think as special class is better than the regular classroom?

5- Did inclusion improve your child's social skills?

6- Do you think the school building is ready to welcome special needs, students?

7- Do you see that there are enough qualified teachers in this school to teach students with special needs?

8- Do you see that your child's teacher is ignoring your child if they missed anything in a lesson or did not understand any required information?

9- Does your child have a shadow, teacher?

10- Does the school invite you to attend your child's class presentations?

11- Does the school involve you in school activities with your child?

12- Do you see any cooperation between his or her teachers and administration?

13- Does your child have an Individualized Education Plan (IEP)?

14- Does the school arrange a meeting with you to discuss your child's Individualized Education Plan (IEP)?

15- Do you think there is enough awareness regarding the inclusive education process in the community?

16- Does the school provide your child enough assistance?

Appendix 8
Letter from the researcher to the Ministry of Education

Date: 9/17/2015

Dear Madam Suumayya Abdulla Hareb

Director of Ras Al Khaimah Educational Zone.

Topic: "Implementing the inclusive Education policy in three RAK primary government schools: An investigation study."

This project will be conducted in the following selected schools:

1- Obai Bin Kaab School in Ras Al Khaimah cycle one (Boys)

2- Mahra Bint Ahmed School in Ras Al Khaimah chyle one (Girls)

3- Al Qasemeyya School in Ras Al Khaimah cycle one (Boys)

Greetings,

Currently I am a final year Master student at the British University in Dubai (BUiD) in special and inclusive education for special needs. The goal of this project is to examine the policy of integrating students with special needs and to what extent it has been implemented in public schools, by evaluating these polices to reveal why it is working and why not?

By the end of this project the researcher will come up with some solutions and recommendations for Ras Al Khaimah Educational Zone to help inclusive education. All information will be confidential without mentioning any school names or participants' names.

As for the procedures, the researcher will be visiting each of the selected schools to interview school administrators, class teachers of the special needs students, special education teachers, parents of special needs students, special need center and the specialist. Also the researcher will be observing the field for these students as whole they're in and out of the class activities.

With your cooperation and approval the researcher will prepare the schedule for each school for a visit which needs to start beginning of October 2015.

You're sincerely,

Khawla Al Shehhi

Attached is a letter from the British University of Dubai (BUiD)

Mobile: 050-4313364

Email: 2013201001@student.buid.ac.ae

سعادة الأستاذة سمية عبدالله بن حارب السويدي   المحترمة

مديرة منطقة رأس الخيمة التعليمية

الموضوع : تحضير لرسالة الماجستير في الجامعة البريطانية بدبي وموضوعها " الى أي مدى تم قياس مدى فعالية تطبيق سياسات الدمج في ثلاث مدارس حكومية (حلقة أولى) في إمارة رأس الخيمة".

<u>**المدارس المختارة:**</u>

1- مدرسة أبي بن كعب للتعليم الأساسي حلقة أولى (بنين) في رأس الخيمة.

2- مدرسة مهرة بنت أحمد للتعليم الأساسي حلقة أولى (بنات) في رأس الخيمة.

3- مدرسة القاسمية للتعليم الأساسي حلقة أولى (بنين).

تحية طيبة وبعد ،

أنا طالبة في الجامعة البريطانية في دبي سنة التخرج في مجال التربية الخاصة والدمج والهدف من هذا البحث هو إعادة النظر في سياسات دمج الطلاب ذوي الإحتياجات الخاصة المتبعة حاليا وإلى أي مدى تم تنفيذ تلك السياسات في المدارس الحكومية.

وبنهاية البحث سيتم تقديم المقترحات لتوفير مزيد من الدعم لعملية دمج هؤلاء الطلبة. جميع المعلومات ستكون بغاية السرية وبدون ذكر أسماء المدارس أو أسماء المشاركين.

ولإجراء هذا البحث ستقوم الباحثة بعقد مختلف المقابلات الشخصية مع كل من إدارة المدرسة, المدرسين وأهالي طلاب ذوي الإحتياجات الخاصة وسوف تشتمل مراقبة هؤلاء الطلاب خلال الحصص والأنشطة. وذلك بعد تعاون المدرسة مع الباحثة بالموافقة على جدول المواعيد لكل مدرسة.

يرجى التكرم بالموافقة لأتمكن من بدء اجراءات جمع المعلومات للبحث واللتي يجب أن تبدأ من بداية شهر أكتوبر وتفضّلوا بقبول فائق الإحترام والتقدير،

خولة الشحي

مرفق مع هذه الرسالة رسالة من الجامعة البريطانية بدبي.

<u>**للتواصل**</u>

هاتف: 050−4313364

البريد الإلكتروني: 2013201001@student.buid.ac.ae

Appendix 9
Questionnaire

Please tick (√) inside the box and column in front of the appropriate answer

1. **Gender**
   ☐ Male ☐ Female

2. **Academic qualification**
   ☐ Doctorate ☐ Master ☐ Bachelor ☐ Higher Diploma ☐ Diploma

3. **Teaching experience in this school**
   ☐ 1year ☐ 2-5 years ☐ 6-10 years ☐ 11 years and above

4. **Teaching in**
   ☐ Class ☐ Special Education Class

5. **Have you been trained how to deal with special needs before?**
   ☐ Yes ☐ No

6. **Number of students in your class**
   ☐ Less than 20 ☐ 20-25 ☐ 25-30 ☐ 30 and above

	Statement	Strongly Agree	Agree	Disagree
7.	Include special needs students in regular classes is a good idea			
8.	Integrate medium disability can success inclusion program			
9.	Communication between the subject teacher and parents is very important			
10.	Special needs students have the ability to establish social relationship			
11.	Increase awareness of inclusion concept for all schools			
12.	Individualized Education Plan is very important for special needs students			
13.	Availability of teacher assistant in the classroom is very important			
14.	The importance of one specialist to assist students in and out the classrooms			
15.	The importance of a visit from Ministry of Education into the schools to observe classes			
16.	More training courses especially regarding inclusion is very important			
17.	The importance of specific training regarding students disabilities for example "Autism" and this is to help the teacher to understand how to deal with the student in case of any emergency			

18. What do you think of include special needs in regular classes in terms of advantages and disadvantage?

Thank you for your cooperation

Appendix 10
Classroom observation T-Chart

Date:

Time:

Place:

Classroom Observation

Subject Teacher	Special Need Student

Appendix 11
Federal Law No. 29 of 2006

Federal Law No. 29 of 2006
In Respect of
The Rights of People with Special Needs

We, Khalifa Bin Zayed Al-Nahyan , President of the United Arab Emirates,

Upon reviewing the constitution,

The federal law No. 1 of 1972 in respect of the competences of ministries and powers of ministers and the laws amending it ,

The federal law No. 11 of 1972 in respect of the mandatory education,

The federal law No. 12 of 1972 in respect of regulating the clubs and associations operating in the field of the youth welfare,

The federal law No. 4 of 1976 in respect of establishing and organizing the United Arab Emirates University and the laws amending it,

The federal law No. 9 of 1976 in respect of the delinquent and the homeless juvenile,

The federal law No. 8 of 1980 in respect of regulating the work relationships, and the laws amending it,

The penal law promulgated under the federal law No. 3 of 1987 and the laws amending it,

The law of penal procedures promulgated under the federal law No. 35 of 1992 and the laws amending it,

The law of pensions and social insurances promulgated under the federal law No. 7 of 1999 and the laws amending it,

The federal law No. 21 of 1995 in respect of traffic and driving,

The federal law No. 25 of 1999 in respect of the general authority of Youth and Sports.

And pursuant to the proposal of the minister of the social affairs, the approval of the council of ministers, and the endorsement of the supreme federal council,

We have promulgated the following law:

Section One
General Provisions
Article (1)

Definitions:

In the implementation of the provisions of the present law, the following words and expressions mentioned therein shall have the meanings shown opposite each of them , unless otherwise is required by the context:

The State:	The United Arab Emirates
The Ministry:	The Ministry of Social Affairs
The Minister:	The Minister of Social Affairs
The Concerned Authorities:	The federal and local authorities concerned with the implementation of the provisions hereof.
A Person with Special Needs:	Every person suffering from a temporary / permanent, full /partial deficiency or infirmity in his physical, sensational, mental, communicational, educational or psychological faculties to an extent decreasing the possibility of satisfying his ordinary requirements in the conditions of people without special needs.
The Card:	The personal card granted by the ministry to the person with special needs which is considered as an official document indicating that its holder is a person with special needs. This card guarantees for its holder the rights and services shown herein, and in the bylaws and decisions issued in implementation hereof.

The Distinction:	Any discrimination, exclusion or restriction due to special needs which cause damaging or denying recognition of any rights prescribed under the legislations applicable in the state, enjoying them or practicing the same equally.

Article (2)

This law aims to guarantee the rights of the person with special needs and to provide all the services within the bounds of his abilities and capacities. The special needs may not be a reason to hinder the person with special needs from obtaining such rights and services especially in the field of welfare and social, economic, health, educational, professional, cultural and promotional services.

Article (3)

The state guarantees for the person with special needs the equality with people without special needs and non-discrimination due to special needs in all the legislations. It also guarantees to observe the same in all the policies and programs of economic and social development, and to take the appropriate procedures to prohibit the discrimination based on the special needs.

Article (4)

The ministry, in coordination with the concerned authorities, prepares programs to educate the person with special needs, his/ her family and local environment in all what concerns the rights provided for under this law and the other legislations, as well as the services provided for him.

Article (5)

Any judgment, standard or practice based on a lawful basis shall not be considered as a discrimination. The state guarantees to take all the necessary procedures to enable the person with special needs to enjoy his rights and liberties, and prohibit any infringement upon him or depriving him of them abusively.

1. To lay down the policies necessary for the employment of the person with special needs and the requirements to realize the optimal competence along with guaranteeing the continuity of the employment for the longest possible period.

2. To encourage and support people with special needs who are qualified to establish projects with economic profitability and feasibility, and to provide the information about the available donations and facilitated loans and how to obtain the same.

3. To provide the information about the labor market, the available vacancies and its prospective.

4. To prepare studies about the occupations and jobs in a manner consistent with the technological developments and the labor market needs.

5. To encourage and orient the private sector to train, qualify and employ people with special needs and to provide the appropriate support within the bounds of the available resources.

6. To propose the necessary procedures to protect people with special needs from all kinds of exploitation at the work.

7. To submit periodic reports to the minister preparing the ground to present the same to the council of ministers to take the appropriate actions in this concern.

Chapter Four: General and Cultural Life and Sports
Article (20)

The State shall take the necessary procedures to make the person with special needs participate in the cultural, sporting and entertainment life as follows:

Article (6)

The state guarantees the legal assistance for the person with special needs in all cases where his liberties are restricted for any legal reason. Upon issuing any decision restricting the freedom of a person with special needs, the following should be taken:

1. Treating him humanely, taking into account his condition and his needs as a person with special needs.

2. To provide the necessary information and data which are connected to the reasons of restricting his freedom.

3. To provide the appropriate assistance in case he is unable to pay the legal fees, expenses or fines, as stipulated under a resolution issued by the council of ministers.

Article 7

The state guarantees for the person with special needs to practice his right of expression and giving the opinion by using Braille, the language of sign and the other methods of communication, and his right in requesting, receiving and transmitting the information equally with others.

Article 8

The law guarantees for the person with special needs the necessary protection of his correspondences, medical records and personal matters. The executive bylaw of this law determines the regulations and mechanisms of the said protection.

Article 9

The ministry shall – in cooperation with the competent authorities- establish centers, establishments and institutions for taking care of and training the people with special needs and qualifying them. Such centers, establishments and institutions shall undertake the following tasks:

1. To develop the creative, artistic and intellectual abilities of the person with special needs and to invest the same in order to enrich the community.

2. To provide the literary and cultural materials for the person with special needs in all available forms, including the electronic texts, the language of sign, the Braille, and in audio and multimedia formats etc.

3. To enable the person with special needs to benefit from the media programs and means, theatrical shows and all the cultural activities, and to enhance his participation therein, with the fees exemption rules.

4. To enhance the participation of the person with special needs in the sports activities organized on the national, regional and international levels.

5. To submit periodic reports to the minister preparing the ground to present the same to the council of ministers to take the appropriate actions in this concern.

Article 21

Under a resolution by the council of ministers, a committee named "The Committee Specialized In Sports, Culture And Recreation For People With Special Needs" shall be formed . Such a committee shall be chaired by the secretary general of the youth and sports authority with members representing the concerned authorities, The minister shall set forth the committee work system and its meetings.

The committee shall specifically carry out the following functions :

1. To lay down the policies which guarantee the integral development of the person with special needs and providing the opportunity to practice the sporting , cultural and recreational activities which are characterized with fun , safety and consistency with his abilities, and to provide the appropriate conditions to practice them basically like his peers having no special needs.

A. To qualify the people with special needs to adapt themselves and integrate in the community.

B. To provide the special education for people with special needs.

C. To provide the professional training programs for the people with special needs.

D. To train the families of people with special needs how to deal with them.

Section Two
Rights of People with Special Needs
Chapter One: Health and Rehabilitation Services
Article 10

Each UAE national person with special needs has the right to benefit from the health and rehabilitation services and the support services at the expense of the State, including:

A. All surgeries whether resulting from a special need or not such as transplantation, treatment of ulcers, the anaplasty, the treatment in specialized centers... etc whether for intensive or normal treatments. This includes providing all the equipment and materials ...etc , and all the requirements for the success of the operation, whether permanent or temporary.

B. To provide the medical examination and treatment at: general practitioners, specialists, consultants, dentists, the psychological evaluation, the audiography, radiography, lab tests, and medicines.

C. Rehabilitation and Specialized Treatments: The internal and external, including : the physiotherapy, work therapy, phoniatrics, treatment of hearing and the psychotherapy.

D. The technical aids and the assisting equipment such as the mobile and fixed replacement equipment (limbs, audiphones, artificial oculus etc) corrective forms, movement aids (wheelchairs, walking sticks, canes and crutches), and for the prevention from ulcers and all the drugs used in the surgeries.

Article 11

Under a resolution by the council of ministers, a committee named **"The Specialized Committee For Health And Rehabilitation Services For People With Special Needs"** shall be established. Such committee shall be chaired by the undersecretary of the ministry of health with members representing the concerned authorities. The minister of health shall set forth the committee work system and meetings.

The committee shall specifically carry out the following functions:

1. Providing the diagnostic, treatment and rehabilitation services and developing the existing health programs and services to improve the conditions of the people with special needs.

2. Establishing the programs of early detection, diagnostics, raising awareness and health education, and providing the means of early and specialized intervention in the area of special needs.

3. Providing human cadres specialized in the field of different kinds of special needs and train and rehabilitate them.

4. Preparing the national studies to identify the reasons leading to the special needs, their consequences and the ways of prevention, and circulating such studies among the concerned authorities in the State.

5. Submitting periodic reports to the minister preparing the ground to present the same to the council of ministers to take the appropriate actions in this concern.

Chapter Three: Work
Article (16)

The UAE national person with special needs enjoys the right to work and occupy the public positions, for which the special needs , in themselves , do not constitute an obstacle hindering from applying and being selected for jobs. Special needs shall be taken into account upon undergoing the tests of competency to have the job for people concerned with the provisions of this law.

Article 17

The ministry may enter into contracts with other entities to execute projects for rehabilitation of people with special needs. The minister shall determine the terms, conditions and regulations necessary for that.

Article (18)

The legislations issued inside the country show the procedures to be taken to guarantee the person with special needs holding positions in the governmental and private sectors, the working hours, the vacations and the other terms related to the work of people with special needs, including the necessary regulations to terminate the services and the entitlement to the end of service benefits or the retirement pension.

The council of ministers determines –based on the minister's proposal- the percentage of the jobs to be allocated for the people with special needs in both governmental and private sectors.

Article (19)

Under a resolution by the council of ministers, a committee named **"The Specialized Committee For The Employment Of The Person with Special Needs"**. Such committee shall be chaired by the undersecretary of the ministry, with members representing the concerned authorities. The minister shall set forth the committee work system and its meetings.

The committee shall specifically carry out the following functions :

Chapter Two: Education
Article 12

The State guarantees for the person with special needs equal chances in education in all the educational and pedagogical institutions, the vocational qualification, teaching of adults, the continuous teaching in the regular classes or in special classes; if necessary, with providing the curriculum in the language of sign or Braille and any other methods as necessary.

The special needs do not constitute intrinsically an obstacle hindering from applying to enroll, join or enter any educational institution whether governmental or private.

Article (13)

The ministry of education and the ministry of higher education and scientific research shall take the appropriate procedures in cooperation with the concerned authorities to provide the pedagogical diagnosis, the curriculum, and the simplified means and techniques for the purposes of teaching. Moreover, it endeavors to provide alternative methods to communicate with people with special needs, and to establish alternative strategies for learning, and simplified material environment and other means necessary to guarantee the full participation of students with special needs.

Article 14

The ministry of education and the ministry of higher education and scientific research should – in cooperation with the concerned authorities- provide the academic specialties to prepare the employees working with people with special needs and their families whether in the areas of diagnosis, early discovery, the educational, social, psychological, medical or professional rehabilitation, and guarantee providing the training programs during the service to provide the employees with the modern knowledge and expertise.

Article 15

Under a resolution issued by the council of ministers, a committee named **"The Committee Specialized In The Education Of People With Special Needs"**. Such committee shall be chaired by the undersecretary of the

ministry of education, with members representing the concerned authorities. The minister of the education shall set forth the work system and meetings of the committee.

The committee shall specifically carry out the following functions:

1. Setting forth the executive programs to guarantee equal chances in the education for people with special needs since the early childhood in all the educational institutions in their regular classes or in the specialized educational units.

2. Developing the methodological structure of the educational programs and preparing the pedagogical plans which are in line with the contemporary time and the technical development and which are consistent with the growth and psychological features of people with special needs.

3. Organizing all the matters related to the education of the people with special needs such as the programs, procedures, methods and conditions of joining the regular classes and sit for examinations.

4. Laying down policies of rehabilitating and training the educational and teaching human cadres working in the area of people with special needs.

5. Providing advice and technological, technical and educational assistance to all the educational institutions which would like to receive people with special needs, and studying the financing requests related to the equipment and techniques and qualifying the educational institution environment.

6. Submitting periodic reports to the minister preparing the ground to present the same to the council of ministers to take the appropriate actions in this concern.

2. To expand the base of practicing the sporting, cultural and recreational activities among people with special needs and to ensure that the sport of people with special needs whether " sport for people with mental special needs or people with physical and sensational special needs" is contained within the educational programs of the specialized institutions.

3. To set programs to prepare the human cadres qualified to work with people with special needs in the sporting, cultural and recreational fields.

4. To encourage integrating people with special needs with their healthy peers in the sporting and cultural centers, sporting clubs and camps and to provide the appropriate games and activities for them.

5. To submit periodic reports to the minister preparing the ground to present the same to the council of ministers to take the appropriate actions in this concern.

Chapter Five: The Qualified Environment
Article 22

Each person with special needs has the right to be in a qualified environment, and to reach the place where the others can reach.

Article 23

The concerned authorities shall – in coordination with each other- determine the engineering standards and specifications of the facilities and public utilities for which a resolution shall be issued by the council of ministers based on the proposal of the minister. Such resolution shall determine the necessary regulations to apply these standards and specifications and the exclusions mentioned in respect thereof. All this in relation to fitting the facilities to be used by the person with special needs, his need and the requirements of his safety and avoiding any harm against him.

The provisions of this resolution shall apply to both governmental and private sectors, except those excluded under a certain provision therein.

Article 24

The council of ministers shall issue the regulation and conditions to obtain a governmental house by the UAE national person with special needs, as well as the specifications of the house, the rules to own it and the other rules regulating the governmental house affairs.

Article 25

1. The necessary technical specifications should be observed in the roads, public vehicles, land, air and maritime means of transport in order to be used by the person with special needs.

2. Under a resolution, the council of ministers shall determine the requirements of obtaining a driving license by the person with special needs, and the regulations thereof. A new category concerning the people with special needs shall be added to the driving license categories mentioned in the traffic and driving law. The necessary description shall be mentioned therein as per the type of special needs.

Article 26

Each insurance company shall insure the vehicles owned by the person with special needs whenever he requests the same.

Section Three
EXEMPTIONS
Article 27

The vehicle allocated for the use of the person with special needs shall be exempted from all taxes and fees, based on a handicap certificate issued by the ministry. This exemption may not be given for another vehicle unless after the elapse of five years from the previous exemption or the damage of the vehicle. In case of disposing of the vehicle during that period, the prescribed fees and taxes shall paid.

Article 28

The vehicles of the people with special needs shall be exempted from the prescribed Car Parking fees .

Article 29

The means of transport of the associations and centers of people with special needs specified by the council of ministers shall be exempted from the licensing fees.

Article (30)

The council of ministers shall specify the associations and the centers of people with special needs which shall be exempted from the fees imposed on the applications for building permits submitted by them for the construction of buildings for their use, based on a certificate issued by the ministry in this regard.

Article 31

The cases filed by people with special needs related to the implementation of the provisions hereof shall be exempted from the legal fees.

Article 32

All the correspondences of the person with special needs or the associations or centers of people with special needs specified by the council of ministers shall be exempted from the post fees and charges, including the books, newspapers and magazines .....etc.

Section Four
PENALTIES
Article 33

Without prejudice to the any strictest punishment provided for under any other law, everyone using the card of the person with special needs without a

legal requirement shall be punished by fining him an amount not less than One Thousand Dirhams and not exceeding Five Thousand Dirhams, without prejudice to the civil responsibility whenever necessary. Such punishment shall be multiplied in case of repetition.

Section Five
FINAL PROVISIONS
Article 34

The ministry shall approve the logos of the people with special needs and circulate them to the authorities supervising the utilities or those which publish booklets and printed materials and prepare programs containing such logos.

Article 35

The person with special needs shall not be required to show any evidence of his special need except for the card issued by the ministry in this regard. The conditions to obtain such card shall be determined under a resolution issued by the minister.

Article 36

The ministry shall license the nongovernmental institutions which take care of educating, training and rehabilitating the people with special needs. No natural or corporate person may establish any of such institutions unless a license is obtained from the ministry.

The conditions, regulations and fees of licensing such institutions in addition to their obligations and the penalties imposed on them in case of violations as well as the other provisions regulating their business shall be determined by a resolution by the council of ministers.

Article 37

The minister shall issue the necessary bylaws and decisions to implement the provisions hereof.

Article 38

All the provisions contradictory to or in conflict with the provisions hereof shall be cancelled.

Article 39

This law shall be published in the official gazette and shall be applicable effective from date of its publication.

Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates

Issued at the Presidency Palace, Abu Dhabi:
On 19 Rajab 1427 H
Corresponding to 13/8/2006 **G.**

Appendix 12
Main Vision and Mission

Main Vision and Mission

الرؤية و الرسالة و القيم

الرؤية

الريادة في إعداد الطالب في نظام التعليم العام لحياة منتجة في عالم دائم التغير لتحقيق التنمية المستدامة لمجتمع الإمارات.

Vision

Pioneering in Student preparation in K-12 education system for a productive life in a dynamic world to ensure sustainable development for the UAE society.

الرسالة

العمل معاً من أجل الارتقاء بمستوى الأداء التربوي والتعليمي في التعليم ما قبل الجامعي واستثمار الطاقات البشرية لبناء مجتمع المعرفة وتعميق قيم المواطنة.

Mission

Working together to promote the UAE K-12 educational system, investing in human capital to build a knowledge-based society while enriching citizenship values.

Appendix 13
Email from the British University in Dubai

Student ID 2013201001

14 May 2015

Ms Khawla Al Shehhi
PO Box 00
Dubai, United Arab Emirates

Dear Ms Al Shehhi,

Master of Education

I am pleased to inform you that the Board of Examiners for the Master of Education met on 27 April 2015 and agreed that you should be allowed to proceed to the dissertation stage of your programme.

Please note that progression to dissertation is not an automatic process. You are required to register by completing the Dissertation Registration and Dissertation Intention forms. If you are unable to register now, you may suspend study by completing the Suspend Study form.

Nature and purpose of the forms:
Dissertation Registration Form: Progression to dissertation is not automatic. Submission of a completed registration form sets the registration process into motion. The form has to be signed by the Student, Personal Tutor and Dissertation Coordinator before it is logged in by the faculty administrator.

Dissertation Intention Form: This form constitutes an intended research area and preferred supervisor. The student's submission will be considered by the Faculty and the Dean and a decision will be communicated thereafter.

Suspend Study Form: The form is used if you wish to commence dissertation up to one term later as you are unable to work on it now. Suspension of Studies has the effect of stopping the clock on the submission deadline. But please note when you suspend study, the suspended period will be taken as part of your three years (FT) or five years (PT) registration period.

The last date for submission of the Registration or Suspend Study form is 1st March, 15 June or 1st September.

Please note that if we do not receive these forms by 27 May 2015, we will assume that you have suspended your study and all University services/privileges will be suspended until you formally register for dissertation. In such circumstances, registration after a period of suspension will attract a fee of AED 1500.

The dissertation submission deadline for full-time students is four months and part-time students eight months.

www.buid.ac.ae P O Box 345015, Block 11, 1st & 2nd Floors, Dubai International Academic City, Dubai, United Arab Emirates
Tel. +971 4 391 3626, Fax +971 4 366 4698

0540

117 | P a g e

The Formal Commencement Date for all Dissertations University-wide will be 15 March, 1 July, and 15 September.

Dr Yasemin Yildiz is the Dissertation Coordinator for your programme.

Should you have any outstanding fee, please contact the accounts department as you will not be registered for dissertation until such dues are cleared.

Yours sincerely

Amer Alaya
Head of Student Administration

Cc   Student File
        Dissertation Coordinator
        Dean

www.buid.ac.ae | P O Box 345015, Block 11, 1ˢᵗ & 2ⁿᵈ Floors, Dubai International Academic City, Dubai, United Arab Emirates
Tel, +971 4 391 3626, Fax +971 4 366 4698

118 | P a g e

Appendix 14
Dissertation intention form and dissertation contract

DISSERTATION INTENTION FORM

(to be completed by student in discussion with Dissertation Coordinator)

Student name Khawla Al Shehhi	Student ID 2013201001	Date 18-May-2015
Programme Master Faculty of Education	Stream Special and Inclusive Education	Name of preferred supervisor Prof. Eman Gaad

Please give a short outline of proposed research topic leading to a dissertation. Please include a MINIMUM of 2 alternative proposals.

Proposal 1:

Implementing the Inclusive Education policy in three RAK primary government schools: An investigation study.

Objectives:

- Review the Inclusion Policy in RAK Government schools.

- Review the process of implementing the policies in the schools.

- Evaluate the policy why it is working and why not?

- Explore the current practice in the selected schools

- Come up with some recommendations for Ras Al Khaimah Education Zone and schools.

- Bridge the gap in the literature review about the inclusion in RAK

Data collection Methods:

- Observation

- Documents Analysis (Policy and other documents)

- Interviews (Parents, teachers, managements, Staff at the Ministry of education (MOE) and students.

Proposal 2:

CONFIRMATION

This form constitutes an intended research area and preferred supervisor.
Candidates' submission will be considered by the Faculty and the Programme Director and a decision will be communicated thereafter.

_____   _____
    Student Signature   Date

For Official Use Only

Name of the Allocated Dissertation Supervisor _____
(to be filled by the Dissertation Coordinator)

_____   _____

DISSERTATION LEARNING CONTRACT

Name	Student ID	Date
Khawla Al Shehhi	2013201001	29-June-2015
Email: 2013201001@student.buid.ac.ae **Mobile:** 050- 4313364	**Study Mode:** FT / <u>PT</u>	**Dissertation start date** 15 September 2015
Programme: Master Faculty of Education - Special and Inclusive Education	**Personal Tutor** Dr John Mckenny	
Dissertation Supervisor Professor Eman Gaad	**Dissertation Coordinator** Dr John Mckenny	

Topic and Working Title

Implementing Inclusive Education Policy in Three Primary Government Schools: An investigation study.

The dissertation is distinguished from earlier assessed work by the greater depth of knowledge, understanding and critique demonstrated. The dissertation may vary in the breadth of coverage. It must have:

I. A clear focus
II. Defined objective(s), research question(s) and scope
III. Be achievable within the required period of registration and word limitation
IV. Be realistic and feasible given the resources available

ROLE AND RESPONSIBILITIES OF THE DISSERTATION SUPERVISOR

- Guide the student in focusing the study and in drawing up a plan and outline for the dissertation to ensure that a feasible piece of work is proposed
- Advise the student on relevant literature and methodology
- Monitor progress against an agreed plan and timetable for the dissertation study
- Read and comment on at least some if not all of the draft chapters of the dissertation. It is generally preferable that this be done in stages with the supervisor seeing at least two draft chapters before the half-way point in the dissertation registration period, so that the student can incorporate any feedback into subsequent writing
- Where relevant, advise on ethical and safety implications of the work.
- Respond promptly and appropriately, by making constructive suggestions both at the planning stage and in response to the material submitted.

Page 1 of 5

Student ID: 2013201001

- Give appropriate technical advice and also assist the student in planning and refining the dissertation and working towards agreed targets during the period of work.
- Ensure that their students are fully aware of their being away for any extended periods such as in annual leave during the summer, and make back-up supervisory arrangements at crucial times, such as when draft chapters are being written or submitted.
- Write a formal progress report for any student who applies for a formal extension to the standard period of dissertation study registration.

RESPONSIBILITIES OF THE STUDENT

- You are responsible for meeting with your supervisor regularly and to hand in material at the agreed times
- Responsibility for the academic quality of the dissertation is ultimately yours alone
- You must observe the importance of acknowledging the work of others and avoid plagiarism. It is your responsibility to ensure that the work is entirely your own and that all services used are correctly cited and referenced. Please seek advice from the Study Skills Tutor should you need help
- It is essential that draft chapters are submitted to your supervisor in enough time for him/her to provide feedback and for you to then revise your plans and research work accordingly
- It is expected that you will arrange weekly meetings/discussions with your supervisor in the first two months of your project, but the frequency of these meetings may decrease as the project progresses and as you become more independent
- If your dissertation research faces obstacles or setbacks, it is vital that you identify and discuss them as soon as possible so that appropriate courses of action can be taken.

EXPECTATIONS

- Regular weekly or fortnightly meetings with supervisor(s) according to identified needs and progress of the dissertation research
- Knowledge of when the principal dissertation supervisor will be away for an extended period during the dissertation registration period
- You have the right to submit your dissertation whenever you want to. However you are strongly advised to consult with your Dissertation Supervisor and obtain relevant advice and suggestions before its formal submission to the library.

REQUIREMENTS

A schedule should be devised with supervisors to meet at mutually convenient times and suiting other diary commitments. Students do not have the right to demand a meeting at their own convenience. An initial statement of these meetings should be given in this learning contract.

Students must produce two documents, which are to be completed only after receiving recommendations and advice from the Dissertation Supervisor. These documents must

Student ID: 2013201001

be submitted to the Dissertation Supervisor and the Dissertation Coordinator at the outset of the dissertation period.

1. A short formal proposal indicating the aims, purpose and scope of the dissertation, stating specific research question(s), identifying potential literature and relevant empirical work to be addressed, as well as specifying a provisional outline of the chapter titles and envisaged contents

and

2. A brief plan and timetable indicating how the dissertation research will be undertaken. It will state deadlines and identify the critical milestones when the Dissertation Supervisor and student should meet to plan and review progress. While the details of the study plan will vary, it is self-evident that draft chapters must be submitted to the Dissertation Supervisor in sufficient time for him/her to provide feedback, which is normally a minimum of 2 and maximum of 3 weeks.

PLAGIARISM

Plagiarism is presenting another person's work as the students' own, without acknowledgement. Examples of plagiarism include, but are not limited to, the following:

I. Using the work of someone else, or changing some words and keeping the same structure and the same meaning, without noting the sources(s) and submitting it as your own work;

II. Taking text from many other sources and putting the pieces together into one document and submitting it as your own work, without noting the sources(s);

III. Downloading information, pictures or charts, from the Internet and inserting those materials into your own document and submitting it as your own work, without noting the source(s);

IV. Buying or otherwise obtaining assignments from the Internet or another person.

V. Submitting your own coursework which is submitted earlier to another module or to another institute (self plagiarism)

When submitting an academic paper or assessment, students must include in the bibliography every source that has been consulted or used for the paper or assignment. Students must note whether that source is a book, article, television programme, website, or an interview with another individual. Students may seek advice from their Study Skills Tutor.

When working together or collaborating with other students on assignments, projects or dissertations, students must indicate clearly on the assignment, project or dissertation, those portions which are not their own work.

Students should seek the assistance of their Dissertation Supervisor or Personal Tutor before handing in the draft chapter or completed dissertation if they need help in properly acknowledging the sources used. Students facing particular difficulties with referencing work may be forwarded on to their Study Skills Tutor.

The University uses software in order to detect cases of plagiarism. The student is at liberty to request Turnitin Analysis performed on draft chapters at the half-way point of their dissertation research (2 months for full time study mode and 4 months for part time study mode).

Student ID: 2013201001

DEADLINES

The formal deadline for submission of your dissertation is: **15 May 2016.**

If you submit your dissertation after this deadline then the standard University penalties for late submission of assessed work will be applied as are stated in the Student Handbook.

You are required to ensure that the dissertation is ready for submission before you formally submit it to the University Library. This includes observing the University's recommended format, style guidelines and specified enclosures.

Please note that your dissertation should be submitted to the University Library (three hardcopies and a softcopy) who will log the submission and then ensure that it is forwarded on to the relevant academic staff for assessment.

You may submit your dissertation before this date, and indeed you are encouraged to do so. If you plan to submit prior to the deadline date then please ensure that you have consulted with your supervisor and received a reply saying that the work appears to be ready to submit. Please note that a 'ready to submit' indication from the supervisor does not mean that you will necessarily achieve a passing grade for the dissertation. It will be assessed by an internal second marker, reviewed by the external examiner and discussed by the Board of Examiners before recommendation that it is either a 'pass' or 'fail' grade.

If you do not think that you will be able to submit your dissertation according to your specified deadline then you should submit an extension request as soon as you can and check that it is has been approved before the submission deadline. **Please note that extensions will only be approved for exceptional circumstances. Work pressures will not normally be accepted as sufficient reason for the University granting an extension.** For any dissertation extension to be approved the progress report written by your Dissertation Supervisor has to be accepted by the Head of Programme and Dean

If you have been unable to work on your dissertation due to medical or serious personal issues you should inform your personal tutor and the dissertation supervisor and provide supporting evidence (e.g. letter from your doctor or a counsellor). Students who are given an extension to their deadline will be charged the appropriate continuation fee. For further details on the process and procedures for dissertation extension, please contact your Faculty Administrator.

SUPERVISOR'S CONTACT AND AVAILABILITY DETAILS:

SCHEDULES AND MILESTONES (in consultation with supervisor)
You are advised to contact your supervisor in the first week of commencement of the dissertation and produce the required schedule of meetings and research milestones within the first two weeks.

ANTICIPATED SCHEDULE OF MEETINGS
Start date:

Page 4 of 5

Student ID: 2013201001

Submission date: 15 May 2016

RESEARCH MILESTONES

Please find my research outline attached.

DECLARATION

I hereby confirm that I understand the terms and conditions stated above and that all the required timetable and milestones have been provided.

___Khawla Al Shehhi____
Student

____29-June-2015___
Date

APPROVALS

_____
Dissertation Supervisor

_____
Date

_____
Dissertation Coordinator

_____
Date

Original to Student File
Copy to: Student ☐   Dissertation Supervisor ☐   Dissertation Coordinator ☐

                  Personal Tutor ☐

Student ID: 2013201001

Appendix 15
Ethic form from BUiD

Ethics Form

To be completed by the student and submitted to the Ethics Research Committee

NAME OF RESEARCHER: Khawla Al Shehhi

CONTACT TELEPHONE NUMBER: +971 50 431 3364

EMAIL ADDRESS: 2013201001@student.buid.ac.ae

DATE: 26-May-2015

PROJECT TITLE:

Implementing the Inclusive Education Policy in Three RAK Primary Government Schools: An Investigation study

BRIEF OUTLINE OF PROJECT (100-250 words; this may be attached separately. You may prefer to use the abstract from the original bid):

This project is been conducted in partial fulfilment of the requirements for the degree of Master of education (Special Inclusive Education). This study aims to investigate the implementation of Inclusive Education policy in three RAK primary government schools (from grade one to grade five). This is by exploring the process and procedures of identification for people with disabilities in each selected schools. Also, this study will examine the assessment steps. This study will be used mixed methods of qualitative approaches will be used in this study; semi-structured, interviews, questionnaires and observations. This study sample consisted of six students with a different disabilities, their teachers, school principals, their parents, school teachers and special needs specialist from each selected schools. Finally, the study results can be recommended to support a better implementation of Inclusive Education in RAK government schools.

MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc):

DURATION OF PROPOSED PROJECT (please provide dates as month/year):

15 September 2015 – 15 February 2016

DATE YOU WISH TO START DATA COLLECTION:

Beginning of October 2015

Please provide details on the following aspects of the research:

1. What are your intended methods of recruitment, data collection and analysis?

Please outline (100-250 words) the methods of data collection with each group of research participants.

In this study, the researcher will be using the mixed methods of both qualitative and quantitative methods to collect data from the selected schools, school A, B and C by using semi-structured interviews, questionnaires, and observations. This is to analysis all data for each selected schools. The researcher will select two students with different disabilities from each school to observe them in each class. As well as to interview their parents. For the interview, the researcher will use the semi- structured interview with open-ended questions. In this method, the researcher will be taking notes. Moreover, the researcher will select a telephone interview and this might be easier to reach parents. While for the questionnaires, the researcher personally will take and distribute all the questionnaires for each school. Moreover, the researcher will be observing six students with different disabilities by using a T-Chart method to observe everything. Lastly, analysis data will be done to gather all data need it. All questions used for interviews are as the following for each for teachers, principals and parents:

> SPECIAL NEEDS STUDENTS **TEACHERS'** INTERVIEW QUESTIONS

Date:	Location: School	Timing: am - pm
T1:		
Teacher Education:		_Years of Experience in this_
school:		
T1:		T1: _years_, training or awareness regarding special needs

1- How many students do you have in your class?
2- Does anyone shadow this child while you teach them in class? If yes, what are his or her qualifications?
3- Did you face any difficulties of teaching this child in your class?

4- Do you think it is good to include special needs students with others in a normal classroom?

5- Do you talk to your students before this student joins the class? Is there any orientation?

6- Do you think including special needs students in inclusive education may affect the program as a whole?

7- Do you think these special needs students can cope better with others in the regular class?

8- As a teacher of special needs what do you do in case a student could not cope in class?

9- Does this child like to participate with others in the class?

10- Are you part of his or her Individualized Education Plan (IEP)?

11- How many times do you meet to communicate with this child's parents?

12- What kind of assistive technology does your student need in class?

13- Do any specialists from the Ministry of Education (MOE) come to visit your school or to observe these students? If yes, how often?

14- Does (MOE) provide them with needed equipment?

15- Does your student receive any individualized support?

16- Does your school support you when you need anything to teach this child?

17- What is the process for this child during exam time? Do you give them extra time? If yes, how much extra time?

18- Do think you need more training to deal with special needs students?

➢ SPECIAL NEEDS **PARENTS'** INTERVIEW

Date: Location: School *   Timing: pm

Parents Education: P1:

1- Do you have any ideas regarding inclusion?

2- Do you support inclusive education process?

3- Does your child have any friends in or out of school?

4- Do you think as special class is better than the regular classroom?

5- Did inclusion improve your child's social skills?

6- Do you think the school building is ready to welcome special needs, students?

7- Do you see that there are enough qualified teachers in this school to teach students with special needs?

8- Do you see that your child's teacher is ignoring your child if they missed anything in a lesson or did not understand any required information?

9- Does your child have a shadow, teacher?

10- Does the school invite you to attend your child's class presentations?

11- Does the school involve you in school activities with your child?

12- Do you see any cooperation between his or her teachers and administration?

13- Does your child have an Individualized Education Plan (IEP)?

14- Does the school arrange a meeting with you to discuss your child's Individualized Education Plan (IEP)?

15- Do you think there is enough awareness regarding the inclusive education process in the community?

16- Does the school provide your child enough assistance?

➤ SCHOOL **PRINCIPALS** INTERVIEW

Date:	Location: School	Timing:

1. What is the educational vision of your school?
2. From your experience in this school, do you think inclusive education is working well?
3. What is your school process to integrate special needs students with others?
4. How many special education teachers do you have in your school?
5. What is your school policy? Do you have a particular policy for special needs?
6. Do you allow teachers to give these students any extra time during any exam?
7. Do you allow special needs students to join field trips with other students?
8. Do you visit classes to observe these students and teachers?
9. Do you make classrooms accessible for parents to observe their children?
10. Have all your school staff (including cleaners) been trained and know how to deal with special needs students?

11. What kind of support does your school provide to special needs students?

2. **How will you make sure that all participants understand the process in which they are to be engaged and that they provide their voluntary and informed consent? If the study involves working with children or other vulnerable groups, how have you considered their rights and protection?**

   Before the start of any step of collecting data, the researcher will send a letter to the Ministry of Education for RAK Educational Zone including the main purpose of the study. Also, the researcher will mention from the findings that all collected information's will be confidential without mentioning any names of selected schools participants or the school itself.

3. **How will you make sure that participants clearly understand their right to withdraw from the study?**

   By explaining the main purpose of the study more than one time. This will be clear to them.

4. **Please describe how will you ensure the confidentiality and anonymity of participants. Where this is not guaranteed, please justify your approach.**

   By using different codes for each participants. For example 'T' for teachers and 'P' for parents. Also, all names for schools and collected data will be deleted.

5. **Describe any possible detrimental effects of the study and your strategies for dealing with them.**
   If ay participants did not understand anything or did miss understood any questions, then the researcher will be explaining to them in a better and clear way.

6. **How will you ensure the safe and appropriate storage and handling of data?**

   By saving all the data in Universal Serial Bus (USB) or in hard disc. While all the hard copies will be kept in my room drawer.

7. **If during the course of the research you are made aware of harmful or illegal behaviour, how do you intend to handle disclosure or nondisclosure of such**

information (you may wish to refer to the BERA Revised Ethical Guidelines for Educational Research, 2004; paragraphs 27 & 28, p.8 for more information about this issue)?

First thing the researcher will try and solve the problem, but better to direct contact the research supervisor by explaining everything in details to find a solution.

8. If the research design demands some degree of subterfuge or undisclosed research activity, how have you justified this?

Not applicable

9. How do you intend to disseminate your research findings to participants?

Once the study has confirmed and successfully pass, all recommendations will be translated in Arabic to share it with the Ministry of Education, RAK Educational Zone.

Declaration by the researcher

I have read the University's Code of Conduct for Research and the information contained herein is, to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that members of staff (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as researcher take full responsibility for the ethical conduct of the research in accordance with the Faculty of Education Ethical Guidelines, and any other condition laid down by the BUiD Ethics Committee.

Print name: Khawla Al Shehhi

Signature: Khawla

Date: 26 May 2015

Declaration by the Chair of the School of Education Ethics Committee (only to be completed if making a formal submission for approval)

The Committee confirms that this project fits within the University's Code of Conduct for Research and I approve the proposal on behalf of BUiD's Ethics Committee.

Print name:
(Chair of the Ethics Committee)

Signature:
Date:

Appendix 16
To whom it may concern

15 September 2015

To Whom It May Concern

This is to certify that Ms Khawla Al Shehhi – Student ID No. 2013201001 is a registered student on the Master of Education (following the pathway in Special and Inclusive Education) programme in The British University in Dubai, since January 2014.

Ms Al Shehhi is currently working on a dissertation as part of the programme requirements. Her research requires gathering data through interviews and observations. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

This letter is issued on Ms Al Shehhi's request.

Yours sincerely,

Amer Alaya
Head of Student Administration

Appendix 17
Arabic questionnaire

اسئلة المقابلة <u>لاولياء الامور</u> لذوي الإحتياجات الخاصة

التاريخ: المكان: التوقيت:

المؤهل العلمي لولي الأمر:

1- هل لديك أي فكرة حول التعليم الجامع (الدمج) ؟

2- هل تؤيد عملية الدمج؟

3- هل طفلك لديه أي أصدقاء داخل وخارج المدرسة؟

4- هل تعتقد أن الفصول خاصة هي أفضل من الفصول الدراسية العادية؟

5- هل عمليد الدمج حسنت من مهاراته الاجتماعية؟

6- هل واجهت أي صعوبات خلال دمج طفلك مع هذه المدرسة؟

7- هل تعتقد أن المدرسة على استعداد لاستقبال الطلاب من ذوي الاحتياجات الخاصة؟

8- هل ترى أن هناك ما يكفي من المعلمين المؤهلين في هذه المدرسة لتعليمهم؟

9- هل المعلم يقوم بتفهيم هذا الطفل لو لم يفهم أي من المعلومات المطلوبة؟

10- هل يوجد مدرس مساعد للطفل داخل وخارج الصف؟

11- هل يتم دعوتك لحضور مشاركات طفلك أثناء أي عرض تقديمي خلال الفصل الدراسي؟

12- هل تشارك في الأنشطة المدرسية مع طفلك؟

13- هل ترى هناك تعاون بين المعلمين والإدارة في حال طرح أي أفكار تتعلق بتعليم طفلك؟

14- هل توجد خطة التعليم الفردي لطفلك (IEP) ؟

15- وهل تقوم المدرسة باستدعائك لمناقشة هذه الخطة ومتى يتم ذلك؟

16- هل تعتقد أن هناك وعيا كافيا للجميع بشأن العملية التعليمية شاملة في المجتمع؟

17- بشكل عام هل تقوم المدرسة بمساعدة طفلك بما فيه الكفاية؟

Appendix 18
All teachers interview results

SPECIAL NEEDS STUDENTS <u>TEACHERS'</u> INTERVIEW

Date: 6-10-2015   **Location:** School "A"   **Timing:**
11:30am -01:00pm
T1: Art
T2: Math
T3: Arabic/Islamic
T4: Musical
T5: Sport

<u>Teacher Education:</u>   *<u>Years of Experience in</u>*
<u>this school:</u>

T1: Bachelor   **T1:** <u>5 years</u>, **no** training or
                                            awareness regarding special
                                            needs

T2: Bachelor   **T2:** <u>13 years</u>, yes but did not
learned anything
T3: Bachelor   **T3:** <u>4 years</u>, **no** training or
                                            awareness regarding special
                                            needs

T4: Bachelor   **T4:** <u>20 years</u>, **no** training or
                                            awareness regarding special
                                            needs

T5: Bachelor   **T5:** <u>11 years</u>, **no** training or
                                            awareness regarding special
                                            needs

---

1. How many students do you have in your class?
   - T1: 30
   - T2: 28
   - T3: 28
   - T4: 30
   - T5: 30

2. Does anyone shadow this child while you teach them in class? If yes, what are his or her qualifications?
   - T1: No
   - T2: Yes, only for this class
   - T3: No
   - T4: No

- T5: No

3. Did you face any difficulties of teaching this child in your class?

   - T1: Yes
   - T2: Yes a lot
   - T3: Yes a lot, he cannot focus in class
   - T4: Yes too much
   - T5: No, they enjoy different activity

4. Do you think it is good to include special needs students with others in a normal classroom?
   - T1: No, and this is not fair for other student and me
   - T2: Yes a lot, I cannot teach him
   - T3: Yes, he is very slow when he copy or answer anything
   - T4: No comments! Of course no
   - T5: Yes

5. Do you talk to your students before this student joins the class? Is there any orientation?
   - T1: No
   - T2: No
   - T3: No
   - T4: No
   - T5: No

6. Do you think including special needs students in inclusive education may affect the program as a whole?
   - T1: No
   - T2: Yes
   - T3: No
   - T4: Yes
   - T5: No

7. Do you think these special needs students can cope better with others in the regular class?
   - T1: Yes
   - T2: Yes
   - T3: Yes
   - T4: Yes
   - T5: Yes, this will help them to engage with others

8. As a teacher of special needs what do you do in case a student could not cope in class?
   - T1: I send him to social worker
   - T2: I do not deal with him much
   - T3: He dose listen to what I tell him by trying my best

- T4: I send them to social worker
- T5: I send them to social worker

9. Does this child like to participate with others in the class?
    - T1: No
    - T2: No
    - T3: No
    - T4: Little
    - T5: Yes
10. Are you part of his or her Individualized Education Plan (IEP)?
    - T1: No
    - T2: Yes
    - T3: Not yet
    - T4: No
    - T5: No

11. How many times do you meet to communicate with this child's parents?
    - T1: No
    - T2: Yes
    - T3: No
    - T4: No
    - T5: No
12. What kind of assistive technology does your student need in class?
    - T1: No need
    - T2: Tangible things that will help her to catch her pencil.
    - T3: No
    - T4: No
    - T5: No

13. Do any specialists from the Ministry of Education (MOE) come to visit your school or to observe these students? If yes, how often?
    - T1: No
    - T2: No
    - T3: No
    - T4: No
    - T5: No
14. Does (MOE) provide them with needed equipment?
    - T1: No
    - T2: No
    - T3: No
    - T4: No
    - T5: No

15. Does your student receive any individualized support?
    - T1: No

- T2: Yes from Learning Resources Room
- T3: No
- T4: No
- T5: No

16. Does your school support you when you need anything to teach this child?
    - T1: No
    - T2: No
    - T3: No
    - T4: No
    - T5: No

17. What is the process for this child during exam time? Do you give them extra time? If yes, how much extra time?
    - T1: No because this is only an Art class
    - T2: No
    - T3: Yes because he is very slow when he writes
    - T4: Yes only 10 minutes more
    - T5: No exam because it is sport class

18. Do think you need more training to deal with special needs students?
    - T1: Yes, I do need it because I don't know how to deal with them at all.
    - T2: of course I need training and this will help me to know exactly what they need and how to assets them in classroom.
    - T3: No need because even if they train us we will not learn anything so no need!
    - T4: Yes I need training
    - T5: This will be great if I will be trained because we all need to know and understand their needs

SPECIAL NEEDS STUDENTS <u>TEACHERS'</u> INTERVIEW

Date: 7-10-2015   **Location:** School "B"   **Timing:**
10:30am -12:30:00pm
T1: Arabic
T2: Sport
T3: Art
T4: Islamic
T5: Music

<u>Teacher Education:</u>   *<u>Years of Experience in</u>*
<u>this school:</u>

T1: Bachelor   **T1:** <u>24 years</u>**,** **no** training or
                                                awareness regarding special
                                                needs

T2: Bachelor   **T2:** 5 <u>years,</u> **no** training or
                                                awareness regarding special
                                                needs

T3: Bachelor   **T3:** 4 <u>years,</u> **no** training or
                                                awareness regarding special
                                                needs

T4: Bachelor   **T4:** 13 <u>years,</u> **took** training but
                                                learned nothing

T5: Bachelor   **T5:** 6 <u>years,</u> **no** training or
                                                awareness regarding special
                                                needs

1. How many students do you have in your class?
   - T1: 29
   - T2: 29
   - T3: 32
   - T4: 35
   - T5: 32

2. Does anyone shadow this child while you teach them in class? If yes, what are his or her qualifications?
   - T1: No
   - T2: No
   - T3: Yes not all the time, high school
   - T4: No
   - T5: No

3. Did you face any difficulties of teaching this child in your class?

   - T1: Yes because she does not learn anything.
   - T2: Yes, Sometimes because it is hard to deal with them
   - T3: Depend of the way they understand in class as well as their difficulties.
   - T4: Yes and a lot
   - T5: No because they enjoy music class

4. Do you think it is good to include special needs students with others in a normal classroom?
   - T1: Yes because they can learn from others
   - T2: Not good because it has many advantages and disadvantages
   - T3: Yes it is good but not all of them can join normal classroom
   - T4: Not good because they have to have their own curriculum to be followed
   - T5: No, not good because this is unfair to them and for the rest of my class

5. Do you talk to your students before this student joins the class? Is there any orientation?
   - T1: No
   - T2: No
   - T3: No
   - T4: No
   - T5: No

6. Do you think including special needs students in inclusive education may affect the program as a whole?
   - T1: Yes
   - T2: Yes
   - T3: Yes
   - T4: Yes
   - T5: Yes

7. Do you think these special needs students can cope better with others in the regular class?
   - T1: Yes
   - T2: Yes because they engage with them, and they feel happy
   - T3: Yes
   - T4: Yes
   - T5: Yes

8. As a teacher of special needs what do you do in case a student could not cope in class?
   - T1: I send them to Social worker, or I talk to their parents
   - T2: I send them to Social worker

- T3: I try to keep them busy by giving them new tasks to work on
- T4: I send them to Social worker
- T5: I send them to Social worker

9. Does this child like to participate with others in the class?
   - T1: Yes sometimes
   - T2: Yes
   - T3: Yes
   - T4: No at all
   - T5: Yes
10. Are you part of his or her Individualized Education Plan (IEP)?
    - T1: Yes but there is no improvement at all
    - T2: No
    - T3: No
    - T4: No
    - T5: No

11. How many times do you meet to communicate with this child's parents?
    - T1: If there is a need
    - T2: No because before she was asking a lot
    - T3: No
    - T4: Yes, often
    - T5: Yes
12. What kind of assistive technology does your student need in class?
    - T1: Yes, iPad
    - T2: Yes, iPad
    - T3: No
    - T4: Yes
    - T5: No

13. Do any specialists from the Ministry of Education (MOE) come to visit your school or to observe these students? If yes, how often?
    - T1: No at all
    - T2: No
    - T3: No
    - T4: No
    - T5: No
14. Does (MOE) provide them with needed equipment?
    - T1: No
    - T2: No
    - T3: No we did not ask yet
    - T4: We did not ask yet
    - T5: No

15. Does your student receive any individualized support?
      - T1: Yes
      - T2: No
      - T3: Yes
      - T4: No
      - T5: No

16. Does your school support you when you need anything to teach this child?
      - T1: Yes from especial education team
      - T2: No
      - T3: No
      - T4: Yes from especial education team
      - T5: No

17. What is the process for this child during exam time? Do you give them extra time? If yes, how much extra time?
      - T1: Their exams are different and I used colors and matching according to their understanding and levels but without extra time
      - T2: No exams
      - T3: I do give them an extra time but simple exam not like others
      - T4: I send them to special education department to look after them with simple exam
      - T5: No exam
18. Do think you need more training to deal with special needs students?
      - T1: No
      - T2: Yes and this will help me to know how to deal with their difficulties
      - T3: Yes I need training
      - T4: No need
      - T5: Yes I need training to control my ingressives when I cannot focus in class because of them.

SPECIAL NEEDS STUDENTS <u>TEACHERS'</u> INTERVIEW

Date: 12-10-2015   **Location:** School "C"   **Timing:**
10:15am -12:00pm
T1: Art
T2: Social Studies
T3: Music
T4: Math
T5: Sport

<u>***Teacher Education:***</u>   <u>***Years of Experience in***</u>
<u>*this school:*</u>

T1: Bachelor   **T1:** <u>22 years</u>, **yes** did attend
                                        training regarding special needs
T2: Bachelor   **T2:** 8 <u>years,</u> **yes** did attend
                                        training regarding special needs
T3: Bachelor   **T3:** 1 <u>year,</u> **no** training yes and
                                        she's new
T4: Bachelor   **T4:** 7 <u>years,</u> **yes** did attend
                                        training regarding special needs
T5: Doctoral   **T5:** 3 <u>years,</u> **yes** did attend
                                        training regarding special needs

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1. How many students do you have in your class?
   - T1: 28
   - T2: 27
   - T3: 26
   - T4: 27
   - T5: 27

2. Does anyone shadow this child while you teach them in class? If yes, what are his or her qualifications?
   - T1: No
   - T2: No
   - T3: No

   - T4: No
   - T5: No

3. Did you face any difficulties of teaching this child in your class?

- T1: Yes a lot
- T2: Yes because they do not focus with me in class
- T3: No
- T4: Yes
- T5: Yes and need a shadow teacher with them all the time

4. Do you think it is good to include special needs students with others in a normal classroom?
    - T1: Yes it is good but with one assistant
    - T2: Yes it is good but not for Autistic or Down syndrome.
    - T3: This is not right thing to do it at all
    - T4: Not for all depend for those who can deal easily with us
    - T5: Yes it is good and depend on teacher and how to cope with them

5. Do you talk to your students before this student joins the class? Is there any orientation?
    - T1: Yes and this is very important
    - T2: Of course I do because this will help them to understand what these students needs
    - T3: Yes
    - T4: Yes, last year I did but this year no because they know how to deal with him since last year.
    - T5: Of course and this is very important step need to be done by teacher

6. Do you think including special needs students in inclusive education may affect the program as a whole?
    - T1: Yes, it may work or no
    - T2: Yes
    - T3: Yes
    - T4: Yes
    - T5: Yes

7. Do you think these special needs students can cope better with others in the regular class?
    - T1: Yes because it gives them a chance to communicate with others
    - T2: Yes, it is helping them to engage with others
    - T3: Yes, it improves their communication skills
    - T4: Yes, it gives them a chance to participate more
    - T5: Yes because it can help them to forget their difficulties

8. As a teacher of special needs what do you do in case a student could not cope in class?
    - T1: I will talk to them to do something different or any task to keep them busy with

- T2: I communicate with their parents because they know more about thief child and how to deal with any cases in case I did not know how to deal with it
- T3: I send them to social worker or talk to special education
- T4: I talk to special education team in school
- T5: Two brothers in my class one is normal and the other one he cannot hear well so if I face any difficulties I keep asking his brother to tell me what exactly his brother need and this is really helping me.

9. Does this child like to participate with others in the class?
   - T1: Yes and especially with some events like Flag Day.
   - T2: Yes
   - T3: Yes and they enjoy my class
   - T4: Yes and especially when it comes for Competition
   - T5: Yes but if they do not participate then the teacher need to came up with new ideas to encourage these students

10. Are you part of his or her Individualized Education Plan (IEP)?
    - T1: No
    - T2: No
    - T3: No
    - T4: Yes
    - T5: No

11. How many times do you meet to communicate with this child's parents?
    - T1: Yes, often
    - T2: Yes, a lot
    - T3: Yes, often
    - T4: Yes, daily
    - T5: Yes, depend on their needs

12. What kind of assistive technology does your student need in class?
    - T1: No
    - T2: No
    - T3: No
    - T4: Yes but depends on their needs
    - T5: Yes

13. Do any specialists from the Ministry of Education (MOE) come to visit your school or to observe these students? If yes, how often?
    - T1: No
    - T2: No
    - T3: No
    - T4: No
    - T5: No

14. Does (MOE) provide them with needed equipment?
    - T1: No
    - T2: No
    - T3: No
    - T4: No
    - T5: No

15. Does your student receive any individualized support?
    - T1: They used to have it when they were in support room but now, no.
    - T2: No
    - T3: No
    - T4: No
    - T5: No

16. Does your school support you when you need anything to teach this child?
    - T1: Yes
    - T2: Yes
    - T3: Yes
    - T4: Yes
    - T5: Yes

17. What is the process for this child during exam time? Do you give them extra time? If yes, how much extra time?
    - T1: No exam
    - T2: They set their test in my class with others but I do make sure that they understand all questions
    - T3: No need extra time
    - T4: Same timing like others
    - T5: No exam

18. Do think you need more training to deal with special needs students?
    - T1: Yes and especially about my student because I want to know more and understand how to deal with them.
    - T2: I did attend general training but yes of course I need more training especially about my student the one I teach.
        - T3: No need because they enjoy my class but it will be great to learn specific things about their conditions.
    - T4: Of course, I need, the training I attended was very basic I would like to learn more about his or her difficulties for example an Autistic students I would like to learn how to deal with them because there are many types Autistics.
    - T5: I wish, yes because many times he screams and I don't know what to do and this will be great to learn about specific difficulties.

Appendix 19
Referral form school to MOE

دولة الإمارات العربية المتحدة
وزارة التربية والتعليم
إدارة التربية الخاصة

استمارة تحويل طالب إلى فريق الدعم والمساندة

بيانات أولية:

المدرسة :	الصف :الثالث٦١٠	اســم الطالب :
تاريخ التحويل : 2014/10/23	تاريخ ظهور المشكلة : 2014/10/12	تاريخ الميلاد 15 / 10 / 2006 م
	قرابته للطالب : الأب	اسم ولي الأمر :

ملخص أولي عن مشكلة الطالب :

التلميذة في الصف الثالث الاساسي ، لديها ضعف شديد في القراءة والكتابة عدم القدرة على التمييز بين الحروف المتشابهة والتنوين وانواع المدود..وكثيرة التشتت

أسباب المشكلة :

1 عسر في القراءة وضعف في الكتابة
2 تشتت انتباه وتركيز
3 اهمال اسري
4
5

البرنامج العلاجي المقترح :

1 .التنوع في الوسائل والأساليب المستخدمة .
2 التنوع في وسائل التعزيز
3 عمل مثيرات بصرية تجذب انتباه التلميذة
4 ومن ثم التواصل مع الأهل والمدرسة

جهة التحويل ....
الاســم :
التوقيع:

التاريخ   20 / 10 / 2014

عن فريق الدعم والمساندة
الاسم :
التوقيع :

إدارة المدرسة
(   )

Appendix 20
Parents interview results

SPECIAL NEEDS <u>PARENTS'</u> INTERVIEW

Date: 11-10-2015   **Location:** School "A" student's   **Timing:** 4:10pm

Parents Education: P1: No education, **P2:** University

1. Do you have any ideas regarding inclusion?
   - P1: No
   - P2: No

2. Do you support inclusive education process?
   - P1: No
   - P2: No

3. Does your child have any friends in or out of school?
   - P1: Yes
   - P2: When he was in especial class no, but now he is in normal class yes.

4. Do you think as special class is better than the regular classroom?
   - P1: No
   - P2: No

5. Did inclusion improve your child's social skills?
   - P1: Yes
   - P2: Yes

6. Do you think the school building is ready to welcome special needs, students?
   - P1: Yes
   - P2: No

7. Do you see that there are enough qualified teachers in this school to teach students with special needs?
    - P1: No
    - P2: No

8. Do you see that your child's teacher is ignoring your child if they missed anything in a lesson or did not understand any required information?

    - P1: No
    - P2: No

9. Does your child have a shadow, teacher?
    - P1: No
    - P2: No

10. Does the school invite you to attend your child's class presentations?
    - P1: No
    - P2: No

11. Does the school involve you in school activities with your child?
    - P1: No
    - P2: No

12. Do you see any cooperation between his or her teachers and administration?
    - P1: Yes
    - P2: No

13. Does your child have an Individualized Education Plan (IEP)?
    - P1: Yes
    - P2: No, only last year

14. Does the school arrange a meeting with you to discuss your child's Individualized Education Plan (IEP)?
    - P1: No
    - P2: Yes

15. Do you think there is enough awareness regarding the inclusive education process in the community?
    - P1: No
    - P2: No

16. Does the school provide your child enough assistance?
    - P1: Yes, only one or two classes
    - P2: Yes, only one or two classes

SPECIAL NEEDS PARENTS' INTERVIEW

Date: 13-10-2015   **Location:** School "B" student's

          Timing: 4:10pm

Parents Education: P1: Diploma, **P2:** No education

---

1. Do you have any ideas regarding inclusion?
   - P1. No
   - P2. No

2. Do you support inclusive education process?
   - P1. No, because students it is better for them to be in support center in school
   - P2. No

3. Does your child have any friends in or out of school?
   - P1. Yes many
   - P2. Yes

4. Do you think a special class is better than the regular classroom?
   - P1. Yes because there is no care from teachers
   - P2. Yes because they will learn better

5. Did inclusion improve your child's social skills?
   - P1. Yes a lot as she keeps talking about her friends
   - P2. Yes

6. Do you think the school building is ready to welcome special needs students?
   - P1. Yes
   - P2. No, because my daughter cannot use a computer during her class since she joined this school, because there is no space for her wheelchair,

to access a computer desk, so she sets in class doing nothing, and when she come home she keeps crying.

7. Do you see that there are enough qualified teachers in this school to teach students with special needs?
   - P1. No, because they do not understand how to reach the right information for them
   - P2. No, because they keep mentioning to take her to special needs center

8. Do you see that your child's teacher is ignoring your child if they missed anything in a lesson or did not understand any required information?

   - P1. Yes
   - P2. Unfortunately yes

9. Does your child have a shadow teacher?
   - P1. No as I asked school many times because she needs assistant in and out the class
   - P2. No

10. Does the school invite you to attend your child's class presentations?
    - P1. No
    - P2. No

11. Does the school involve you in school activities with your child?
    - P1. No
    - P2. No

12. Do you see any cooperation between his or her teachers and administration?
    - P1. No
    - P2. No

13. Does your child have an Individualized Education Plan (IEP)?
    - P1. No, maybe
    - P2. No, but what do you mean by IEP and what this plan for

14. Does the school arrange a meeting with you to discuss your child's Individualized Education Plan (IEP)?

    - P1. No
    - P2. No

15. Do you think there is enough awareness regarding the inclusive education process in the community?

    - P1. No
    - P2. No

16. Does the school provide your child enough assistance?

    - P1. No
    - P2. No

SPECIAL NEEDS <u>PARENTS'</u> INTERVIEW

Date: 13-10-2015   **Location:** School "C" student's

Timing: 3:30pm

Parents Education: P1: University **P1:** University

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1. Do you have any ideas regarding inclusion?

   - P1: Before no, only when my son joined school.

   - P2: Yes

2. Do you support inclusive education process?

   - P1: Yes and this is students' rights

   - P2: Yes I do but with specific criteria because not all of them can join regular schools

3. Does your child have any friends in or out of school?

   - P1: Yes many and he likes his friends

   - P2: Yes many

4. Do you think special class is better than regular classroom?

   - P1: Yes because they need special assistant all the time

   - P2: No

5. Did inclusion improve your child's social skills?

   - P1: Yes and he starts to communicate well with us

   - P2: Yes as he started to tell us what shoes color he would like to buy it like his classmates

6. Do you think the school building is ready to welcome special needs students?

   - P1: Yes

   - P2: Yes and it is safety

7. Do you see that there are enough qualified teachers in this school to teach students with special needs?
    - P1: Yes, because they all trying thief best to help him by asking me questions regarding his condition and how to deal with him.
    - P2: Not all of them but still they need training especially how to deal with Autistic kids

8. Do you see that your child's teacher is ignoring your child if they missed anything in a lesson or did not understand any required information?
    - P1: No and they all cares about him and they all very supportive
    - P2: No, but they keep repeating things for him to make sure he did understand everything as well as they call me to inform me when he need to study for exams.

9. Does your child have a shadow teacher?
    - P1: No, but he needs it
    - P2: No, I kept asking school to provide someone because he needs help all the time in and out the classroom

10. Does the school invite you to attend your child's class presentations?
    - P1: Yes and I do enjoy joining him with different activities
    - P2: Yes and we both participate

11. Does the school involve you in school activities with your child?
    - P1: Yes, for example last year I did participate with him for the Flag Day by distributing UAE flags to many students as well as school staff and we both enjoyed this.
    - P2: Yes

12. Do you see any cooperation between his or her teachers and administration?
    - P1: Yes, and they all supporting him

- P2: Yes

13. Does your child have an Individualized Education Plan (IEP)?
    - P1: Yes
    - P2: No, he used to have it when he was in support center, but recently they said they might re-organize one for him

14. Does the school arrange a meeting with you to discuss your child's Individualized Education Plan (IEP)?
    - P1: Yes and this helps me to improve many things for him in and out school
    - P2: As I had mentioned before he used to have one and yes they were meeting me to see his progress

15. Do you think there is enough awareness regarding the inclusive education process in the community?
    - P1: No
    - P2: No, but in Dubai and other emirates they do but not here in RAK

16. Does the school provide your child enough assistance?
    - P1: Yes as I mentioned and they care about him. They always communicate with me as I keep visiting him to make sure that he is doing well.
    - P2: Yes but this can also depend on parents' interest and care to follow their kids' progress.

Appendix 21
Farah's handwriting grade two

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حصان   حليب

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بالقاعدة بالقاعدة بالقاعدة

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Appendix 22
Farah's grade two IEP

United Arab Emirates
Ministry of Education
RAK Educational Zone
Mahrah Bint Ahmed School

دولة الامارات العربية المتحدة
وزارة التربية و التعليم
منطقة رأس الخيمة التعليمية
مدرسة مهرة بنت أحمد للبنات ح٩/١

EXPO 2020
اكسبو
دبي الإمارات العربية المتحدة
DUBAI UNITED ARAB EMIRATES

الخطة الفردية للتلميذة

الصف (الثاني/ 5)
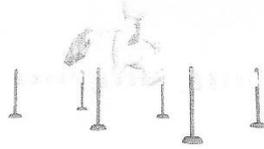
School for All

دولة الإمارات العربية المتحدة

وزارة التربية والتعليــــم

إدارة التربية الخاصة

Individualized Education Program

k1349375 www.fotosearch.com

البرنامج التربوي الفردي

العام الدراسي   2014   /   2015 م

اسم الطالب

الصف الثاني/ 5

منطقة : رأس الخيمة التعليمية

مدرسة : ▓▓▓▓▓▓▓

الحلقة : الأولى

البرنامج التربوي الفردي (I E P) Individualized Education Program رقم (1)

1 - بيانات أولية :

اسـم الطالب : ▓▓▓▓▓   الصف : الثاني /5   تاريخ الميلاد : 20▓▓ م   العمر : 8 سنوات و 5 شهر

اسم ولي الأمر : ▓▓▓▓▓▓▓   هاتف ولي الأمر :   متحرك : 050▓▓▓▓▓▓

نوع الإعاقة : قدرة عقلية أقل من المتوسط   شدة الإعاقة   بسيطة ☐   متوسطة ☐   شديدة ☑   متعدد الإعاقات ☐

جهة التحويل للنظام الدمج   (المنزل – المراكز المتخصصة – المدرسة – أخرى : المدرسة)   تاريخ الإحالة   / / 2014 م

تاريخ التقييم 23 / 10 / 2014 م   تاريخ بداية تنفيذ البرنامج الفردي : 17 / 5 / 2014 م

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2 : المظهر العام للتلميذ : التلميذة مرتبة وحسنة المظهر

البيانات الصحية :

أ‌-   الحالة الصحية العامة للتلميذ (جيدة) ، (غير جيدة) جـيدة

ب‌-   نمو التلميذ في السنوات الست الأولى: (طبيعي) ، (غير طبيعي) طبيعـي

ج-   الأمراض التي تعرض لها التلميذ في الست السنوات الأولى بعد الولادة: (عادية) ، (متكررة أو مستمرة) عادية

د-   الحوادث والإصابات البدنية : (لم يتعرض لحوادث وإصابات) - (تعرض لحوادث وإصابات . لم تتعرض)

هـ-   مدى سلامة الجسد و الحواس :

شكل الجسد : (طبيعي) ، (غير طبيعي) طبيعي (وضع طبيعي)

السمع : (سليم) ، (غير سليم) سليم

البصر : (سليم) ، (غير سليم) غير سليم

الحركة : (طبيعي ولا يعاني من مشاكل حركية) ، (يعاني من إعاقة حركية) طبيعي

مهارات الأساسية و المهارة المترتبة بالتعلم

- **الإدراك البصري** : لم تستطع تمييز الأشكال والألوان ، لم تستطع تتبع النقط

- **الإدراك السمعي** : لم تستطع تمييز الأصوات، التي استمعت لها

- **المعرفة والفهم وإدراك العلاقات والتصنيف والتفكير** : خبر جيد في إدراك العلاقات، والتصنيف، والتفكير.

الجانب اللغوي والكلامي :

- **اللغة الاستقبالية** : لا تستطيع ان تدرك بعض الأسماء والمسميات بشكل لا يتناسب لعمرها الزمني وشهد صعوبة في ادراك الكلمات المجردة بالوفة.

- **اللغة التعبيرية** : لا تمتلك الطالبة محصول لغوي يتناسب لعمرها الزمني

ظهر قصور في القدرات التعبيرية بحيث لا تستطيع اكتساب مفاهيم الكلمات و سرعتها في فهمها اقل من المعدل الطبيعي.

- **نطق الأصوات** : تم تطبيق اختبار نطق الأصوات وجد بان الطالبة تعاني من اضطرابات في نطق الأصوات ولا تستطيع اخراج الأصوات من مخارجها الصحيحة.

الجانب النفسي والسلوكي والانفعالي : تحب المشاركة في الفصل

القدرات العقلية : تم تطبيق اختبار المصفوفات وكانت النتيجة كالتالي ذو قدرة عقلية أقل من الوسط

ملخص عام عن الحالة علماً لتقرير دراسة الحالة : التلميذة في الصف الخامس لديها صعوبة في القراءة والكتابة وتعاني من التخلف العقلي.

2 – التدرج في السلم التعليمي

ملاحظات	نتيجة أخر العام	الصف	المدرسة أو المركز	العام الدراسي
	ناجحة	أول روضة	روضة المستقبل	2012/2011
	ناجحة	ثاني روضة	روضة المستقبل	2013/2012
	ناجحة	اول /خاص	مدرسة مهرة بنت أحمد	2014/2013

أسماء المشاركين في إعداد البرنامج التربوي الفردي

م	المشاركين	الاســـم	التوقيــع
1	مديرة المدرسة	أ/	....
2	ولي أمر التلميذة .	....	....
3	معلمة غرفة المصادر .	أ/	....
4	اخصائية اجتماعية	....	....
5	اخصائية النطق	....	....
6	الاختصاصية النفسية .	....	....
7	معلمة المجال الاول	....	....
8		....	....
9	....	....	....
10	....	....	....

الخدمات المساندة وتكييفات البيئة

النوع	ملاحظات حول الخدمات المساندة
1 – علاج النطق واللغة	التشخيص : تحتاج الأهداف : توقيع المختص :
2- العلاج الوظيفي	التشخيص : تحتاج الأهداف : .... توقيع المختص : ....
3- العلاج الطبيعي	التشخيص : . لا تحتاج الأهداف : .... توقيع المختص : ....
4- الخدمات الصحية	التشخيص : لا تحتاج الأهداف : .... توقيع المختص : ....

	التشخيص تحتاج..	
5- **الخدمات النفسية**	الأهداف :	
	توقيع المختص :	
	التشخيص : لا تحتاج	
6 –**النقل والمواصلات**	الأهداف :	
	توقيع المختص :	
	التشخيص :	
7 –	الأهداف :	
	توقيع المختص :	
	التشخيص :	
8 -	الأهداف :	
	توقيع المختص :	
	التشخيص :	
9 -	الأهداف :	
	توقيع المختص :	

المتابعة الدورية لتحقيق أهداف الخطة

مراجعة فريق العمل للخطة :	التقارير الدورية عن الحالة :
....	التقرير الأول : ٢٥ / ١٢ / ١٤ 20 م
....	التقرير الثاني : / / 20 م
التاريخ / / 20 م	التقرير الثالث : / / 20 م

إحاطة ولي الأمر بالخطة أو المشاركة فيها :

لقد قمت بالاطلاع والمشاركة الكاملة في وضع الخطة الفردية ، وأوافق على ما تم إقراره من تنفيذ أو تعديل أو تأجيل ما بها من أهداف .

التوقيع بموافقة ولي الأمر .... التاريخ : / / 20 م

مســــتوى الأداء الحـــالي

جوانب القوة لدى التلميذة	م		جوانب الاحتياج لدى التلميذة	م
لديها بعض المسميات للأشياء الموجودة	1		ضعف في مهارات القراءة والكتابة	1
تعتمد على نفسها في الأمور الحياتية مثل الذهاب إلى الحمام	2		التدريب على الكتابة	2
	3		لا تستجيب لأوامر المعلمة	3
	4		لا تمسك القلم بشكل جيد	4
	5		نطق بعض الحروف وتمييزها	5
				6

الحلقة الأولى	روضة (2)	روضة (1)	دون المستوى	المستوى الفعلي للطفل عند بداية العمل .
◯				بتاريخ 23 / 10 / 2014

الفترة الزمنية لتحقيق الهدف		الأهداف طويلة المدى حسب الفصل الدراسي (3 فصول دراسية)	الرقم
إلى	من		
20/12/18	20/10/26	أن تقرا وتكتب التلميذة الحروف الهجائية (أ ، ب ، د ، م ، ف ، ج ، ط ، ق ، ص ، ث) قراءة وكتابة وتميزه مع الحركات الطويلة والحركات القصيرة بشكل صحيح من خلال منهاج الصف الأول بنسبة إتقان 100 %	الهدف 1
20 / /	20 / /	أن تقرا وتكتب التلميذة الحروف الهجائية (ت ، ر ، ح ، خ ، و ، س ، ض ، ل ، ش) قراءة وكتابة وتميزه مع الحركات الطويلة والحركات القصيرة بشكل صحيح من خلال منهاج الصف الأول بنسبة إتقان 100 %	الهدف 2
20 / /	20 / /	أن تقرا وتكتب التلميذة الحروف الهجائية (هـ ، ك ، ذ ، ن ، غ ، ظ ، ع ، ي ، ز) قراءة وكتابة وتميزه مع الحركات الطويلة والحركات القصيرة بشكل صحيح من خلال منهاج الصف الأول بنسبة إتقان 100 %	الهدف 3

الرقم	الأهداف قصيرة المدى المكونة للهدف بعيد المدى (1)	المجال	الفترة الزمنية لتحقيق الهدف	
			من	إلى
1	أن تقرأ وتكتب التلميذة الحروف (ب ، د) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	اللغوي	20 / 5 / 2	20 / /
2	أن تقرأ وتكتب التلميذة الحروف (ف ، م) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	اللغوي	20 / /	20 / /
3	أن تقرأ وتكتب التلميذة الحروف (ج ، أ) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	اللغوي	20 / /	20 / /
4	أن تقرأ وتكتب التلميذة الحروف (ط ، ق) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	اللغوي	20 / /	20 / /
5	أن تقرأ وتكتب التلميذة الحروف (ث ، ص) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	اللغوي	20 / /	20 / /

الرقم	الأهداف قصيرة المدى المكونة للهدف بعيد المدى (2)	الفترة الزمنية لتحقيق الهدف	
		من	إلى
1	أن تقرأ وتكتب التلميذة الحروف (ت ، ر) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	20 / /	20 / /
2	أن تقرأ وتكتب التلميذة الحروف (ح ، و) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	20 / /	20 / /
3	أن تقرأ وتكتب التلميذة الحروف (خ ، س) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	20 / /	20 / /
4	أن تقرأ وتكتب التلميذة الحروف (ل ، ص) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	20 / /	20 / /
5	أن تقرأ وتكتب التلميذة الحروف (ش) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	20 / /	20 / /

الفصل الدراسي الثالث : عناصر الهدف طويل المدى رقم (3) لمادة اللغة العربية

الرقم	الأهداف قصيرة المدى المكونة للهدف بعيد المدى (3)	الفترة الزمنية لتحقيق الهدف	
		من	إلى
1	أن تقرأ وتكتب التلميذة الحروف (هـ ، ك) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	20 / /	20 / /
2	أن تقرأ وتكتب التلميذة الحروف (ذ ، ن) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	20 / /	20 / /
3	أن تقرأ وتكتب التلميذة الحروف (غ ، ي) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	20 / /	20 / /
4	أن تقرأ وتكتب التلميذة الحروف (ظ ، ع) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	20 / /	20 / /
5	أن تقرأ وتكتب التلميذة الحروف (ز) قراءة وكتابة مع الحركة القصيرة و الطويلة من خلال منهاج الصف الأول بنسبة إتقان 100 %	20 / /	20 / /

نموذج تقييم الأهداف طويلة المدى في (من / / 20 م وحتى / / 20 م)

العنصر	الهدف طويل المدى رقم (1)		الهدف طويل المدى رقم (2)		الهدف طويل المدى رقم (3)	
معيار الأداء لكل هدف	تحقق بنسبة	60 %	تحقق بنسبة	%	تحقق بنسبة	%
	يعدل لتاريخ	20 / /	يعدل لتاريخ	20 / /	يعدل لتاريخ	20 / /
	يؤجل لتاريخ	20 / /	يؤجل لتاريخ	20 / /	يؤجل لتاريخ	20 / /
التقييم النهائي لكل هدف						
التاريخ						

التقييم النهائي : (1) تحققت جميع الأهداف   (3) تحققت معظم الأهداف   (2) تحققت بعض الأهداف   (4) لم تتحقق الأهداف .

نموذج تقرير نهاية العام (20 م / 20 م) للبرنامج التربوي الفردي

اسم الطفل : .... الصف : .... نوع الإعاقة : ....

تاريخ بدء البرنامج : / / 20 م   تاريخ تقييم البرنامج : / / 20 م

نتيجة الطفل في نهاية العام : ....

مدى حاجة الطالبة إلى استمرار خدمات البرنامج التربوي الفردي للعام الدراسي القادم ؟   □   لا يحتاج □

الأسـباب : ....

التوصيات : ....

اعتماد أعضاء فريق البرنامج التربوي الفردي :

الاختصاصية الاجتماعية	معلمة مادة	رائدة الصف	معلمة التربية الخاصة	ولي أمر الطالب	مديرة المدرسة

ختم المدرسة

Appendix 23
Aisha's grade four IEP

دولة الإمارات العربية المتحدة
وزارة التربية والتعليم
إدارة التربية الخاصة

Individualized Education Program

البرنامج
التربوي
الفردي

العاد

اسم الطالبة :

الصف الرابع

منطقة : رأس الخيمة التعليمية

مدرسة الكواكب للتعليم الأساسي ح1

2

البرنامج التربوي الفردي (IEP) Individualized Education Program رقم (1)

1- بيانات أولية :

اسم الطالبة :	الصف : الرابع .	تاريخ الميلاد :	العمر 10 سنوات و 10 أشهر
اسم ولي الأمر :	هاتف ولي الأمر :	متحرك :	

نوع الإعاقة : صعوبات قراءة وكتابة   شدة الإعاقة : بسيطة ☐   متوسطة ☑   شديدة ☐   متعدد الإعاقات ☐

جهة التحويل للنظام الدمج   (المنزل – المراكز المتخصصة – المدرسة)

2- التدرج في السلم التعليمي

ملاحظـــــات	نتيجة أخر العام	الصف	المدرسة أو المركز	العام الدراسي
		ناجحة	روضة المستقبل	2009-2010
		ناجحة	روضة المستقبل	2010-2011
		ناجحة	أول 4/	مدرسة الكواكب للتعليم الأساسي ح1	2011-2012
		ناجحة	ثاني خاص	مدرسة الكواكب للتعليم الأساسي ح1	2012-2013
		ناجحة	ثالث	مهرة بنت أحمد	2013-2014
			الرابع	مهرة بنت أحمد	2014-2015

3: المظهر العام للتلميذة : **الطفلة مرتبة وحسنة المظهر**

4: البيانات الصحية :

أ- الحالة الصحية العامة للتلميذة (جيدة)،(غيرجيدة) .... **غير جيدة**

ب- نمو التلميذة في السنوات الست الأولى: (طبيعي) ، (غير طبيعي).............. **طبيعي** .

ج- الأمراض التي تعرض لها التلميذ في الست السنوات الأولى بعد الولادة: (عادية)، (متكررة أو مستمرة) **متكررة أو مستمرة**

د- الحوادث والإصابات البدنية : (لم يتعرض لحوادث وإصابات) - (تعرض لحوادث وإصابات) **لم تتعرض لحوادث وإصابات**

هـ- مدى سلامة الجسد و الحواس :**غير طبيعية**

شكل الجسد : (طبيعي)، (غير طبيعي) **طبيعي نوعا ما**

السمع : (سليم)، (غير سليم) **سليم**

البصر : (سليم)، (غير سليم) **غير سليم**

الحركة : (طبيعي ولا يعاني من مشاكل حركية) ، (يعاني من إعاقة حركية) **(غيرطبيعية وتعاني من مشاكل حركية)**

5 : العمليات الأساسية و النفسية المرتبطة بالتعلم :

أولا – الإدراك البصري : استطاعت تمييز بعض الأشكال والتعرف على الأزواج المتشابهة ضمن المجموعة

5

لم تستطع تتبع الخطوط المنقطة

ثانيا : الإدراك السمعي :   تستطيع تمييز الأصوات التي استمعت لها

ثالثا : المعرفة والفهم وإدراك العلاقات والتصنيف والتفكير : **جيدة في إدراك العلاقات والتصنيف والتفكير**

لديها حصيلة بسيطة من المعرفة وتفهم بعض التعليمات الموجهه اليها البسيطة فقط استطاعت تصنيف المكعبات حسب الحجم وتستطيع التصنيف حسب اللون

6 – الجانب اللغوي والكلامي :

أ – اللغة الاستقبالية : تدرك بعض الاسماء والمسميات بشكل يتناسب مع عمرها الزمني

ب – اللغة التعبيرية: الجمل غير مكتملة وبسيطة

ج – نطق الأصوات : تجد صعوبة في نطق الأصوات

7 – الجانب الاجتماعي والسلوكي (الانفعالي) : **تحب المشاركة في الفصل**

8 – القدرات العقلية : **قدراتها العقلية جيدة وشخصت من قبل الأخصائيين**

9- ملخص عام عن الحالة طبقا لتقرير دراسة الحالة : التلميذة في الصف الرابع لديها صعوبات في القراءة والكتابة وتعاني من مشاكل حركية بسبب الأعصاب

أسماء المشاركين في إعداد البرنامج التربوي الفردي

6

التوقيع	الاسم	المشاركين	م
....	/أ ▮▮▮	مديرة المدرسة	1
....	....	ولي أمر التلميذة .	2
....	/أ ▮▮▮	معلمة غرفة المصادر .	3
....	....	اخصائية اجتماعية	4
....	....	اخصائية النطق	5
....	....	الاختصاصية النفسية .	6
....	▮▮▮	معلمة اللغة العربية	7
....	....		8
....	....	....	9
....	....	....	10

الخدمات المساندة وتكييفات البيئة

7

النوع	ملاحظات حول الخدمات المساندة
1 – علاج النطق و اللغة	التشخيص : تحتاج الأهداف : توقيع المختص :
2- العلاج الوظيفي	التشخيص : لاتحتاج الأهداف : .... توقيع المختص : ....
3- العلاج الطبيعي	التشخيص : . تحتاج الأهداف : .... توقيع المختص : ....
4- الخدمات الصحية	التشخيص : تحتاج الأهداف : .... توقيع المختص : ....

5- الخدمات النفسية	التشخيص لاتحتاج... الأهداف : .... توقيع المختص : ....
6 –التنقل و المواصلات .	التشخيص : تحتاج الأهداف : .... توقيع المختص : ....
7 –	التشخيص : .... الأهداف : .... توقيع المختص : ....
8 -	التشخيص : .... الأهداف : .... توقيع المختص : ....
9 -	التشخيص : .... الأهداف : .... توقيع المختص : ....

مراجعة فريق العمل للخطة :	التقارير الدورية عن الحالة :
....	التقرير الأول : / / 20 م
....	التقرير الثاني : / / 20 م
....	التقرير الثالث : / / 20 م
التاريخ / / 20 م	

إحاطة ولي الأمر بالخطة أو المشاركة فيها :

لقد قمت بالاطلاع والمشاركة الكاملة في وضع الخطة الفردية ، وأوافق على ما تم إقراره من تنفيذ أو تعديل أو تأجيل ما بها من أهداف .

التوقيع بموافقة ولي الأمر .... : التاريخ   /   / 20 م

مستوى الأداء الحالي

10

جوانب القوة لدى التلميذة	م	جوانب الاحتياج لدى التلميذة	م
تستجيب لأوامر المعلمة	1	تميز الأحرف المتشابهة	1
لديها بعض المسميات للأشياء الموجودة	2	ضعف في مهارات القراءة والكتابة	2
تبدي اهتمام وتركيز بالموجود معها	3	التدريب على الكتابة	3
	4	نطق بعض الحروف وتمييزها	4
	5	لاتمسك القلم بشكل جيد	5
		تعتمد على نفسها في الأمور الحياتية مثل الذهاب إلى الحمام بسبب عدم القدرة على الحركة	6

الحلقة الأولى	روضة (2)	روضة (1)	دون المستوى	المستوى الفعلي للطفل عند بداية العمل . بتاريخ 26 / 10 / 2014
○				

الــريــاضيــات

م	جوانب القوة لدى الطالب		م	جوانب الضعف لدى الطالب
1	تستطيع قراءة والكتابة احيانا الأعداد من 1-30 مع المساعدة		1	صعوبة في قراءة المطلوب
2	لديها قدرة تمييز الأشكال والألوان والأحجام		2	صعوبة في حل المسائل الكلامية
3	القدرة على مطابقة الصور		3	صعوبة في عملية الطرح بحمل
4	القدرة على القيام بعملية الجمع والطرح البسيطة		4	صعوبة في معرفة العدد السابق واللاحق
5	تتقن مفهوم الأكبر و الأصغر		5	

مســـــتوى الأداء الحـــالي لمادة الرياضيات

13

ثالثا - الأهداف طويلة المدى لمادة الرياضيات .

الرقم	الأهداف طويلة المدى حسب الفصل الدراسي (3 فصول دراسية)	الفترة الزمنية لتحقيق الهدف	
		من	إلى
الهدف 1	أن تقرأ وتميز و تكتب إذا أمكن التمثيلات البيانية و تتعرف على أنواعها و معرفة القيمة المكانية و الوقت و إدراك مفهوم الجمع و الطرح و الضرب و القسمة من منهاج الصف الرابع بنسبة إتقان 100 %	20 / /	20 / /
الهدف 2	أن تقرأ وتميز و تكتب إذا أمكن ضرب عدد برقم واحد وضرب عددين برقمين مع معرفة القسمة على عدد و الهندسة و الكسور من منهاج الصف الرابع بنسبة إتقان 100 %	20 / /	20 / /

المستوى الفعلي للطالب عند بداية العمل معه بتاريخ / / 20	رياض أطفال		الحلقة الأولى					الحلقة الثانية				الثانوي		
	KG1	2KG	1	2	3	4 ○	5	6	7	8	9	10	11	12

14

الهدف 3	أن تقرأ وتميز و تكتب إذا أمكن العمليات على الكسور و الكسور العشرية مع معرفة القسمة على عدد برقمين و الاحتمال من منهاج الصف الرابع بنسبة إتقان 100 %	20 / /	20 / /

الفصل الدراسي الأول : عناصر الهدف طويل المدى رقم (1) لمادة الرياضيات

الرقم	الأهداف قصيرة المدى المكونة للهدف بعيد المدى (1)	المجال	الفترة الزمنية لتحقيق الهدف	
			من	إلى
1	أن تقرأ التلميذة التمثيلات البيانية و تكتب إن أمكن الأزواج المرتبة و المدى و الوسيط و المنوال بنسبة إتقان 100 %	المجال المعرفي	20 / /	20 / /
2	أن تقرأ وتكتب التلميذة إذا أمكن الأعداد و مقارنتها و تقريبها و معرفة الوقت بنسبة إتقان 100 %.	المجال المعرفي	20 / /	20 / /
3	أن تدرك التلميذة قواعد الجمع و الطرح بنسبة إتقان 100 %.	المجال المعرفي	20 / /	20 / /

	الفترة الزمنية لتحقيق الهدف			
إلى	من	المجال المعرفي	أن تتعرف الطالبة على مفهوم الضرب و تستطيع إيجاد حاصل ضرب عددين بنسبة إتقان 100 %.	4
20 / /	20 / /	المجال المعرفي	أن تتعرف الطالبة على مفهوم القسمة و تستطيع إيجاد ناتج القسمة بنسبة إتقان 100 %.	5

الفصل الدراسي الثاني : عناصر الهدف طويل المدى رقم (2) لمادة الرياضيات

الفترة الزمنية لتحقيق الهدف		المجال	الأهداف قصيرة المدى المكونة للهدف بعيد المدى (2)	الرقم
إلى	من			
20 / /	20 / /	المعرفي والتواصلي	أن تستطيع التلميذة قسمة الأعداد و تتعرف على الخطوات الأساسية للقسمة بنسبة إتقان 100 %.	1
20 / /	20 / /	المعرفي والتواصلي	أن تقرأ التلميذة و تميز و تكتب إذا أمكن المجسمات و المضلعات و المثلثات مع معرفة الزوايا و حركة الأشكال و أنواع المستقيمات و الرباعيات و التناظر بنسبة إتقان 100 %.	2

إلى	من	المجال		الرقم
20 / /	20 / /	المعرفي والتواصلي	أن تجد التلميذة محيط المضلعات و مساحة المستطيلات والحجم بنسبة إتقان 100 %.	3
20 / /	20 / /	المعرفي والتواصلي	أن تقرأ التلميذة وتميز و تكتب إذا أمكن الكسور و الأعداد الكسرية و الكسور المركبة مع معرفة الكسور المتكافئة و تبسيط الكسورو مقارنة وترتيب الكسورو ايجاد كسر مجموعة بنسبة إتقان 100 %.	4
20 / /	20 / /	المعرفي والتواصلي	أن تستطيع التلميذة جمع و طرح الكسور ذات المقامات الموحدة و المختلفة بنسبة إتقان 100 %.	5

الفصل الدراسي الثالث : عناصر الهدف طويل المدى رقم (3) لمادة الرياضيات

الفترة الزمنية لتحقيق الهدف		المجال	الأهداف قصيرة المدى المكونة للهدف بعيد المدى (3)	الرقم
إلى	من			
20 / /	20 / /	المعرفي والتواصلي	أن تقرأ التلميذة و تميز و تكتب إذا أمكن الكسور العشرية و تتعرف على القيمة المكانية في الكسور العشرية مع معرفة مقارنتها و ترتيبها و تقريبها بنسبة إتقان 100 %.	1
20 / /	20 / /	المعرفي والتواصلي	أن تدرك التلميذة جمع و طرح الكسور العشرية بنسبة إتقان 100 %.	2

3	أن تقرأ التلميذة و تميز و تكتب إذا أمكن وحدات القياس المتري مع معرفة وحدات الكتلة و السعة و الحرارة و تستطيع استخدام الميزان لحل جملة عددية بنسبة إتقان 100 %.	المعرفي والتواصلي	20 / /	20 / /
4	أن تستطيع التلميذة القسمة على مضاعفات العشرة و القسمة على عدد برقمين مع إيجاد المتوسط الحسابي و قابلية القسمة بنسبة إتقان 100 %.	المعرفي والتواصلي	20 / /	20 / /
5	أن تميز التلميذة العدالة و تستطيع حساب الاحتمال و التوقع بنسبة إتقان 100 %.	المعرفي والتواصلي	20 / /	20 / /

نموذج تقييم الأهداف طويلة المدى في مادة الرياضيات (من / / 20 م وحتى / / 20 م)

العنصر	الهدف طويل المدى رقم (1)		الهدف طويل المدى رقم (2)		الهدف طويل المدى رقم (3)	
معيار الأداء لكل هدف	تحقق بنسبة	%	تحقق بنسبة	%	تحقق بنسبة	%
	يعدل لتاريخ	20 / /	يعدل لتاريخ	20 / /	يعدل لتاريخ	20 / /
	يؤجل لتاريخ	20 / /	يؤجل لتاريخ	20 / /	يؤجل لتاريخ	20 / /

التقييم النهائي لكل هدف	تحققت بعض الأهداف	تحققت بعض الأهداف	تحققت معظم الأهداف
التاريخ			

التقييم النهائي : (1) تحققت جميع الأهداف (3) تحققت معظم الأهداف
(2) تحققت بعض الأهداف (4) لم تتحقق الأهداف

المعلمة
خولة الشحي

مديرة المدرسة
بدرية الشحي

نموذج تقرير نهاية العام (20 م / 20 م) للبرنامج التربوي الفردي

اسم الطفل : .... الصف : .... نوع الإعاقة : ....

تاريخ بدء البرنامج : / / 20 م تاريخ تقييم البرنامج : / / 20 م

نتيجة الطفل في نهاية العام : ....

مدى حاجة الطالبة إلى استمرار خدمات البرنامج التربوي الفردي للعام الدراسي القادم ؟ [ ] لا يحتاج [ ]

السبب : ....

توصيات: ....

اعتماد أعضاء فريق البرنامج التربوي الفردي :

الاختصاصية الاجتماعية	معلمة مادة	رائدة الصف	معلمة التربية الخاصة	ولي أمر الطالب	مديرة المدرسة

ختم المدرسة

Appendix 24
Evaluation team member form

دولة الإمارات العربية المتحدة

وزارة التربية والتعليم

منطقة رأس الخيمة التعليمية

مركز الدعم للتربية الخاصة

أعضاء لجنة التقييم والتشخيص

اليوم   \ \ 2015

عزيزي ولي الأمر :

عزيزي المعلـــــم:

عزيزتي المعلمـــة:

برجاء التكرم بتقييم الطالب أو الطالبة عند **أربعة مقيميين** وأخذ توقيع كل مقيم بعد الانتهاء من التقييم.

اسم الطالب المراد تقييمه:---

التوقيع	الاختصاص	الأعضاء	م
	الاختصاصي النفسي		1
	اختصاصية النطق		2
	معلمة تربية خاصة		3
	معلمة تربية خاصة		4

مركز الدعم للتربية الخاصة
Support Special Education Center

سقة مركز الدعم :- ابتسام الصغير

Appendix 25
Sample in Arabic form for workshops

مرفق (٤)

تقرير حول الحقيبة التدريبية لبرنامج الدمج في مدارس التعليم العام والخاص في الفصل الدراسي : الأول   ٢٠١٤ / ٢٠١٥

م	اسم الورشة	تاريخ التنفيذ	اسم المدرب	التخصص	عدد ساعات كل ورشة	عدد المتدربين	
						حكومي	خاص
١	القواعد العامة لبرامج التربية الخاصة						
٢	فرق العمل وتكامل الأدوار						
٣	فئات الطلبة ذوي الاحتياجات الخاصة						
٤	الملاحظة والتقييم للطلبة ذوي الاحتياجات الخاصة						
٥	استراتيجيات تفريد التعلم						
٦	الخطة التربوية الفردية						
٧	تعديلات المناهج وتكييفات البيئة التعليمية للطلبة ذوي الاحتياجات الخاصة						
٨	صعوبات التعلم						
٩	استراتيجيات تعزيز السلوك الايجابي						
١٠	عرض حالات وتجارب ناجحة						
	الإجمـــــــــــــــــالي						

اسم الموجه:

التوقيع: ....   التاريخ: ....

Appendix 26
Data collected from questionnaire

Data Collected from Questionnaire
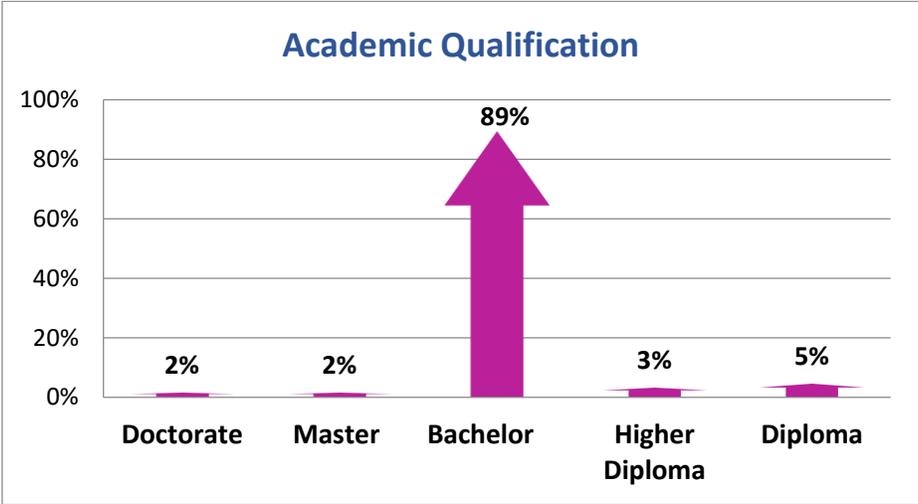
Figure 1: Academic Qualification
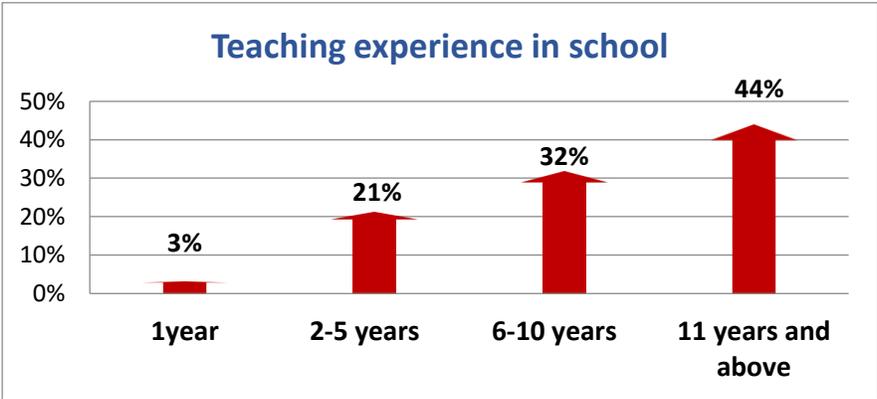
Figure 2: Teaching experience in school
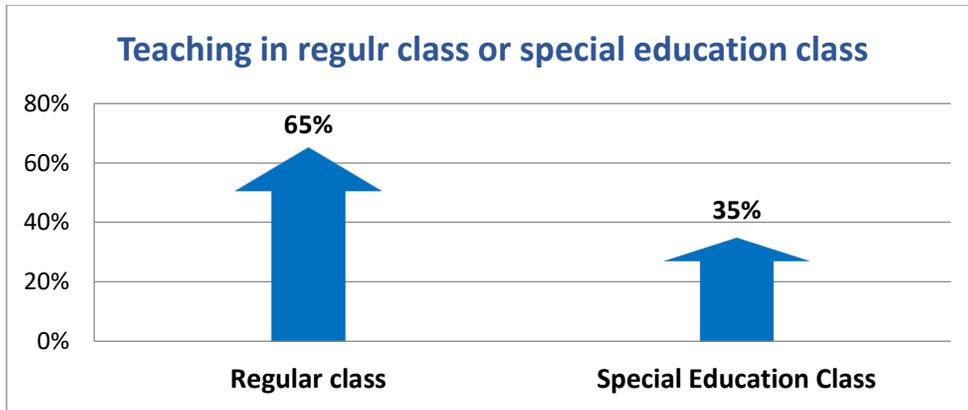
Figure 3: Teaching in regulr class or special education class
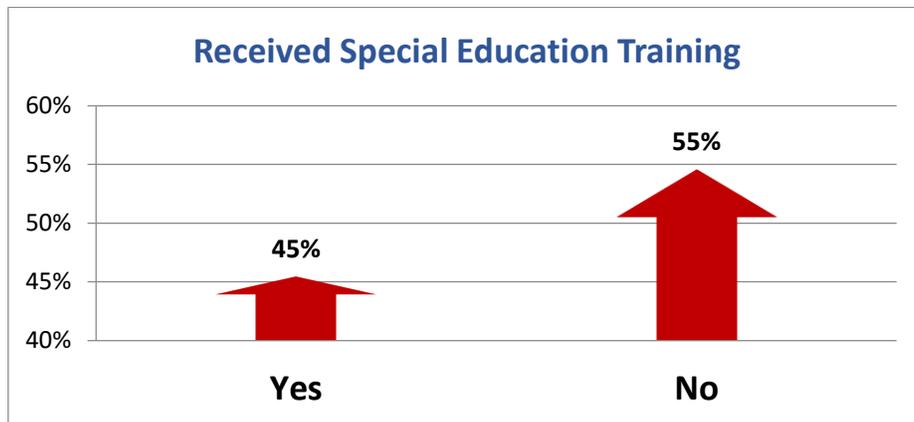

**Figure 4: Received Special Education Training**
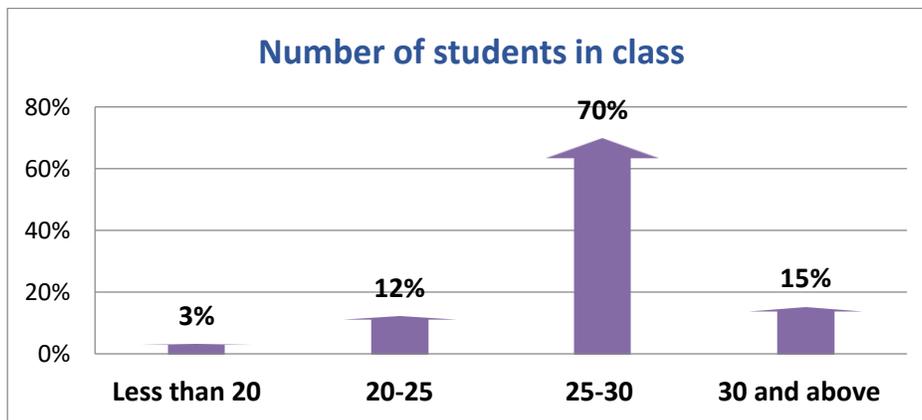

Figure 5: Number of students in class
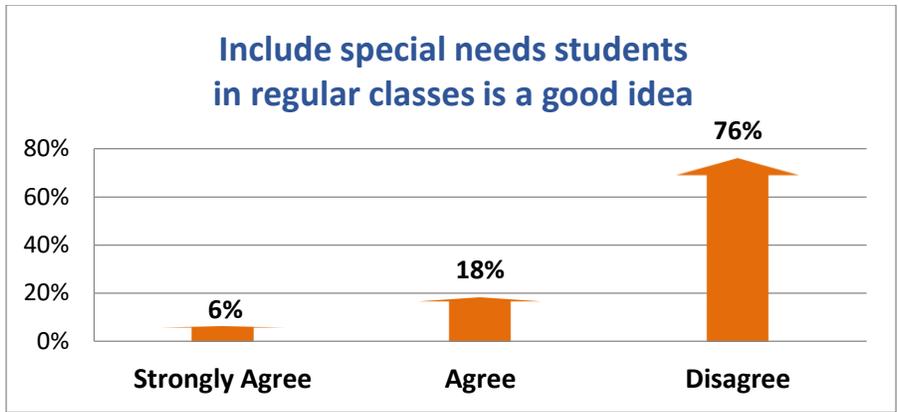
**Figure 6: Include special needs students in regular classes is a good idea**
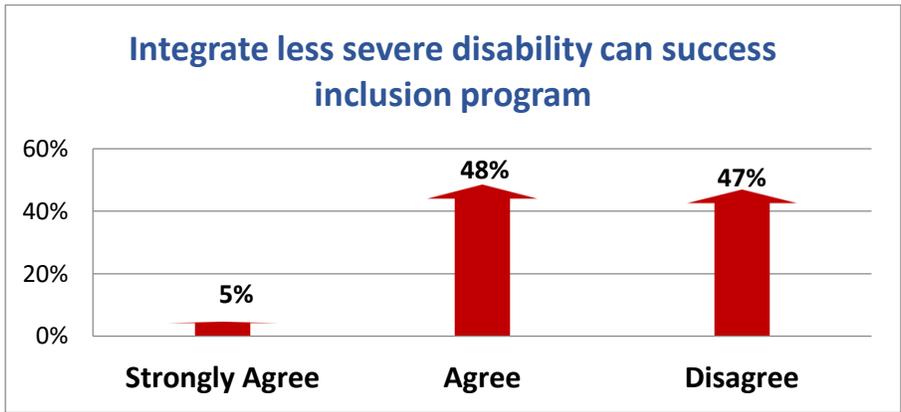
**Figure 7: Integrate less severe disability can success inclusion program**
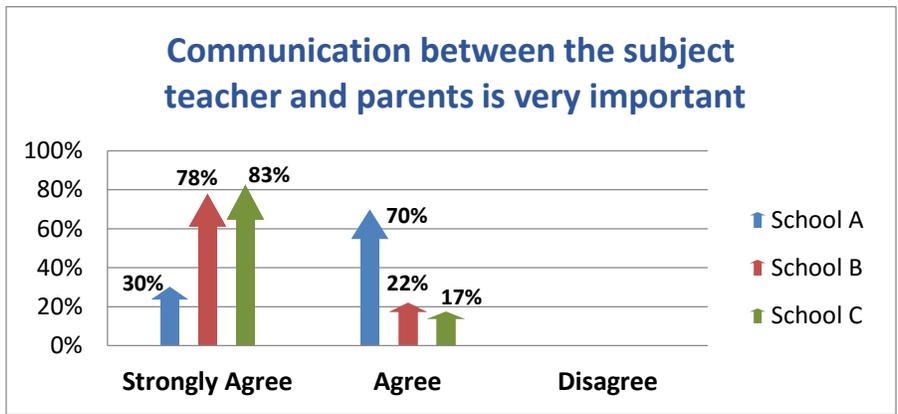
**Figure 8: Communication between the subject teacher and parents**

**Special needs students have the ability
to establish social relationship**

18%	67%	15%
Strongly Agree	Agree	Disagree
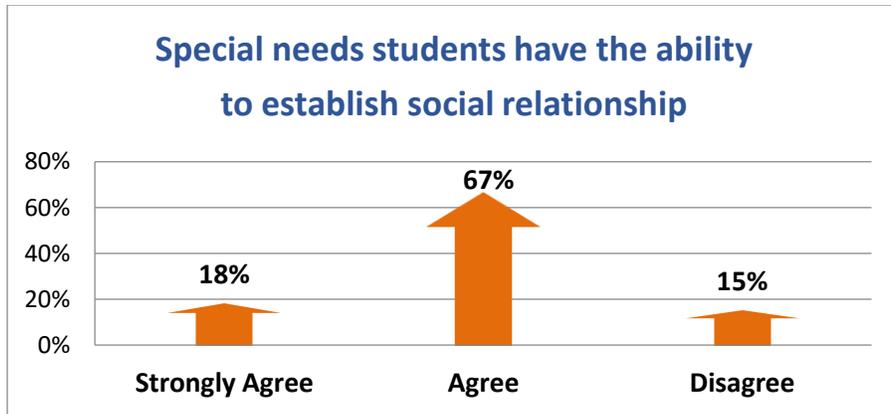
Figure 9: Special needs students have the ability to establish social relationship

**Increase awareness of inclusion
concept for all schools**

33%	47%	20%
Strongly Agree	Agree	Disagree
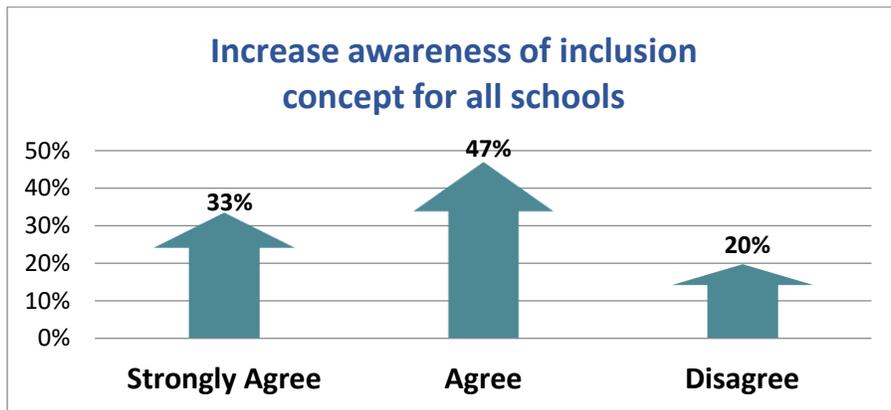
Figure 10: Increase awareness of inclusion

**Individualized Education Plan (IEP) is very
important for special needs students**

39%	48%	12%
Strongly Agree	Agree	Disagree
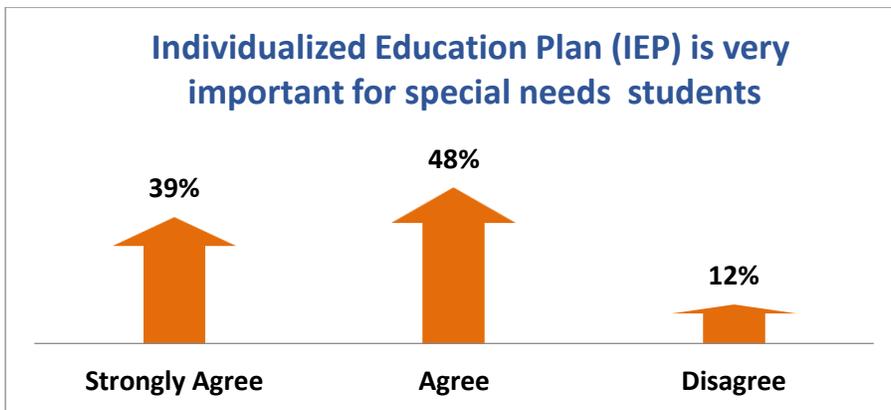
Figure 11: (IEP) is very important for special needs students

Availability of Teacher Assistant in the classroom is very important

80%

14%

6%

Strongly Agree   Agree   Disagree
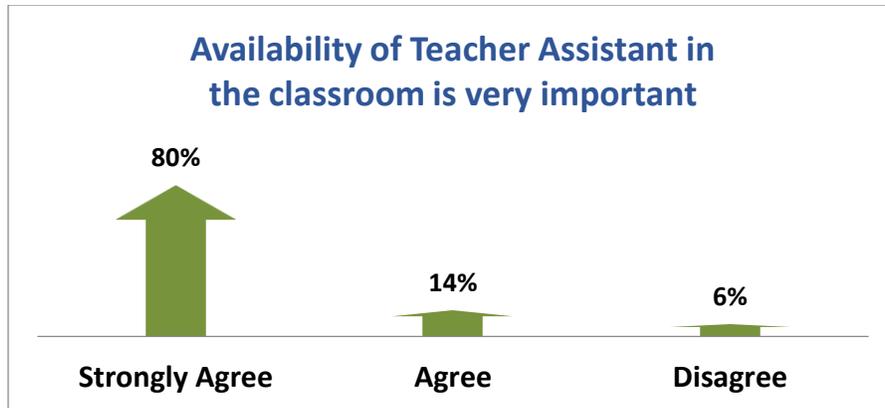
Figure 12: Availability of Teacher Assistant

The importance of one specialist to assist students in and out the classrooms

70%

23%

8%

Strongly Agree   Agree   Disagree
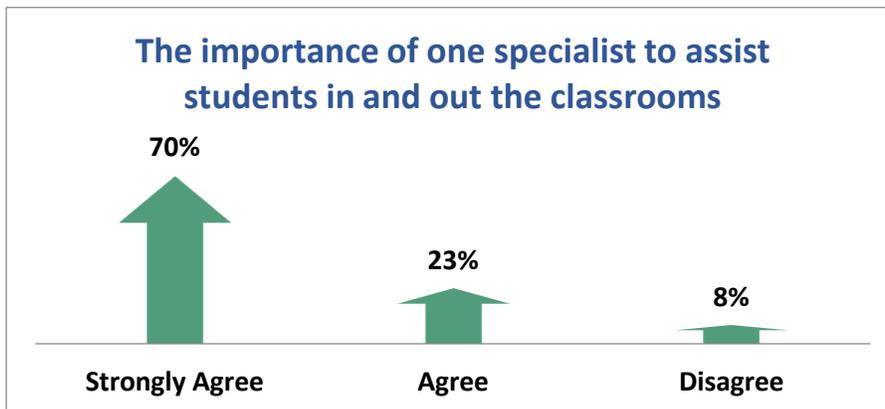
Figure13: The importance of one specialist to assist

The Importance of a visit from the Ministry of Education into the schools to observe classes

55%

36%

9%

Strongly Agree   Agree   Disagree
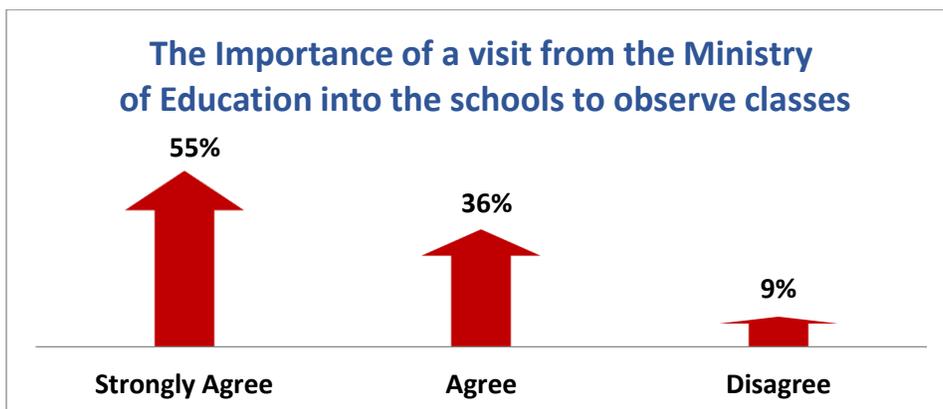
**Figure14: The Importance of a visit from the Ministry**

Figure 15: More training courses especially about inclusion