# Examine the effectiveness of developing and implementing the individual education plan for students of determination in one private school in Dubai and the impact on their inclusivity in the regular classroom setting: A Case Study

تَقييمُ فاعِليَّةِ تَطويرٍ، وَ تنفيذِ خُطَةِ التَّعليمِ الْفَرديَّةِ، لِطلابِ أَصْحابِ الْهِمَمِ، في مَدْرَسَةٍ خاصَةٍ في دُبي، وَأَثرِها عَلى دَمْجهِمِ في الْفُصولِ الدِّراسيَّةِ الْعاديَةِ "دِراسَةُ حالَةٍ".

**by**
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# ABSTRACT

Over the past decade, the United Arab Emirates (UAE) has made substantial efforts to improve inclusive education for People of Determination (POD), pupils with disabilities and pupils with special needs, by guaranteeing that crucial accommodation and adaptation to the curriculum and learning environment are effectively provided, implemented and documented in their Individual Education Plans (IEPs).– An IEP is a written document that describes the actual performance level of the students of determination, the necessary accommodations to reduce their barriers to learning and annual academic and functional goals to empower their learning ability and push them to become lifelong learners and influential members of society. The first law to protect the rights for people of determination – law number 26 – was initiated in 2006. Consequently, the Knowledge and Human Development Authority (KHDA) developed a guide for schools in 2017, which includes essential guidelines for schools to implement and adopt high-quality inclusive education standards for students of determination, to meet their individual learning needs and guide the teachers to bridge their academic gaps. Thus, all schools in Dubai must develop their inclusion policy based on that document.

This study examines the impact of developing and implementing IEPs for students of determination in one private school in Dubai, and focuses on finding the impact of IEPs on the students' inclusion in the regular classroom setting. It focuses on three crucial aspects: the current teachers' attitudes toward adopting and implementing IEPs, the effect of teachers' attitude on the inclusion of students of determination in a regular classroom, and essential recommendations to improve the quality of IEP development and implementation in the school.

A qualitative research approach has been used for collecting data: official and confidential documents and semi-structured interviews. The participants were ten teachers from the elementary and middle sections of the school. The findings reveal a misalignment between what is stated in school inclusion policy documents about teachers' duties and responsibilities and their performance regarding IEP development and implementation. All the literature included in this study was related to Inclusive Education and IEPs. Essential recommendations have been encapsulated to improve the quality of the IEPs in the school and set significant directions for further research to add to UAE perspectives.

**KEYWORDS:** Inclusive Education, Individual Education Plan, Students of Determination.

**تَقيِيمُ فاعِلِيَّةِ تَطوِيرِ وتنفيذِ خُطَةِ التَّعْليِمِ الفَرديَّةِ، للطلاب أَصْحاب الْهِمَمِ، في مَدْرَسَةٍ خاصَةٍ في دُبي، وَأَثَرِها عَلى دَمْجِهِم**
**في الْفُصولِ الدِّراسيَّةِ الْعاديَةِ "دِراسَةُ حالَةٍ"**

**ملخص الدراسة**

على مدى العقد الماضي ، بذلت دولة الإمارات العربية المتحدة جهودًا كبيرة لتحسين التعليم الدامج للطلاب ذوي الاحتياجات التعليمية الخاصة والإعاقات (SEND) ، والذين يعرفون في دولة الإمارات العربية المتحدة، باسم أصحاب الهمم (POD) ، وذلك من خلال ضمان توفير أساليب الدمج الضرورية والتكيفات اللازمة للمنهاج الدراسي وبيئة التعلم بشكل فعال، وضمان توثيق كافة التكيفات في خطط التعليم الفردية الخاصة بهم ، والتي هي عبارة عن مستند يصف مستوى الأداء الفعلي للطلاب أصحاب الهمم ، ووسائل التكييف اللازمة لتذليل العراقيل أمام التعلم وضمان توثيق جميع الأهداف الأكاديمية والوظيفية السنوية لتمكينهم من القدرة على التعلم ودفعهم ليصبحوا متعلمين مدى الحياة وأعضاء مؤثرين في المجتمع. في عام 2006 ، أطلقت دولة الإمارات القانون رقم 26 ، وهو أول قانون لحماية حقوق أصحاب الهمم وتشجيع التعليم الدامج في الدولة. وبناءً على ذلك، قامت هيئة المعرفة والتنمية البشرية (KHDA) بتطوير إطار سياسة التعليم الدامج في دبي في عام 2017 ، والذي يتضمن إرشادات أساسية للمدارس لتنفيذ واعتماد معايير تعليم دامج عالية الجودة للطلاب أصحاب الهمم حتى يتسنى لهذه المدارس تلبية احتياجات التعلم الفردية الخاصة لهؤلاء الطلاب و حتي يتمكن معلموهم من سد الفجوات الأكاديمية لديهم ، وذلك يعني أنه يجب على جميع المدارس في دبي تطوير سياسة الدمج الخاصة بها بناءً على تلك الوثيقة.


تبحث هذه الدراسة في فعالية تطوير وتنفيذ خطة التعليم الفردي (IEP) للطلاب أصحاب الهمم في مدرسة خاصة واحدة في دبي وتأثير ذلك على دمجهم في بيئة الفصل الدراسي العادية، ولقد ركزت الدراسة على ثلاثة جوانب هامة ، أولا: موقف المعلمين الحالي تجاه تبني وتنفيذ برامج التعليم الفردي ، ثانيا: تأثير موقف المعلمين على دمج الطلاب أصحاب الهمم في الفصل الدراسي العادي ، ثالثا: التوصيات الأساسية لتحسين جودة تطوير IEP وتنفيذها في المدرسة .
وقد تم استخدام نهج البحث النوعي لجمع البيانات باستخدام الوثائق الرسمية والسرية والمقابلات شبه المنظمة. وقد كان عدد المشاركين عشرة مدرسين من الأقسام الابتدائية والمتوسطة بالمدرسة، وقد كشفت النتائج عن عدم توافق بين ما ورد في وثائق سياسة الدمج في المدرسة حول واجبات المعلمين ومسؤولياتهم وما يقومون به فيما يتعلق بتطوير وتنفيذ برنامج التعليم الفردي. إن جميع الأدبيات الواردة في هذه الدراسة لها صلة وثيقة بالتعليم الدامج وخطة التعليم الفردي. ختاما تم تلخيص التوصيات الأساسية لتحسين جودة IEP في المدرسة ووضع توجيهات مهمة لإجراء مزيد من البحث بهدف استطلاع وجهات النظر في دولة الإمارات العربية المتحدة بشكل مفصل.

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# CHAPTER 1 – INTRODUCTION

## 1.1 Introduction

The United Arab Emirates (UAE) has always placed the highest focus on including students with special educational needs and disabilities (SEND), also known as people of determination (POD) in the UAE (Gaad 2019), in the educational system and providing these students with a high-quality education. To guarantee that all children have equal access to a high-quality education, the UAE ratified the UN Convention on the Rights of Persons with Disabilities (CRPD) in 2006. As a result, the UAE passed Law Number 26, the first law to safeguard the rights of individuals with determination and ensure that they have equal access to the educational system, in 2006 (Ministry of Social Affairs 2006). In addition, the Knowledge and Human Development Authority (KHDA) launched Dubai's Inclusive Education Policy Framework in 2017 to promote inclusive education. This framework includes crucial instructions for schools to implement and adopt high-quality inclusive education standards and practices for students of determination (SOD) to meet their individual learning needs (Education 2016).

The Knowledge and Human Development Authority (KHDA) has mandated that private schools in Dubai develop an inclusive education policy in accordance with the Dubai Inclusive Education Policy Framework, in order to assist educators in understanding and implementing inclusive education policies and to encourage students of determination to achieve their full learning potential (KHDA 2017). Schools should develop individualised educational plans that take into account the current performance of each student as well as the learning obstacles that stand in their way, and then modify the curriculum and the learning environment to meet those specific students' needs (Knowledge & Human Development Authority 2017).

## 1.2 Definitions of Key Terms

***Student of determination:*** a student with long-term disability, either mental, physical, sensory or intellectual impairment, who has barriers to learning at regular schools and who has been formally diagnosed by a medical specialist who is qualified and licensed. Over and above, such

a student has the right to be educated in the regular school setting by removing or reducing the specified learning barriers, in order to enable their inclusion in the education system with other peers of the same age (KHDA 2017).

*Special Education Services:* a specialised service provided for students with special educational needs, with no cost to parents, to prepare these students to become lifelong learners, encourage them to live independently in the future and prepare them to become effective community members (Dodge 2018). Special education services are provided when specialised professionals decide that the student shows the characteristics of a specific disability or impairment (Morgan et al. 2010).

*Inclusive education:* grants equal educational rights to students of determination in the educational system (Lindner & Schwab 2020) by offering the best differentiation, accommodation and adaptation for the curriculum and learning environment, and providing individualised learning to meet all students' needs regardless of their particular learning needs.

*Individual Education Plan (IEP):* a written statement describing the learning profile of each student of determination, including the following:
- actual performance level of a child with a disability
- academic achievement
- student's strengths and needs

Moreover, the document includes the curriculum accommodations and modifications, together with individualised annual goals which must be SMART (Specific, Measurable, Achievable, Relevant and Time-Bound) goals (Dodge 2018). Individual Education Plans must include the IEP committee members: teachers, school principals, parents and other professionals working with the child. In addition, it must agree upon Minutes of Meeting (MOM) that include a description of the discussion and plan of improvement for each student. As a further requirement, all members of the IEP committee must have a signed copy of the IEP at all times (Gaad 2019).

***Dubai Inclusive Education Policy Framework 2017:*** a commitment statement that aims to empower the educational service providers, government and local regulations across Dubai to promote inclusive education, and addresses a variety of settings from pre-primary to higher education by including the students of determination in the education system and providing monitoring through local authorities; this is applied to all schools across Dubai (KHDA 2017).

## 1.3 Background and Rationale of the Study

Inclusion in education sets its sight on educating the students with special educational needs together with non-disabled students in the same educational setting (Imaniah & Fitria 2018). This philosophy of inclusion has been widely accepted in the UAE community over the last decade. However, the UAE initiated many laws and legislations to promote inclusive education in all emirates (Anati 2013). Furthermore, inclusive education aims to give equal opportunity to all learners with special educational needs and disabilities, enabling them to be educated in a regular classroom setting despite their individual differences and regardless of any physical or mental disabilities they may have, as well as regardless of their race, gender or nationality (Gaad 2010).

Inclusion means all students, regardless of their abilities or impairments, have similar educational rights to be educated in the mainstream classroom setting with the necessary support, and promotes fairness and equal rights for all students (Gaad & Almotairi 2013). Moreover, according to UNESCO (2008), inclusion is a process that looks at and addresses each student's unique needs while fostering communication and participation in the learning process (UNESCO 2020). As a result of the idea of inclusivity and the belief in the right of every student to an education in a setting similar to that found in a typical classroom, education equity is a natural outgrowth of this belief (Gaad & Almotairi 2013).

Furthermore, inclusive schools in the UAE must provide crucial accommodation, together with adaptation to curriculum and learning, to the environment for each student of determination (SOD) to support their success and meet their individual learning needs, and to focus on making them lifelong learners (KHDA 2017). Moreover, the Ministry of Education (MOE) in the UAE encourages 'best inclusion practice' in private and public sectors focusing on involving the

teachers, parents and other professionals and service providers to cooperatively integrate the students of determination into the education system, to prepare them to become influential members of the community (MOE 2010).

To achieve high standards of inclusive education best practices, schools must understand current teachers' attitudes toward inclusion and provide continuous professional development for new and experienced teachers regarding inclusion, and how best they can create and carry out the individualised education plans (IEPs) for students of determination in a regular classroom setting, to help them succeed in life and encourage them to become influential members of society.

A qualitative research study will further examine the effectiveness of developing and implementing the IEPs for students of determination in one private school in Dubai and the consequent impact on their inclusivion in the regular classroom setting. The study focuses on three crucial aspects: the current teachers' attitudes toward adopting and implementing IEPs, the impact of teachers' attitudes toward adopting and implementing IEPs on the inclusion of students of determination in a regular classroom setting and their knowledge to effectively support them, and essential recommendations to improve the quality of IEP development and implementation in the school.

## 1.4 Study Purpose and Research Questions

This study focuses on finding out whether the teachers know how to develop the IEPs to support the students of determination, and the challenges they face while adopting and implementing them. Teachers are the primary factor that influences the achievement of inclusive education in the school; therefore, this study addresses the teachers only. However, it aims to determine the current teachers' attitudes toward adopting and implementing the IEPs – as they are an essential contributor to the development and implementation of these and a crucial part of the IEP development team – as well as the impact of teachers' attitudes on the inclusion of students of determination in a regular classroom setting. Furthermore, this study will encapsulate the crucial recommendations for further research and how to effectively develop and implement the IEP. The primary question guiding this study is:

*'What is the effectiveness of developing and implementing the Individual Education Plan for students of determination in one private school in Dubai and its impact on their inclusivity in the regular classroom setting?'*

To address the research question, the researcher split the main question into four sub-questions:

*Q1: What are the current teachers' attitudes toward developing and implementing IEPs?*

*Q2: What is the impact of teachers' attitudes toward developing and implementing IEPs on the inclusion of students of determination in a regular classroom setting?*

*Q3: To what extent do the parents participate in the IEP development and implementation?*

*Q4: What are the recommendations to improve the quality of IEP development and implementation in the school?*

## 1.5 Significance of the Study

The desire behind this study's exploration of this topic is to determine the educational influence and effectiveness of developing and implementing IEPs on the academic success of students of determination, and to provide essential recommendations for improvement based on teachers' opinions and their best practices of inclusive education. In addition, it aims to examine to what extent the school follows the Dubai Inclusive Education Policy Framework in its development and implementation of the IEPs. However, this study will be limited to only one school in Dubai. Therefore, it is crucial to recommend extending the research and include Ajman, Sharjah and other emirates in order to gain a more general UAE-oriented perspective for further research.

## 1.6 Study Objectives

The objectives of the study are the following:

1. To examine the effectiveness of creating and executing IEPs for students of determination.

2. To determine the impact of IEPs on inclusivity and the success of students of determination.
3. To determine current teachers' attitudes toward adopting and implementing IEPs.
4. To explore the impact of teachers' attitudes toward adopting and implementing IEPs on the inclusion of students of determination in a regular classroom setting.
5. To suggest essential recommendations to improve the quality of IEP development and implementation in the school.

## 1.7 Organisation of Chapters

The study contains six chapters. Chapter One is the Introduction, addressing the study background, definitions of key terms, study purpose and research questions, study objectives and a summary of the methodology the researcher has followed in conducting the study. Chapter Two is the literature review of the related previous studies conducted on the topic. Chapter Three is the methodology, which describes how the researcher has conducted the study and the methods of data collection and instruments used to collect the data. Chapter Four presents the findings, describing and analysing the result of data collected from interviews and official and confidential documents. Chapter Five consists of the discussion of the findings and the conclusion. Lastly, Chapter 6 presents the essential recommendations to improve the quality of IEP development and implementation in schools, as well as the recommendations for further research.

# CHAPTER 2 – LITERATURE REVIEW

## 2.1 Inclusive Education in UAE

Over the past decade, the UAE has made substantial efforts to improve inclusive education for People of Determination (POD), pupils with disabilities and pupils with special needs, by guaranteeing that crucial accommodation and adaptation to the curriculum and learning environment are effectively provided, implemented and documented in their IEPs. An IEP is a written document that describes the actual performance level of students of determination, the necessary accommodations to reduce their barriers to learning and annual academic and functional goals to empower their learning ability and push them to become lifelong learners and influential members of society. Therefore, the first law to protect the rights for people of determination, law number 26, was initiated in 2006. Consequently, the Knowledge and Human Development Authority (KHDA) developed a guide for schools in 2017, including essential guidelines for schools to implement and adopt high-quality inclusive education standards for students of determination, to meet their individual learning needs and guide the teachers to bridge their academic gaps. Thus, all schools in Dubai must develop their inclusion policies based on this document.

The UAE's inclusion policy encompasses the national and international ideology of inclusion in order to guarantee the rights of people of determination to gain equal access to regular education settings with other children of the same age (MOE 2010), and to encourage inclusive education in public and private schools. Therefore, many services are provided to guarantee inclusivity of people of determination, such as the services offered by the community organisation to support the students of determination in a regular classroom setting, and students of determination who are educated in a regular classroom setting with non-disabled students being supported by a special educational needs and disability (SEND) teacher. Students receive pull-out and push-in sessions inside the school and receive continuous support from subject teachers to meet their needs and encourage their success, while some students are educated in regular schools and attend therapy sessions in centres outside the schools (Thabet, Gaad & Abu-Ayyash 2020). In order to deliver high quality inclusive education for those students, special

education teams must create IEPs for all students receiving special education services in either regular education or special education settings (Kurth & Mastergeorge 2010).

## 2.2 Understanding Individual Education Plans (IEPs)

The significance of the Individual Education Plan (IEP) for students with special educational needs (SEN) is internationally recognised and enforced by law in many countries (Prunty 2011). The goal of an IEP for students with disabilities is designed to ensure that they have equal access to the least restrictive educational environment (Kurth & Mastergeorge 2010). On top of that, students with disabilities require a variety of services that must be provided by schools to meet their individual learning needs. Therefore, the IEP must outline those services and include measurable annual goals, which are realistic and achievable (Kurth & Mastergeorge 2010).

Kurth et al. (2021) state that the IEP must include the student's grade level, which is aligned to the general education curriculum standards and grade-level academic contents; also, it should be considered to meet the unique needs of each student, and they state that the IEP goals must explain how and where students with disabilities are educated and reflect how the curriculum is accommodated to meet their individual learning needs. Therefore, each student with a disability must have an IEP that includes a statement of the student's actual performance and achievement levels and a description of how the child's disability affects her or his success in the regular curriculum (Weishaar 2001).

Furthermore, King, Bhroin & Prunty (2018) defined the IEP as a written document that describes the disabled student's academic objectives and the learning methods, tools and accommodations needed to attain those goals over a distinct period. Weishaar (2001) states that the teachers are crucial members of the IEP team and their participation in developing, implementing and reviewing the IEP is essential, while their efforts in determining the appropriate strategies, behaviour interventions, individualised learning outcomes and curriculum modifications for each child with a disability are crucial.

Additionally, parents' participation in the IEP process is essential to its success and increases their understanding of the educational setting in which their child will be educated; also, students must participate in the IEP process because the possibility of an IEP goal being achieved increases if the child is aware of what it is and is enabled to monitor their academic progress (Prunty 2011). Furthermore, Lambrecht et al. (2020) claim that one of the most significant aspects of implementing IEPs is having students chronicle their own learning experience and participate in IEP planning, monitoring and evaluation; therefore, the collaborative implementation of IEPs has a massive impact on improving the academic performance and involvement of students with disabilities in their learning experience.

Furthermore, school administrators, including principals and assistant school principals, are a crucial part of achieving the inclusion policy aims and IEP goals and must be prepared to lead the education process for children with disabilities (Oniyide 2022), by providing the teachers with reliable information about the students, as well as supplements and essential tools that the teachers need in order to work with the students who have special needs (Ayanoğlu & Gür-Erdoğan 2019). Additionally, they must show supportive and positive attitudes toward students with individual learning needs, through constructing an inclusion policy to enhance inclusive education in the school, in order to effectively implement the goals of the IEP for students with disabilities (Ayanoğlu & Gür-Erdoğan 2019).

Fundamentally, the purpose and goals of the IEP are better understood for the student when the student themselves takes part in and contributes to the IEP meetings (Timothy & Agbenyega 2022). However, to promote inclusive education and development of the IEP for students with special educational needs and disabilities (SEND) requires collaboration between the teachers, parents and students in order to establish a solid understanding of the students' strengths and needs (Timothy & Agbenyega 2022).

Additionally, it is imperative that teachers have the necessary training and depth experience to design and implement high-quality standard-based IEPs, because students with learning disabilities require a specialised curriculum to achieve their grade-level. When it comes to mathematics, reading, writing, speaking and listening, students with disabilities must be

provided with the necessary accommodations and support in order to exhibit their understanding of these concepts and skills, to meet the curriculum standards in these areas (Caruana 2015). However, all the adjustments must be included in each student's IEP.

Furthermore, Xu and Kuti (2021) defined accommodations as adjustments to the academic curriculum, assessment methods and materials that do not significantly mutate the instructional level, curriculum content or the criteria of the assessments. On that count, when determining the IEP goals, teachers have the flexibility to make the needed accommodations and modifications to the curriculum standards, assessments and instructions for students with disabilities, which influence a student's response and engagement with the curriculum (Caruana 2015).

To encapsulate, the IEP is the foundation of inclusive education for students with disabilities (Jachova, Kovačević & Hasanbegović 2018). It is the primary source that leads students with disabilities to success in the regular classroom setting in spite of their barriers to learning. Therefore, collaboration between the IEP team members is highly recommended and essential in order to guarantee effective access to the school's curriculum. Additionally, teachers' experiences and knowledge of developing and implementing high-quality IEP goals that are related to the general curriculum standards, and their background in accommodating the curriculum and providing the needed adjustments for both learning environment and curriculum, are crucial in enabling students to reach their learning potential and preparing them to become lifelong learners and effective members of the community.

## 2.3 Characteristics of High-Quality IEP Goals

IEPs are 'road maps' of individualised services provided for children with disabilities, mainly through the formation of high-quality goals and objectives to meet the diverse needs of each student who experiences barriers to learning. Through comprehensive assessments, teachers and other professionals can assess a child's ability and determine what, where and when to teach the child, and determine the necessary individualised services and interventions to enhance the child's learning and overall academic development (Rakap 2015). Furthermore, Boavida et al.

(2010) suggest that a child's development can be improved if IEP goals are established through a systematic evaluation process and linked directly to intervention.

According to the KHDA Dubai Inclusive Education Policy Framework (2017), the high-quality IEP must be comprised of several components, including every detail of a child with a disability. First is the student learning profile, which describes the child's academic performance level and includes the actual diagnosis of the child, the child's strengths and barriers to learning, the child's area of interest and their preferred learning style. The second essential component is the accommodations, curriculum modifications and strategies that teachers and parents must follow to enhance student academic success and bridge the academic gap they may have. Lastly, the IEP goals must be SMART: Specific goals must be set on how the targeted skill will be taught; Measurable learning outcomes must be set to demonstrate how the child's progress will be measured; Attainable targets must be set; Relevant and Realistic targets must be set in relation to age-appropriate factors; and Time-bound determinations must be made regarding when the goal may be achieved. Additionally, the IEP goals and objectives must be generalised across different settings (Rakap 2015).

Furthermore, high-quality IEP goals must be 'family-centered', which means that parents' participation and support are essential to achieving the recommended IEP goals and addressing the child's needs effectively (Boavida et al. 2010). Therefore, it is essential to examine the goals of language included to be understandable by parents. Moreover, high-quality IEP goals must be 'standard-based', comprising student needs and regular curriculum standards (Caruana 2015). In the past, teachers used to determine the IEP goals based on unreliable references to state standards, which led to accompanying skills that did not match the curriculum taught in the school and students' actual needs (Lynch & Adams 2008).

Ideally, when developing high-quality IEP goals for students with disabilities, teachers must consider the common core state standards (CCSS) that are being taught in the school and link IEP goals to the curriculum to reach a high level of inclusive education practices. Further, once the IEP goals have been decided on based on standards, the required accommodations or

modifications must be taken into consideration in the following process of IEP goal development (*Figure 1*):
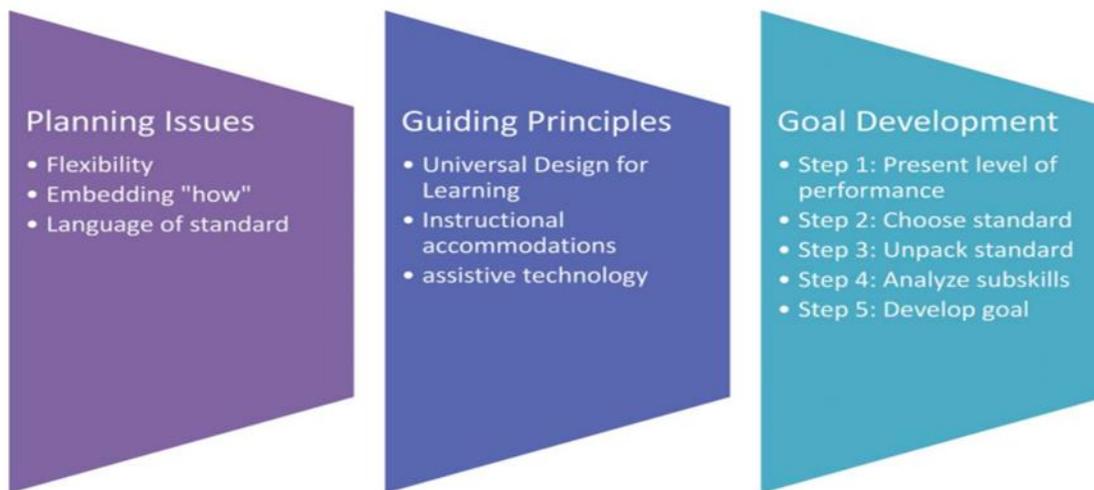


**Figure 1. The process of IEP goal development (Caruana 2015).**

Furthermore, Lynch and Adams (2008) found that the ideal way to develop standard-based IEP goals is to build a clear link between the students' individual needs and state standards; further goals in IEP become an extension of curriculum scope and sequence following the establishment of IEP goals based on state standards; supplementary elements such as evaluation of implementation and teaching in the least restrictive educational environment are required to ensure that all students have access to the regular curriculum. Thus, establishing standards-based IEPs provides a realistic framework for meeting the ethical considerations of teaching.

It is essential to build an IEP that is threaded between curriculum standards and classroom activities and materials to accompany the individual needs of each student with a disability (Caruana 2015). However, the collaboration between the IEP team members, along with their IEP meetings and monitoring of students' progress, establishes a positive impact on the child's overall academic and behavioural development (Elder Rood & Damiani 2018).

## 2.4 Perception of Individual Education Plan (IEP) Process

The Individual Education Plan (IEP) process emphasises individual planning to fulfill the IEP goals for each student who experiences special educational needs. Therefore, each member of the IEP team must demonstrate essential experience and knowledge to develop and implement a high-quality IEP for students with special educational needs (SEN) (İlik & Sarı 2017). Furthermore, parents and students have a right to participate in the IEP process and their participation allows for the formulation of relevant goals for the student, which reinforces the students' commitment to achieving their goal (Peltomäki et al. 2021). Considering the high inclusive educational quality, teachers' positive attitudes toward inclusive education are crucial in order to lead each student with a disability to feel included in the regular classroom; hence teachers should be able to adapt their classroom atmosphere and lesson plans to meet the diverse needs of all learners (İlik & Sarı 2017).

Several studies have looked into the benefits of IEPs for students with special educational needs in inclusive education from teachers' perspectives. For instance, Ruppar, Neeper & Dalsen (2016) found that teachers' high self-perceptions of their competence level influence their willingness to implement best practices for students with severe disabilities. In contrast, segregated placements may increase if special education teachers have low self-efficacy in establishing educational strategies for students with severe disabilities. Therefore, teachers' perceptions of their abilities to adopt good practices are critical to the continued improvement and have crucial importance for promoting inclusive education. Furthermore, another study conducted by Hernandez, Hueck & Charley (2016) found that teachers' perceptions of students with disabilities will change if they become aware of the essential strategies and procedures to properly support these students in order to achieve the IEP goals.

On the other hand, parents' collaboration and involvement in the IEP process are crucial; thus, it's critical to examine parents' perceptions about IEP and what variables they think are important. Slade et al. (2018) found that parents' participation in decision-making, IEP meetings and their relationship with the school staff have a long-term effect on students' success and learning outcomes. Furthermore, parents are essential partners in promoting inclusive education, and they have the right to make decisions (Sharma & Trory 2019). However, children's

behaviour and attitudes are affected by their parents; also, they can carry them over into maturity, meaning that parents who resist inclusive education may negatively impact their children's attitudes toward education (Sharma & Trory 2019). However, educating children with special needs is a team effort. Parents play an essential role in their children's education process, which lies in the legal basis of special education services, thus they must engage in the IEP process (Ilik & Er 2019).

Moreover, children's attitudes and self-confidence improve when parents are actively involved in the education process, and this accordingly increases parents' satisfaction with the IEP; however, a mismatch between the IEP goals and the actual special education services provided by the school will result in dissatisfaction (Smith & Krieg 2022). Furthermore, special education requires parents to adapt to their responsibilities as experts on their child's disability, and their involvement in the IEP process is undoubtedly instrumental (Kirksey, Gottfried & Freeman 2022).

To conclude, effective collaboration between the IEP team members, including teachers, school principals, students, parents and other professionals working with the students, leads to improvement in the students' overall academic achievement, as well as enabling their ability to reach their IEP long-term goals smoothly and successfully. Fundamentally, this will reflect upon the high-quality inclusive education practice undertaken in the regular school setting and the effectiveness of IEP development and implementation. However, when teachers use the IEP process as a key tool, they are able to build tailored plans for students with disabilities (Mereoiu, Abercrombie & Murray 2016).

## 2.5 Teachers' Attitudes Toward IEP

The Individual Education Plan (IEP) is a document indicating the special education services provided for the students of determination in the regular classroom in the UAE. Furthermore, developing and implementing an IEP is a team-based approach that necessitates collaboration among all IEP team members, including classroom teachers, parents, therapists and other support providers who work with the child (Mereoiu, Abercrombie & Murray 2016). However, teachers' attitudes toward developing and implementing the IEP has an essential impact on

students' achievements (Debbag 2017). Thus, the success of students with special needs may be influenced by the teacher's attitude toward their readiness to work with them (Alfaro, Kupczynski & Mundy 2015).

Many researchers found that teachers' positive attitudes influence the students' success in the regular school setting. Hence, teachers' attitudes toward inclusion are linked to delivering suitable services to special needs pupils in educational settings (Baglama, Demirok & Akcamete 2019). Alfaro, Kupczynski & Mundy (2015) found the number of years of experience is unimportant, but the teachers' continuous training is essential. The same study also found that the school culture is an essential contributor to teachers' success in the regular classroom, and well-prepared teachers are more confident than unprepared teachers about working with students with disabilities. Moreover, İlik & Sarı (2017) claimed that teachers must be aware of their duties in supporting children with special needs besides establishing and changing individualised instructional strategies to eliminate barriers to learning.

Greene (2017) suggested that teachers' willingness and acceptance of implementing IEPs reflect the successfulness of the inclusion model and students' learning, while negative mindsets negatively influence classroom teaching for students with disabilities. Similarly, teachers' positive attitudes toward inclusion and IEPs are heavily influenced by teacher education, classroom size, support available in the classroom and students labelled 'difficult' (Jachova, Kovačević & Hasanbegović 2018). Furthermore, teachers must feel at ease and understand the plan's requirements before incorporating it into their daily planning, reflecting students' success in the IEP process (Alfaro, Kupczynski & Mundy 2015). In contrast, due to lack of experience, teachers' positive attitudes toward inclusion may not always be matched by their ability to apply the required procedures in an inclusive classroom and include students with disabilities in all classroom activities (Yu 2019).

Furthermore, teachers are the schools' primary component of inclusive education and success for students with disabilities. Thus, the involvement of teachers, both special and regular education teachers, and their knowledge of IEPs, curriculum accommodations and competence to educate children with disabilities is crucial in implementing the IEP (Groh 2021). Hence, teachers' positive attitudes toward IEP development and implementation has a significant

impact on encouraging students' success in a regular classroom setting. Additionally, teachers' acceptance, understanding and efforts to reduce barriers to learning that students with disabilities may face in their classrooms are necessary to adjust the learning materials and teaching methods to reach a high level of inclusivity, which will fundamentally reflect inclusive education best practices in the school community.

## 2.6 The Influence of Teachers' Professional Development on the Quality of IEP

Teachers who participate in developing IEPs for students with a disability must have appropriate mechanisms in place to support them, such as professional development (PD) sessions (Flannery, Lombardi & Kato 2015). Therefore, schools must provide ongoing PD sessions for new and old teachers to empower their ability to support the students with disabilities. In addition, Shriner et al. (2017) stated that professional development gives opportunities for teachers to communicate and collaborate with each other during the PD, and allows the teachers to effectively share their experiences of developing a high-quality IEP. Additionally, teacher training affects a teacher's capacity to fulfill the individual needs of students in the classroom (Lauderdale-Littin & Brennan 2018).

Furthermore, Flannery, Lombardi & Kato (2015) conducted a study to assess teachers' ability to include the transition component in IEPs before and after PD sessions; thus, they evaluated 302 IEPs before and after teachers' participation in the PD, and the results showed that teachers' participation and interaction during the PD sessions led to a higher quality of IEPs after the PD. Additionally, Hills & Sessoms-Penny (2021) stated that if critical elements of professional development preparation are recognised, the efficiency of future and current teachers will be improved, and this will have a long-term effect on student learning in classrooms and inclusion of students with disabilities in regular education.

## 2.7 Teachers' Challenges of Effective IEP Implementation

Teachers play a critical role in implementing the IEP for students with special needs in the regular classroom setting (Rotter 2014). Researchers found many obstacles faced by teachers when implementing IEPs for students with special educational needs in mainstream schools, including a lack of ability to determine the students' barriers to learning and individual learning needs, poor knowledge of the inclusion policy and failure to understand IEP components and the essential techniques they need to implement inclusive education in the classrooms (AL-Kahtani 2015). Furthermore, Sacks & Haider (2017) found several challenges impact the teachers' ability to implement the IEPs, including weak communication between the teachers and parents, the shortage of special education teachers, families' backgrounds and cultures, isolation of the parents in IEP meetings and lack of training for teachers. All of these are essential factors that impede IEP implementation.

Furthermore, teachers in most UAE schools have additional obligations to address the requirements of typical students from all backgrounds and cultures who are enrolled in the same classroom (Gaad 2006). However, the lack of clarity on the teachers' role in IEP data gathering hinders their capacity to develop and implement the IEP (Swain, Hagaman & Leader-Janssen 2022). In addition, teachers lack confidence in their ability to adapt, modify and accommodate students with SEN in inclusive classrooms (Gaad and Khan 2007), which influences the success of the students in the regular classroom setting.

Additionally, schools are responsible for providing teachers with clear guidelines on reviewing and implementing the IEP (Rotter 2014). However, if the school fails to provide teachers with the essential awareness of the IEP process, this will impact their capacity to give the necessary support to their students. Furthermore, regarding the online educational environment during the Covid-19 pandemic, teachers experienced many challenges in supporting and appropriately engaging students with disabilities in the online setting. Smith (2020) found that one primary challenge special teachers confront in an online instructional environment, compared with traditional education, is providing adequate special education services for children with multiple disabilities and developing and implementing IEPs due to the lack of technology training. Similarly, Lange (2021) reported that during the Covid-19 pandemic, teachers could not meet

the IEP goals for students with disabilities due to the limited contact between teachers and students. For example, students who need hands-on activities and use manipulatives to understand the lessons do not have access to these materials in a virtual environment, thus impacting their ability to meet the learning objectives.

To summarise, inclusive education requires teachers' participation in the IEP development process, which reduces the challenges they may experience in implementing IEPs for students of determination in a regular classroom setting. Furthermore, instructors' knowledge of IEP aspects and capacity to accommodate curriculum and classroom environment adaption for children with disabilities improves their chances of meeting the students' needs and reducing difficulties they may experience.

## 2.8 Best Practice of Developing and Implementing IEPs

There are several factors that enhance the best practice of developing and implementing the IEP for students with disabilities. Hurley et al. (2017) found that parents are considered a primary contributor in developing and implementing the IEPs for their children; thus, their inputs are crucial in the IEP process, which is considered not only a best practice but also a significant factor in improving their child's education. Parents can add vital information about their child's medical history, daily routine and needs. Furthermore, parents' involvement in the IEP process is one critical way to ensure their understanding of the targets and strategies that will be followed by the school to achieve their child's needs as mentioned in the IEP (Villa & Thousand 2016).

Furthermore, IEPs are considered student-centered inclusive practice, reflecting best practices to empower students with disabilities in the education system (Anderson & Keys 2019). Additionally, they are a core element of students' teaching and learning in a typical classroom setting (Whiting 2021). Also, they positively influence students with disabilities' academic achievement in inclusive classrooms (Wildes 2020). Enabling students to participate in the IEP process is crucial in order to give them the opportunity to become effective members of the IEP planning process (Cavendish, Connor & Rediker 2017).

Moreover, school principals' leadership methods and strategies play a pivotal role in delivering high-quality educational opportunities for students with disabilities, as they are considered knowledgeable about best practices in special education (Wildes 2020). However, in order to increase the implementation of inclusive practices, school leaders must provide teachers with professional tools and experience, encompassing structural and organisational support, collaborative mindset and commitment (Timothy & Agbenyega 2018).

Furthermore, students with disabilities who have special needs can benefit from co-teaching, in which a regular classroom instructor collaborates with a special needs teacher to instruct students with disabilities in the regular classroom (Sundqvist, Björk-Åman & Ström 2021); this is one of the best practices of IEP goals implementation. Moreover, classroom observations and continuous review of students' learning profiles enhance the ability to develop mutual goals between special education teachers and classroom teachers, enabling specific goals to be determinedfor each student of determination (KHDA 2017).

Additionally, there are several specialised talents that teachers in special education must possess before they can perform their various roles and duties in educating students with disabilities, and thus achieve best practice of developing and implementing the IEP. Hence, it is essential that teachers collect data, assess students' abilities and develop lesson plans using culturally and linguistically relevant ideas and methods to their performance level, in addition to their ability to develop meaningful IEPs to meet the diverse needs of their students (Tran, Patton & Brohammer 2018).

Furthermore, classroom teachers must be adaptable in their knowledge of various disabilities and teaching strategies, providing necessary accommodations to meet students' needs in the classroom. These must be documented in the IEP, and teachers must possess a thorough understanding of curriculum adaptation and modification to assist students with disabilities in reaching the curriculum standards (Sims 2015). Moreover, in terms of teacher professional development, it is critical to improve teachers' ability to build and implement high-quality standards-based IEPs (Kraut, Chandler & Hertenstein 2016), as well as boost their engagement in PD sessions (Hoover & Erickson 2015). To summarise, in order to reach a high level of real-

life inclusivity practices, all members of the IEP committee must collaborate in the development and implementation of the best practice of IEP.

# CHAPTER 3 – METHODOLOGY

## 3.1 Introduction

A qualitative research approach has been conducted to address the study aim, which is to investigate the efficacy of developing and implementing IEPs for students of determination in one private school in Dubai, and its influences on their inclusivity in the regular classroom setting. The researcher chose this method because it is highly significant for evaluating participants' thoughts, views and points of view in order to convey information in a unified manner through semi-structured interviews (Alamri 2019), which is inclusive education for students of determination. Therefore, the study focuses on determining whether teachers understand how to create an IEP to support the students of determination, the challenges they confront when adopting and implementing it, and their prior knowledge and experiences in developing high-quality IEPs. Thus, because teachers are one of the most important elements influencing the success of inclusive education in the school, this study focuses solely on teachers. In addition, it seeks to ascertain current teachers' attitudes toward adopting and implementing the IEPs and their influences on the inclusivity of the students of determination, as they are critical members of the IEP Committee.

Furthermore, the findings of this study will include critical recommendations for improving the quality of IEP development and implementation in the school as per the guidelines provided in the Dubai Inclusive Education Policy Framework. The researcher aimed to answer the main research question:

*'What is the effectiveness of developing and implementing the Individual Education Plan for students of determination in one private school in Dubai and its impact on their inclusivity in the regular classroom setting?'*

To address this question, the researcher divided it into four sub-questions:

(Q1) What are the current teachers' attitudes toward adopting and implementing IEPs?

(Q2) What is the impact of teachers' attitudes toward adopting and implementing IEPs on the inclusion of students of determination in a regular classroom setting?

(Q3) To what extent do the parents participate in the IEP development and implementation?

(Q4) What are the recommendations to improve the quality of IEP development and implementation in the school?

The study consists of six chapters. Chapter One is the Introduction, addressing study background, definitions of key terms, study purpose and research questions, study objectives and a summary of the methodology the researcher followed in conducting the study. Chapter Two is the literature review of the related previous studies conducted on the topic. Chapter Three is the methodology, which describes how the researcher conducted the study and the methods of data collection and instruments used to collect the data. Chapter Four presents the findings, describing and analysing the results of the data collected from interviews and official and confidential documents. Chapter Five consists of the discussion of the findings and the conclusion. Lastly, Chapter Six presents the essential recommendations for improving the quality of the IEP development and implementation in the school, as well as the recommendations for further research.

## 3.2 Research Site and Access

A private school in Dubai was examined, to see how the IEP was implemented and how it affected the inclusiveness of students of determination in accordance with Dubai's Inclusive Education Policy Framework. After obtaining permission from the principal to access the school's confidential records, the researcher chose to use the qualitative approach, because this illustrates a subjective evaluation of beliefs, behaviours and attitudes. In addition, all data was collected in the exact location of the study's participants.

## 3.3 Data Collection Tools

The researcher decided to use the official and confidential documents, together with semi-structured interviews to collect data.

### 3.3.1 Interview

The researcher collected the data qualitatively using semi-structured interviews scheduled with ten teachers via email communication. The researcher guided the teachers through a questionnaire consisting of eight open-ended questions during the interviews, to permit teachers to freely discuss their experiences and difficulties in creating and carrying out individualised education plans for their students. In addition to their background and knowledge of the IEP, each interview lasted ten minutes**.** Table 1 shows the interview questions (Appendix D).

**Table 1***: The Interview Questions*

| Question Number | Questions |
|---|---|
| **Q1** | What do you know about the IEP? |
| **Q2** | What is your attitude toward adopting and implementing the IEP (how do you assess, evaluate and monitor students' progress)? |
| **Q3** | Are you a member of the IEP committee? |
| **Q4** | How do you participate in the IEP meeting? |
| **Q5** | What is your role in the IEP process? |
| **Q6** | What are the best practices you apply to adapt the learning environment to meet students' individual needs? |
| **Q7** | Do parents participate in the IEP meetings? |
| **Q8** | What are your recommendations to improve the quality of IEP development and implementation in the school? |

### 3.3.2 Official and Confidential Documents

The school's inclusion policy has been accessed after obtaining approval from the school principal in order to compare the headlines and procedures followed by the school to develop and implement the IEP_ process in accordance with the Dubai Inclusive Education Policy guidelines.

## 3.4 Participants

Because teachers are one of the most important elements influencing the success of inclusive education in the school, this study focused solely on teachers. Therefore, the participants were ten teachers from corporatising elementary and middle schools. Six of the teachers were from elementary school, and four teachers from middle school.

It was essential for the participants' demographic data to be collected and documented by the researcher in order to understand the teachers' educational background and their experience of teaching the students with determination in an inclusive school environment, and whether they had received training in this field or not. Table 2 includes the demographic data of the study participants.

**Table 2: The Demographic Data of the Study Participants**

| Participants | Gender | Age | Qualification in Education | Years of Experience | Received Special and Inclusive Education Training |
|---|---|---|---|---|---|
| 1 | Female | 27 | Bachelor's degree | 4 | Yes |
| 2 | Female | 30 | Master's degree | 7 | No |
| 3 | Female | 29 | Bachelor's degree | 5 | Yes |
| 4 | Female | 40 | Bachelor's degree | 13 | Yes |
| 5 | Female | 36 | Bachelor's degree | 7 | Yes |
| 6 | Female | 35 | Master's degree | 10 | No |
| 7 | Female | 28 | Master's degree | 5 | No |
| 8 | Female | 32 | Master's degree | 4 | No |
| 9 | Female | 25 | Bachelor's degree | 5 | Yes |
| 10 | Female | 33 | Master's degree | 6 | Yes |

All teachers in this study were females aged between 25 and 40. The range of their experience in the education field was 4–13 years. Six teachers had received training in special and inclusive education, and four had not.

## 3.5 Data Analysis

The data was analysed using Microsoft Word and Excel in order to reach the results for this study for all the data collected from the semi-structured interviews and from the official and confidential documents.

### 3.5.1 Semi-Structured Interviews Analysis

Semi-structured interviews successfully enable cooperation between both the researcher and the participants (Kallio et al., 2016). Therefore, the researcher decided to conduct ten interviews with the study participants to collect data about the effectiveness and challenges teachers experience when developing and implementing the IEPs for students of determination, and how this affects these students' inclusion in regular classroom settings. Moreover, the thematic analysis has been addressed in this study to analyse the data gathered from the interviews with the participants because it is the ideal approach to generate themes, patterns of meaning and codes from qualitative data (Clarke, Braun & Hayfield 2015).

### 3.5.2 Official and Confidential Documents Analysis

The second tool used for collecting the data was the school's inclusion policy document, which includes the essential guidelines to apply inclusive education in the school and Dubai Inclusive Education Policy Framework 2017, which aims to empower educational service providers, the government and local regulations across Dubai to promote inclusive education by comparing and contrasting the two documents in order to examine whether the school follows and effectively implements the guidelines provided in the framework. Moreover, the researcher used a coding technique to analyse data by categorising the main elements related to answering the research's main and sub-questions using Microsoft Word.

## 3.6 Reliability and Validity

Reliability and validity are the two essential components that must be considered in order for all research to guarantee sufficient quality of results (Cypress 2017). Therefore, before and after the collection of the data, the researcher must guarantee the validity of the research instrument, which focuses on what can be measured and how accurately it measures. Furthermore, reliability

is a crucial necessity to find whether the data collected is similar to the study results or not (Mohajan 2017).

## 3.7 Ethical Considerations

### 3.7.1 Permission to Conduct the Study

The researcher had to fill in the BUiD ethics form (Appendix A) to obtain the permission to conduct the research from the University's Research Ethics Committee, in order to enable the research to be ideally conducted as per the guidelines mentioned in the guide. Further, permission from the school principal (Appendix B) has been taken before data collection and access to any school's confidential documents.

### 3.7.2 Confidentiality and Anonymity

The names of participants were anonymous due to ethical considerations and privacy. Additionally, the researcher documented all data collected on a personal device protected by a password to guarantee the confidentiality of data collection.

### 3.7.3 Consent Letter

A consent letter was distributed in order to obtain the permission of ten teachers from the Tow sections (elementary and middle schools) to participate in this study (Appendix C). However, due to ethical concerns, the names of the participants were shrouded in secrecy.

# CHAPTER 4 – FINDINGS

This chapter provides the results of this study, which have been corporatised from the data collected from official and confidential documents and interviews with the participants, by analysing the data thematically based on the different thoughts and attitudes toward developing and implementing the IEP in one private school in Dubai. Furthermore, it describes the effectiveness of the IEP and its impact on the inclusivity in regular classroom settings for students of determination and the essential roles and responsibilities of the school's IEP team members in the IEP process. Moreover, it includes the essential information about the study site and participants.

## 4.1 Information of the Study Site

The study was conducted at one Inclusive American school in Dubai and followed the Common Core State Standards (CCSS) of California. The school had a total of 2,060 students and 140 teachers. The school followed the Knowledge and Human Development (KHDA) school's guide for empowering and supporting the students of determination. The school site's facilities are ideal for providing special education services.

## 4.2 Information of the Study Participants

The total number of participants in this study was ten teachers: six teachers from elementary school and four teachers from middle school. All were females with several years of experience teaching in the inclusive classroom. All the interviews with the teachers were scheduled via email to book the appointments. Each interview lasted for ten minutes. The researcher guided the teachers through open-ended questions related to the main research question to give them the chance to speak freely about their experience of developing and implementing the IEPs for students of determination. With regards to their qualifications, five teachers had a Bachelor's degree in education and five had a Master's degree in education. Most of the participants had received training in special and inclusive education. Six of them had received and had prior knowledge of how to support the students of determination and of how to effectively develop and implement the IEP, and four had not.

## 4.3 Official and Confidential Documents

The official and confidential documents are the primary sources the researcher has used to understand the guidelines the school follows to develop and implement the IEPs for students of determination. It consists of three essential documents: the school's inclusion policy document, the Dubai Inclusive Education Policy and the Individual Education Plan document.

### 4.3.1 Dubai Inclusive Education Policy Framework

The Dubai Inclusive Education Policy Framework includes clear guidelines for schools and education providers on developing an inclusive school community. It provides a guide for schools to implement inclusive education standards and the roles and responsibilities of each team member to reach high inclusive education standards and guarantee high-quality education delivered to students of determination. Therefore, The Knowledge and Human Development Authority (KHDA) has developed a supplementary guide to support Dubai private schools' leaders in implementing inclusive education standards mentioned in the Dubai Inclusive Education Policy Framework of 2017.

Furthermore, this guide can be used by private school leaders, teachers, students and parents (KHDA 2019). Furthermore, systematic and sustainable support is needed to achieve high-quality inclusive education. Thus, schools must provide a dynamic educational environment and be at their full capacity to provide the needed support for students of determination by removing barriers to learning. Schools' staffing structure must enhance professional roles to implement the inclusive education standards; those professionals are the inclusion support team, which consists of the school principal, inclusion champion, leader of the provision, support teacher, classroom teacher and learning support assistant (LSA), and each member of the team has specific roles toward implementing the inclusive education.

This section of the study findings indicates the roles and responsibilities of each member of the IEP team, which consists of five essential members who must work collaboratively to ensure the eligible special education services are provided to all students of determination as per the Dubai Inclusive Education Policy Framework of the year 2017.

*4.3.1.1 The Role of the School Principal*

Strong leadership enthusiasm is crucial in promoting inclusive schools; the school principal is the primary contributor to the generation of an inclusive environment by allowing teachers, students and parents to show inclusivity and promote inclusive practices. In addition, they are an essential part of the inclusion support team and their role comprises several responsibilities (KHDA 2019):

- Determine the school inclusion vision and mission and develop an inclusion policy with the inclusion team members.
- Ensure the collaboration between team members across the school.
- Develop and implement a high-quality inclusive development plan.
- Encourage inclusive education best practices and provide the needed professional developments for teachers to enhance their ability to support the students of determination.
- Monitor the development and implementation of IEPs across the school.

*4.3.1.2 The Role of Inclusion Champion*

The inclusion champion must be an effective communicator, a qualified educator and a proficient practitioner who believes strongly in the significance of inclusive education systems. Thus, the inclusion champion plays an essential role in:

- Promoting new ideas and strategies to develop the inclusive education in the school.
- Interacting effectively with community input through favorable relationships and well-developed interpersonal skills.
- Communicating directly with the senior leaders.
- Providing the essential motivation for teachers and other members of the support team to improve inclusive education over time (KHDA 2017).

*4.3.1.3 The Role of the Leader of Provision for Students of Determination*

The leader of the provision must have extensive knowledge of the barriers to learning that may influence student success and the challenges teachers may face when it comes to identifying and

supporting the students of determination; thus, the leader of provision plays an essential role in supporting classroom teachers in identifying and developing unique classroom techniques and practical strategies to support students of determination (KHDA 2019):

- Working collaboratively with classroom teachers to identify, observe and assess special educational needs.
- Liaising with other school professionals such as school counsellors, principals, teachers and other professionals from outside the school to promote student well-being and overall development.
- Providing the essential awareness for both parents and teachers.
- Promoting high assumption of students' learning, teaching and achievement.
- Supporting teachers in developing creative activities to support students of determination.
- Scheduling IEP meetings to promote the development of IEPs.
- Monitoring students' progress and teachers' role in the development and implementation of the IEP.
- Encouraging classroom teachers to bridge the academic gap for students of determination.
- Implementing high-quality interventions for both individual and small groups of students.

### 4.3.1.4 The Role of the Support Teacher

'This role is crucial to the success of inclusive education in school and must be prioritized' (KHDA 2019). Support teachers are highly qualified teachers who have in-depth knowledge, essential experience and can incorporate inclusive techniques into their teaching practices. The school principal must ensure that each support teacher has the professional skills for inclusive education.

Their core responsibilities as per the Dubai Inclusive Education Policy Framework are:

- Act as a coach, model and professional mentor to support the classroom teachers in meeting the individualised needs of each student of determination.

- Spend 60% of their time working on activities that enhance inclusive education in classrooms and spend 25% of their time with students, either individually as one-on-one support outside or in the classroom, or in a small group to implement interventions.
- The support teacher should continue to pursue knowledge and effective pedagogy through professional tools such as webinars, communicating with colleagues and connecting with other professional learning groups.
- Ensure that the classroom teacher can adjust the formative and summative assessments for students of determination.
- Monitor and evaluate teachers' inclusion and determine further development.
- Engage in co-planning with the classroom teachers.

### *4.3.1.5 The Role of the Classroom Teacher*

The classroom teacher is responsible for working collaboratively with the support teachers, parents and learning support assistants (LSAs). They must maintain continuous professional development to enhance inclusive education according to Dubai Inclusive Education Policy Framework (2019). Teachers are responsible for:
- Assessing, evaluating and monitoring students' progress.
- Adapting the learning environment to meet students' individual needs.
- Working directly with other school professionals.
- Planning and delivering lesson plans.
- Accommodating and modifying learning objectives as needed to maximise students' achievement.
- Taking part in developing and implementing the IEP goals for students of determination.
- Communicating with the parents.
- Promoting students' communication skills with their peers.

### *4.1.3.7 The Role of the Learning Support Assistant*

In Dubai schools, the learning support assistant (LSA) has an essential role in supporting the students of determination and is called a 'Shadow teacher'. The LSA has the right to attend the ongoing professional development sessions provided by the school and work alongside the

classroom teacher in lesson planning and preparation of activities for students of determination (KHDA 2019). The LSA's roles are:

- Providing individual support for particular students.
- Providing support sessions outside the classroom.
- Providing support for groups of students.
- Coordinating with the leader of the provision for students of determination.
- Developing social, emotional and behavioural skills for students.
- Working cooperatively with the classroom teacher to monitor the students' progress.

### 4.3.2 School's Inclusion Policy

The school's mission and vision aims to provide special education services for students of determination were clearly stated. Its mission aims to provide high-quality special education services reflecting the local and international education standards to prepare the students of determination to become influential members of the community and lifelong learners and prepare them for life challenges. Its vision is to use all the available resources to ensure the provision for students of determination who are eligible for special education services through developing, implementing and effectively monitoring their progress and guaranteeing their receiving of an IEP aligned with their strengths and needs.

The school principles of inclusion consist of several important terms: firstly, enable the students of determination to reflect on their own learning and to participate in the IEP meetings to encourage their involvement in teaching and learning; secondly, all teachers within the schools have essential roles and responsibilities to support the students of determination and they are an influential part of the IEP team; thirdly, parents are effective members of the IEP team with the right to participate in the IEP meeting process and their inputs are invaluable. Furthermore, the school provides a multi-tiered system to support the students of determination emotionally, behaviourally and academically.

Furthermore, referring to the school's policy in supporting the students of determination, the school followed the KHDA categorisation to identify the students with disabilities, which reflects its commitment to providing high-quality support for them regardless of their ability or disability. Moreover, it provides support for intellectually gifted and talented students after

identifying them by the specialised team consequently after filling the checklist form (Appendix E) by providing them with Accelerated Learning Plans (ALPs) (Appendix F) following the flowchart for identifying the gifted and talented students (Appendix H) which directly aligns with the Dubai Inclusive Education Policy Framework.

Referring to the confidential data of the school's students of determination, Table 3 summarises the variety of categories of disability.

**Table 3 Categories of Disability**

| Category of Learning Disability | Number of Students |
| --- | --- |
| Autism Spectrum Disorder | 11 |
| Attention Deficit Hyperactivity Disorder | 17 |
| Specific Learning Disorders | 31 |
| Hearing Impairment | 6 |
| Physical Disability | 5 |
| Developmental Delay | 6 |
| Communication Disorders | 12 |
| Intellectual Disability | 7 |

The table above provides information about the variety of categories of students of determination at the school, indicating an inclusive school community accepting a wide range of disabilities. The total number of students is 95, and the number of emirate students is 43. However, many teachers reported that all the students receive IEPs according to their learning barriers, reflecting the school's professionalism in supporting all the students despite their ability or disability, which aligned with the UAE philosophy of inclusive education.

Moreover, the policy includes the duties of each IEP team member and the special education committee and directly aligns with the framework. Also, it includes the guidelines for effectively monitoring students' progress and also includes suggested accommodations and instructional strategies in addition to curriculum adaptation and modifications to meet the diverse needs of the students to help them succeed at school. Furthermore, the observation form for teachers is

provided to effectively highlight what can be improved after conducting the observation (Appendix J) for the students.

Furthermore, the school adheres to delivering professional development sessions for teachers, as mentioned in the school's inclusion policy to improve their knowledge of the special education strategies and methods, inclusive education, referral procedure and the different disability categories aligned with the UAE unified categorisation of disability, such as Autism Spectrum Disorders, communication disorders, intellectual disability, developmental delay, multiple disabilities, Attention Deficit Hyperactivity Disorder and physical and hearing impairment by developing their knowledge and providing suggested strategies to support the students of determination in the inclusive classroom setting.

### 4.3.2 Individual Education Plan (IEP) and Assessments

The Individual Education Plan (Appendix K) is a document that contains all of the information necessary about the student of determination, such as learning profile, actual educational and functional performance level, learning barriers that must be overcome, strength, preferred learning style, areas of interest and reinforcement, best strategies and methods to improve student performance and individualised annual goals. Furthermore, all schools in Dubai are responsible for developing an IEP for each student of determination to ensure that the learning process runs smoothly and effectively; thus, all IEP team members must collaborate to achieve this goal based on the guidelines of the Knowledge and Human Authority (KHDA) and the Ministry of Education recommendations.

After reviewing multiple IEPs for students with disabilities at the school, the results show that the school adheres to the essential standards for developing IEPs for students of determination. Each student's actual performance level was documented and backed by evidence from observations conducted by the school's inclusion department, school running records and as stated in the students' psychoeducational reports. The learning hurdles and annual IEP goals matched the student's abilities. Furthermore, the IEP goals were curriculum-based, meaning they corresponded to the students' grade levels. Additionally, the IEP team members are mentioned in each IEP, which includes the names of the teachers teaching the student and their signatures. Moreover, the inclusion department is in charge of altering and modifying the

learning objectives and curriculum standards with the teachers to match the needs of the students and boost their learning potential.

With regards to students' formative and summative assessments, all the assessments aligned with the students' IEPs and their abilities in all subjects. Moreover, all the standards that are covered in the assessments are documented in the IEP for each student of determination. Furthermore, the assessments are accommodated for students who are eligible for taking the regular curriculum without modification by their teachers and sent for approval by the Head of Inclusion Department. On the other hand, for the students who are eligible for modified curriculum, all their assessments standards are modified and adjusted to meet their needs, which reflects the high-quality inclusive education best practice.

Furthermore, the school's lesson plans (Appendix L) include a section specifically for students of determination, which includes the name of each student, their performance level (IQ), the modifications or accommodations required for each student, as well as the learning objectives and curriculum standards mentioned in their IEP, which give the teachers the opportunity to easily prepare students' assessments based on the materials taught in class. With regards to the modification and accommodation sections in the school IEP, first hand, the modification section includes the details of the report card the student will receive by the end of the academic year and whether it will reflect a modified grade level, and the recommended test modifications to meet the student's individual needs, such as appropriate reading level that aligns with the student's current performance level, together with the needed adjustments and adaptations to ensure the transition process for the next grade goes smoothly for each student of determination.

On the other hand, the accommodation section includes suggested classroom accommodations that help the students of determination to fit into the regular classroom setting. Furthermore, the school provides professional development sessions and workshops for teachers, as highlighted in the policy, about how to effectively develop and implement the IEP for students of determination as mentioned in the school's inclusion policy by increasing their awareness of different disabilities at the school and how to provide the best support for students of determination and the essential strategies to bridge their academic gap. However, all the strategies communicated to teachers have been mentioned in the IEP for each student.

To encapsulate, the school adhered to the inclusive education guidelines provided in the Dubai Inclusive Education Policy Framework and has developed its inclusion policy based on it. As a result, the development and implementation of the IEP effectively obtain its targets, which are to support the students of determination and make each student feel appreciated and welcome in the school community.

## 4.4 Interview Findings

The semi-structured interviews required the teachers to participate in encapsulating their responses to reach three important themes in order to determine the essential recommendations to improve the quality of IEP development and implementation in the school, and to answer the research question *'What is the effectiveness of developing and implementing the individual education plan for students of determination in one private school in Dubai and its impact on their inclusivity in the regular classroom setting?'* These themes are:

> **Theme 1:** Indicates teachers' attitudes toward developing and implementing the IEP for students of determination.
>
> **Theme 2:** Indicates the impact of the IEP on inclusivity and success of students of determination and their parents' involvement in the IEP process.
>
> **Theme 3:** Indicates the participants' knowledge and ability to support the students of determination through best practices.
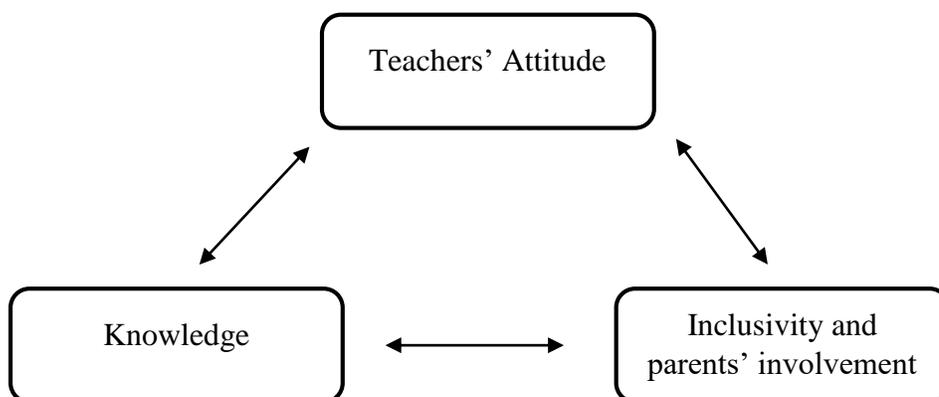


**Figure 2. Study Themes**

The findings are presented according to the study aims. The interview questions were firstly focused on finding whether the teachers have knowledge of the essential elements of IEPs and the process of their development and implementation, as well as the teachers' attitudes toward these. Secondly, the questions aimed to find if the parents are involved in the IEP meetings. Lastly, the interview probed the impact of IEPs on the inclusion of students of determination in the regular classroom setting.

**4.2.1 Evaluating Knowledge of the Individual Education Plan by Opinion of Teachers**

**Table 4. Teachers' Answers Regarding the Question 'What do you Know about the IEP?'**

| Answers | T | % |
|---|---|---|
| It's about the accommodation and modifications | 7 | 70% |
| I am not sure | 3 | 30% |
| **Total** | 10 | 100 |

The table above shows that 7 out of 10 teachers who participated in the study already have a knowledge background about the IEP, while 3 out of 10 do not know what it is. Here are some examples of teachers' answers:

*'IEP is the individual learning plan for students of determination that explains the accommodation, recommendation and differentiation for each student with individual learning needs.'*

*'It is an individualised plan created by the inclusion department in order to help teachers cater for the students' needs through applying the accommodations or the modifications necessary to help students learn.'*

*'It is a document to help the students with disabilities to achieve goals at their level and encourage them to improve their academic progress and social development through ideal classroom accommodations, and work on their needs to empower their strengths and reduce their difficulties.'*

*'It is a tool used to identify the SEND student case, analyse the situation and set future academic goals through accommodating the curriculum, assessments and plans according to the student's needs.'*

*'I am not sure about what it is about, but it is prepared by the inclusion department.'*

**Table 5. Teachers' Answers Regarding the Question 'How Do You Assess, Evaluate and Monitor Students' Progress?'**

| Answers | T | % |
|---|---|---|
| Knows how to assess, evaluate and monitor students' progress | 7 | 70% |
| Does not know how to assess, evaluate and monitor students' progress | 3 | 30% |
| **Total** | 10 | 100 |

The interviewees' responses revealed a positive attitude toward developing and implementing the IEPs, supporting and educating the students of determination in regular classroom settings. A total of 70% of the interviewees showed experience and knowledge of the essential IEP components and how effectively they assess, evaluate and monitor students' progress. In contrast, 30% showed a lack of knowledge of the IEPs and mentioned that they have never been involved in IEP meetings, which reflected a negative attitude toward IEPs. There follows a set of examples of teachers' answers:

*'I do implement the IEP in differentiating students' worksheets as per the IEP recommendations, but for assessing and evaluating my students I use my own assessment as per the grade standard. I do the accommodation needed for the assessment according to my students' needs based on their actual progress in class. I don't follow the performance level as per mentioned in the IEP in the student profile section. The standards taught in the curriculum are not mentioned in the IEP.'*

*'I believe the IEP allows teachers direct and specific support as it very clearly outlines what steps we need to take and how we can adjust our teaching methods and implement new strategies to support the students. Student progress is reviewed several times throughout the year and targets are updated. Targets that have not yet been achieved are reviewed and*

*adjusted if need be. Student progress is monitored through regular feedback to the SEND*
*Coordinator and in class observations are conducted regularly by the teacher and SEND*
*coordinator.'*

*'I find that the IEP is very helpful for me as a teacher as it helps me in planning, designing*
*activities and exams and monitoring the students' progress in a timely manner.'*

*'It's a good positive attitude, because I know how to support the child, assess and evaluate*
*through formative and summative assessments. I can monitor by keeping records for*
*students' work and compare the leaners' own progress by the beginning and the end of the*
*year.'*

*'I was never involved in IEP meetings throughout my career in the school.'*

**Table 6. Teachers' Answers Regarding the Question 'Are You a Member of the IEP Committee?'**

| Answers | T | % |
|---|---|---|
| Yes | 6 | 60% |
| No | 4 | 40% |
| **Total** | 10 | 100 |

As presented above, less than half (40%) of the participants were not aware that they are essential parts of the IEP committee and that their participation in the IEP process is crucial. In comparison, 60% knew this; nevertheless their roles and responsibilities have not been clearly communicated to them. Examples of teachers' answers are as follows:

*'Actually, I am a member of the IEP committee, but I don't know what are my roles and responsibilities to support the students of determination.'*

*'No, I am not a member of the IEP committee.'*

**Table 7. Teachers' Answers Regarding the Question 'How Do You Participate in the IEP Meetings?'**

| Answers | T | % |
|---|---|---|
| Invited | 3 | 30% |

| | | |
|---|---|---|
| Never invited | 6 | 60% |
| Limited participation | 1 | 10% |
| **Total** | 10 | 100 |

It is clearly shown that 60% of the teachers were never invited to the IEP meetings throughout the academic year, which indicates a lack of communication between teachers and the Inclusion Department. In contrast, only 3/10 of the teachers were invited to the IEP meeting, whereas 1/10 showed a lack of participation due to a heavy workload. There follows a set of examples of teachers' answers:

*'I was never involved in IEP meetings throughout my career in the school.'*

*'Unfortunately, my participation is very limited due to the workload.'*

*'I haven't been invited to such a meeting.'*

*'I meet weekly with the Head of Inclusion and support teacher to discuss the progress of the student.'*

*'From my previous experience, IEP meetings were set by the SEND Coordinator regularly to which the teacher, parent and shadow teacher were invited. The child's progress was discussed: what's working well, what improvements need to be made and what is the progress pertaining to the targets.'*

*'With the parent, principal and the Inclusion department. We discuss the progress of the child, discuss the areas of improvement and change the learning and teaching strategies as SEN students need a variety of and ongoing changes in learning methods.'*

**Table 8. Teachers' Answers Regarding the Question 'What is Your Role in the IEP Process?'**

| Answers | T | % |
|---|---|---|
| I know | 4 | 40% |
| I do not know | 6 | 60% |
| **Total** | 10 | 100 |

As shown in the table above, 60% of the interviewees stated that they were unaware of their roles in the IEP process, which indicates a lack of communication among the IEP committee. In comparison, 40% reported that they were aware of their responsibilities and roles in the IEP process. Here are several examples of teachers' answers:

*'I don't know what are my roles and responsibilities to support the students of determination.'*

*'I don't know my role.'*

*'I did not receive it, I do not know.'*

*'Initially sitting with the subject planners when it comes to assessments. Discuss with the support teacher the given topics in class in order to give the needed push-in and pull-out support. Discuss the suggested strategies and tools during the IEP meetings.'*

*'I always give and provide with information about my child's level, as well as putting in a plan with educational goals that the student needs to meet at the end of the year.'*

*'Checking and listing the educational goals that need to be met during this specific school year and ensuring that I am implementing several teaching strategies that tailor the student's needs including differentiation of the task, complexity level or the learning area. Moreover, I can accommodate a certain activity or task to suit the learner.'*

**Table 9. Teachers' Answers Regarding the Question 'What are the Best Practices to Adapt the Learning Environment to Meet Students' Individual nNeeds?'**

| Answers | T | % |
|---|---|---|
| Co-teach with the SEND teacher | 2 | 20% |
| 1:1 Support | 6 | 60% |
| Provide instructional materials | 2 | 20% |
| **Total** | 10 | 100 |

Table 9 reveals the answer to the question 'What are the best practices to adapt the learning environment to meet students' individual needs?' and it is comprehensible that there is a variety of responses given regarding the best inclusive education practices for teachers to follow to adapt the learning environment for students of determination to meet their individual needs. The

results have been divided into three categories: only 2 out of 10 teachers chose 'Co-teach with the SEND teachers', 6 out of 10 teachers answered 'Provide one-on-one support' and 2 out of 10 teachers stated that they provide instructional materials. Examples of teachers' answers are as follows:

*'The students of determination are usually seated with the teacher unless the student is capable of performing without support. Sometimes, I assign the buddy system, provide instructional materials such as multiplication square, graphic organiser and manipulatives and co-teach with the special education teacher.'*

*'I generally get the students to sit near the teacher's desk, allow students to use any extra technological help (for example headsets, links, etc.), have one-on-one support minutes, individualised instructions, simpler graphic organisers and questioning strategies.'*

*'Adjust the learning environment by making use of different teacher methods and strategies. Place the student close to the teacher to take one on one support.'*

**Table 10: Teachers' Answers Regarding the Question 'Do Parents Participate in the IEP Meeting?'**

| Answers | T | % |
|---|---|---|
| Yes, they participate | 5 | 50% |
| No, they do not participate | 3 | 30% |
| Not sure | 2 | 20% |
| **Total** | 10 | 100 |

The table above displays that 50% of the teachers stated that the parents are essential to participate in the IEP meetings and play a significant role in their child's progress. In comparison, 30% of the teachers answered that they do not participate in the IEP meetings based on their experience working in the school, whereas 20% of teachers were unclear regarding whether or not the parents participate in the meetings. Examples of teachers' answers are as follows:

*'I suppose that parents are contacted only via emails as I have never been in an IEP meeting with the SEND department and the parents.'*

*'No, they are not involved.'*

*'Yes. After meeting with the educational team, parents are then invited to participate in IEP meetings.'*

*'I think that parents participate in the IEP.'*

*'I think parents should play a big role in their children's learning.'*

**Table 11: Teachers' Answers Regarding the Question 'What Are Your Recommendations to Improve the Quality of IEP Development and Implementation in the School?'**

| Answers | T | % |
|---|---|---|
| Hire more support teachers, increase number of PD sessions to raise teachers' and parents' awareness, conduct IEP meetings and increase number of support sessions provided by the inclusion department | 10 | 100% |
| **Total** | 10 | 100 |

Table 11 confirms that 100% of the interviewed teachers and facilitators agreed on the same point, which suggested several recommendations to improve the quality of IEP development and implementation in the school, such as increasing the number of learning support teachers due to the lack of support provided by the inclusion departments. Secondly, they felt regular IEP meetings should be conducted with the committee to effectively develop the IEP for each student of determination. Furthermore, they felt the number of professional development sessions for parents and teachers should be raised to make them more involved in the students' learning process. Here is a set of responses from the teachers who participated in the study:

*'To conduct regular meetings with the IEP committee, focusing on increasing the push-in sessions and pull-out sessions when required only. More follow up from the inclusion department on students' progress.'*

*'I think that the SEND department must have informational meetings with teachers from the very beginning of the year, and share with the teachers the necessary information about the students, the plans, the procedures and the interventions. Also, the SEND department needs to be extended by hiring more support staff so that students can get*

*enough and continuous support. On the other hand, meetings with SEND parents must be done on a weekly basis to better monitor students' progress, submissions and expectations.'*

*'To involve the teachers in the process, and raise the number of the learning support teachers and provide with more visual and hands-on resources. It would be helpful as well to get more support sensory rooms for the kids. Ask the support team to raise the parents' awareness of their child's needs and our expectations.'*

*'To inform teachers about the elements of the IEP and what is expected from the teachers in more detail. Provide workshops based on activities that we can use with children in the class. More support teachers in the classroom to support the students of determination.'*

*'Have more available support teachers to support the teacher in the push-in classes. Involve the support teacher more in the planning and even discuss the IEP goals with the student to be aware of what is going on and what he needs to work on. Organize SEND school activities to boost the students' confidence and to feel their value in public.'*

*'I believe we require direct support from the SEND department for implementation of the IEPs – however to make this work at AKIS the ratio of SEND teachers to SEND students is not equal nor beneficial for the students. More resources from the school need to be put into the inclusion department to provide support to the SEND and homeroom teachers.'*

*'We should have more inclusion staff to assist SEN students and for the development of their targets.'*

*'Expand the IEP team to make sure that all the students who need IEPs are getting enough time with teachers to work and improve.'*

# CHAPTER 5 – DISCUSSION AND CONCLUSION

The purpose of this research was to examine the impact of creating and implementing an IEP on students' perceptions of their own academic success and to make crucial recommendations for enhancing inclusive education based on teachers' perspectives and current inclusive practices. It also seeks to investigate whether or not the institution follows the Dubai Inclusive Education Policy Framework when developing and implementing the IEP, considering the teachers as essential parts of the IEP process in order to answer the main research question *'What is the effectiveness of developing and implementing the Individual Education Plan for students of determination in one private school in Dubai and its impact on their inclusivity in the regular classroom setting?'* The official and confidential documents are the primary sources the researcher has used to understand the guidelines the school follows to develop and implement the IEPs for students of determination.

The school inclusion policy and procedures included in the document were aligned with the Dubai Inclusive Education Policy Framework and aimed to reach a high level of inclusive education standards. It is fully detailed and contains all the essential procedures the school follows to effectively implement inclusive education. Nevertheless, the practical results indicated mismatching between what was mentioned in the document and what has actually been practiced in the school regarding the development and implementation of the IEPs, which therefore negatively affects inclusivity for students of determination and their indicated rights in the school.

The Semi-structured Interviews data analysis results revealed that most teachers are familiar with the IEP and have a positive attitude toward educating students with disabilities, as well as providing the necessary adjustments to fulfill their individual learning needs through classroom accommodation and curriculum adaptation without participating in determining their individualised targets. Nevertheless, the majority of the interviewed teachers were unaware of the IEP or stated they had never participated in IEP meetings and lacked knowledge of the inclusion policies and procedures. Furthermore, the teachers who participated in the study revealed positive attitudes toward supporting and educating students with disabilities in regular

classroom settings by providing one-on-one support to their students. Over and above, their participation in the IEP process was limited due to malfunction in communication between them and the Inclusion Department. One teacher, for example, reported that the Inclusion Department developed the IEP without her participation and that she is only responsible for implementing the accommodations included in the IEP to meet the student's individualised targets, indicating a lack of understanding of her critical role in determining the IEP annual targets for her student.

The findings reveal a misalignment between what is stated in school inclusion policy documents about teachers' duties and responsibilities and what they actually perform. According to the study by Lambrecht et al. (2020), one of the most significant aspects of implementing IEPs is having students chronicle their own learning experience and participate in IEP planning, monitoring and evaluation. Due to a misunderstanding of the students' essential role in the IEP process, participants were not aware of whether the students participated in the IEP or not. The majority of teachers stated that their role was never communicated to them. As a result, they are unaware of their essential duties in the IEP process and lesson planning for their students, which must be communicated to them through effective collaboration between teachers and the inclusion support team and other professionals working with the students of determination.

Furthermore, the interviewed teachers' replies regarding the parents' participation in the IEP meetings showed a fluctuation between them; most teachers mentioned that parents should participate in the IEP meetings and play a significant role in their children's progress. In comparison, other teachers were unsure if they should participate. Rotter (2014) stated that schools are responsible for providing clear roles to teachers for reviewing and implementing IEPs, which essentially would reflect on the students' academic and behavioural achievement and attainment. However, the data collected indicated that the school did not provide teachers with the requisite awareness of the IEP process, IEP components, accommodations and curriculum adaptation and most of them depended on their personal and prior experiences to support the students of determination without determining their individualised targets.

The individualised support provided for students of determination in order to implement their individualised targets was limited due to the low number of learning support teachers and special educators in the school, while IEP progress monitoring was unclear and no records were found as evidence. However, teachers who participated in the study were concerned about the low

number of support teachers, stating that the school must expand the number of support teachers because the current provision provided by the Inclusion Department was inadequate. In addition, all of the teachers recommended that the school conduct regular meetings with the IEP committee to successfully develop the IEP for each student of determination and to allow them to become influential members of the IEP process. Additionally, they recommended increasing the number of professional development sessions for teachers and parents to raise their awareness and increase their knowledge of inclusive education and various disabilities. Moreover, they reported that their roles and responsibilities must be assigned and clearly transferred and communicated to them in order for them to become knowledgeable of how best they can support the students of determination and their families. Finally, the data results indicated that the execution and creation of IEPs is a recognised concern that must be addressed and resolved.

Regarding the IEP structure, it has been noticed that the school effectively developed the IEP template. It includes all the essential high-quality components for implementing inclusive education best practices. However, the lack of teachers' training in effectively implementing the interventions for students of determination affects student attainment and achievement in school. Meanwhile, behaviour-wise, there is no evidence that the school includes the social and behaviour targets in the IEP to support the learners with behaviour disorders, which mainly affects the inclusivity of students of determination in the classroom.

# CHAPTER 6 – RECOMMENDATIONS

## 6.1 Recommendations to Improve the Quality of IEP and Inclusive Education

The documents and Semi-structured Interviews conducted with the teachers that the researcher has accessed and analysed significantly assisted to arise the finest general recommendations as follows:

Firstly, improve the quality of IEPs with regards to developing and implementing the individualised targets for each student of determination in the regular classroom setting; for instance:

(a) Guide facilitators and teachers in providing the necessary support when it comes to preparing IEPs for each student;

(b) IEP targets to be aligned with the grade level standards and determined collaboratively with the teachers;

(c) Increase the teachers' knowledge of the IEP and its essential components;

(d) Encourage the use of the IEP as a reference document to support the students' determination.

Secondly, essential strategies should be suggested to improve inclusive education practices in the school, which will help to make the students, teachers and parents (all stakeholders) more involved in the learning process and increase their participation in preparing IEPs to help the students reach the fullest learning potential. These strategies include:

(a) Expanding the number of learning support teachers by hiring qualified special and inclusive education teachers who can work alongside the classroom teachers and participate in co-planning and co-teaching;

(b) Sharing the duties of each inclusion IEP team member mentioned in the Dubai Inclusive Education Policy Framework by the beginning of each academic year;

(c) Setting regular meetings with the teachers to inform and notify them of their students' strengths and needs;

(d) Aligning the IEP annual goals with the grade level curriculum standards, which would mainly reflect effectively on students' attainment in the school;

(e) Adding an essential part to the IEP annual goals, which is the behaviour and communication section, to plan effectively for the students with behaviour disorders;

(f) Creating assessments according to the IEP set goals;

(g) Ensuring that classroom teachers implement interventions they have received from the Inclusion Department bi-weekly meetings;

(h) Preparing annual plans of Continued Professional Development (CPD) for all teachers and learning support assistants (LSAs) across the school to increase their knowledge about inclusive education;

(i) Raising teachers' awareness about the importance of the role of the inclusion department and the collaboration between teachers and the inclusion team;

(j) Ensuring that all the teachers receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice;

(k) Providing all members of the IEP committee with a signed copy of the IEP at all times as a working document.

In conclusion, to achieve high standards of inclusive education best practices, schools must understand current teachers' attitudes toward inclusion and provide continuous professional development for new and experienced teachers about inclusion and how best they can create and carry out the IEPs for students of determination in a regular classroom setting to help them succeed in life and encourage them to become influential members of society. Thus, the researcher has prepared a suggested action plan that must be taken into consideration to achieve best inclusive education practices as a consequence of IEP development and implementation at the school (Appendix M).

## 6.2 Recommendations for Further Research

This study examined the effectiveness of developing and implementing the IEPs for students of determination in one private school in Dubai and the impact on their inclusivity in the regular classroom setting. For further research, it would be worthwhile to extend the research to include several schools in other emirates in the UAE, such as Ajman and Sharjah, to obtain a wider UAE perspective.

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# APPENDICES

## Appendix A

## Buid Research Ethics Form



#### Research ethics form self-assessment

#### Application for approval of research activity involving human subjects, personal data, or confidential material

This application form is to be used by researchers seeking approval from the Research Ethics Committee.

Research that involves human subjects, personal data, or confidential material, and is associated with The British University in Dubai, cannot begin until ethical approval has been obtained.

Section I is a general research identification table.

Section II is for the details of the ethical matters your research might involve and the necessary steps you are planning to take to address them.

Section III is an ethics checklist that will help you identify your research risk level. If you answer 'Yes' to any one of the high risk statements, then your research is High Risk. If you answer 'Yes' to any one of the medium risk statements, and 'No' to all high risk statements, then your research is Medium Risk. If you answer 'No' to all high risk and medium risk statements, then your research is Low Risk.

If you have documents related to the ethical considerations of the research such as, for example, a consent letter, evidence of external approval, questionnaire samples or interview questions, you can enclose them with this form before submission.

I.    Research identification

| Name | Muntaha Badawieh |
|---|---|
| Faculty/Programme | Master of Education in Special and Inclusive Education |
| Contact number | 0543588300 |
| Email | 20003293@student.buid.ac.ae |
| Research type | √ Dissertation    □ Doctoral/Masters research   □ Module assignment |
| Research title | *The effectiveness of developing and implementing the IEP in one Private school in Dubai and its impact on the inclusivity of students of determination: A Case Study* |
| Date | 25 May 2022 |
| Submitted to (name) | □ Faculty nominated member (research projects):<br><br>□ Director of Studies (doctoral research):<br><br>√ Dissertation supervisor (Masters research): Prof. Eman Gaad |

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**Background and rationale for study** (this should be sufficient to justify the proposed research). Aims and objectives of the research (or the research question/s) and potential benefits of proposed research: 500 words max)

Examine the effectiveness of developing and implementing the IEP in one private school in Dubai and its impact on the inclusivity of students of determination.

The rationale for exploring this topic is to determine the educational influence of developing and implementing the individual education plan on the student of determination academic success. Moreover, the study recognizes the impact of adopting best inclusive education practices on students' academic achievements in a regular classroom setting.

The researcher's subjective proficiency (as an inclusion teacher in a private elementary school in Dubai that adheres to the KHDA's inclusive policy framework for implementing inclusive education) led to further data exploration. Moreover, the researcher has observed firsthand the challenges teachers face when developing and implementing the Individual Education Plan and then examined teachers' views regarding Individual Education Plan adoption per the Knowledge and Human Development Authority inclusive policy framework guidelines.

Research Questions:

*Q1: What is the current teachers' attitude towards adopting and implementing IEP?*

*Q2: What is the impact of teachers' attitude toward adopting and implementing IEPs on the inclusion of students of determination in a regular classroom setting?*

*Q3: What are the recommendations to improve the quality of IEP development and implementation in the school?*

*Conceptual Framework:*

1. Students of Determination
2. Special Education Services
3. Inclusive education
4. Individual Education Plan
5. Dubai Inclusive Education Policy Framework
6. IEP Committee

***Literature Review***

1. *Individual Education Plan Goals*

2. *Individual Education Plan Process*

3. *IEP Committee and components*

4. *Teachers attitude towards developing and implementing IEP*

5. *The effectiveness of parents' involvement in developing and implementing the IEP*

6. *The impact/influence of professional development on the quality of developing IEP*

7. *Best practice of developing and implementing IEPs in private school*

**Main ethical consideration(s) of the research**
(the ethical matters your research may involve)

With regards to ethical consideration the participants names will not be mentioned in the study and permission to access school confidential documents will be taken from the school principal.

**Methods of data collection**
(outline in detail how data will be collected and attach a copy of any questionnaires, interview schedules or observation guidelines to be used: 400 words max)

A qualitative research-based study will be conducted to examine the effectiveness of developing and implementing the IEP in one private school in Dubai and its impact on the inclusivity of students of determination as per Dubai's inclusive education policy framework guidelines.

The researcher has decided to use the qualitative approach because it shows a subjective evaluation of beliefs, behaviour, and attitudes. The research will be conducted at one private school in Dubai that adheres to the American curriculum and California's common core state requirements. A consent letter will be circulated to get the consent of ten Elementary teachers and the Elementary school principal to participate in this study. The names of participants will be anonymous due to ethical considerations and the data will be used only for study's records.

The researcher will use Microsoft Word to organize and evaluate all data that will be gathered from the interviews, official and confidential documents.

**Recruitment of participants**
(outline the number and type of participants involved; give details of how potential participants will be identified and invited to take part in the study; and how informed consent will be obtained: 300 words max)

The data collection will take place in the same setting of the participants (10 teachers) and it will be collected qualitatively. The researcher will collect data qualitatively using semi-structured will be scheduled in the Elementary and Middle school teachers and will answer open-ended questions to give teachers the freedom to talk about their experience and challenges in developing and implementing the individual education plan for students of determination for 15 minutes address the research questions. The researcher will guide the teachers during the interviews. The researcher will create an interview schedule, which is critical for collecting data quickly. The researcher will use tow data collection tools: Official and Confidential Documents, Semi-structured interviews with the participants.

*Please attach a copy of your information sheet(s), draft materials such as interview questions etc. and consent form as well as indication of planned time of issue/use. If you are not using a consent form, please explain why.*

**The interview will examine three questions to guide the teachers:**

1. What are your ***best practices*** *in developing and implementing the individual education plan for the students of determination?*
2. *What are the **challenges** you face when **developing** the IEP?*
3. *What are the **challenges** you face when **implementing** the IEP?*
4. *What are your recommendation to improve IEP quality?*

Dear Participant,

My Name is Muntaha Badawieh and I am a Master student in the British University in Dubai. You are kindly invited to take part in a research project entitled "Examine the effectiveness of developing and implementing the IEP in one Mainstream school in Dubai and its impact on the inclusivity of students of determination in one private school in Dubai". This research is a part of my master's thesis in special and inclusive education.

As a participant, you will participate in an interview about challenges you may face when developing the IEP and best practices towards adopting the IEP to meet students of determination needs, and your recommendations to improve quality of IEP development and implementation.

I consent to participate in the research project and the following has been explained to me:
- My participation is completely voluntary.
- My right to withdraw is preserved from the study at any time without any implications to me.
- There is no risk in participating in this project.
- I have a clear idea about my role in the interview.
- I am able to request a copy of research findings and reports.
- My personal information is secured and confidential.

In addition, I consent to:
- Audio – visual recording of any part or all research activity (if applicable)
- Publication of results from this study, on the condition that my identification will not be revealed.

Participant Name                                                    Date

Signature:

Time Frame:

| Task | Start Date | Due Date | Duration |
|---|---|---|---|
| Introduction<br><br>• Research Questions<br>• Rational<br>• Origin | 15/04/2022 | 5/05/2022 | 20 days |
| Literature review - reading the previous studies – latest in topic after 2015 | 6/05/2022 | 1/06/2022 | 24 Days |
| Identify the research methodology | 2/06/2022 | 10/06/2022 | 8 Days |
| Data collection | 11/06/2022 | 1/07/2022 | 20 Days |
| Data analysis | 2/07/2022 | 20/07/2022 | 18 Days |
| Research findings | 21/07/2022 | 5/08/2022 | 14 Days |
| Discussion | 6/08/2022 | 14/08/2022 | 8 Days |
| Finalizing the dissertation | 15/08/2022 | 30/08/2022 | 15 Days |
| Submission | 31/08/2022 | | |

**Potential adverse effects on participants and steps to deal with them**
(outline if you anticipate any potential harm or negative consequences including psychological stress, anxiety or upset which may be induced by the study, and the steps to be taken to address them)

| N/A |
| --- |
| **Steps to be taken to ensure confidentiality of data** <br> (outline steps to ensure confidentiality, privacy and anonymity of data during collection, storage and publication. Specifically identify any confidential or personal information, and/or any other party's protected intellectual property which you need to use and safeguard) |
| The researcher will take permission from the school principal to use confidential data for students like IEP and inclusion policy. |
| **Steps to be taken to ensure financial and commercial propriety** <br> (specifically identify any external funding or significant third-party financial involvement with the research) |
| N/A |
| **Other plans to address a particular ethical matter not mentioned above** |
| N/A |

III.    Research ethics checklist

*If you answer 'Yes' to any one of the high risk statements, then your research is High Risk. If you answer 'Yes' to any one of the medium risk statements, and 'No' to all high risk statements, then your research is Medium Risk. If you answer 'No' to all high risk and medium risk statements, then your research is Low Risk.*

| **High Risk** | | |
| --- | --- | --- |
| Will consent be coerced out of participants by those who would likely benefit from the research? | □Yes | √No |
| Will it be necessary for participants to take part in the study without their knowledge and consent at the time? | □Yes | √No |
| Will the study involve some form of invasion of privacy? | □Yes | √No |
| Is discomfort or harmful impact to participants likely to result from the study? | □Yes | √No |
| Is there a possibility that the safety of the researcher may be in question? | □Yes | √No |
| Will the research require the researcher to be deceptive or dishonest with the participants? | □Yes | √No |
| Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants? | □Yes | √No |
| Will the research have negative intrusive physical or psychological effects on the participants? | □Yes | √No |
| Will the names of the participants or the institution appear in the research? | □Yes | √No |
| Does the research involve the condition of destroying recorded data after it is used? | □Yes | √No |
| **Medium Risk** | | |
| Will the research involve governmental institutions or participants such as, for example, the military or the judiciary? | □Yes | √No |
| Will the study involve discussion of sensitive or potentially sensitive topics and issues? | □Yes | √No |
| Does the research involve potentially vulnerable participants (for example children, prisoners, or people with disabilities)? | □Yes | √No |

| | |
|---|---|
| Does the research involve participants that are unable to give consent? | ☐Yes √No |
| Will the research involve administrative or secure data that requires permission from the appropriate authorities before use? | ☐Yes √No |
| Will research involve the sharing of data or confidential information beyond the initial consent given? | ☐Yes √No |

| Risk level identified | √ Low | ☐ Medium | ☐ High |
|---|---|---|---|

The researcher undertakes not to deviate from the original consent granted by the University's Research Ethics Committee. The researcher bears full and sole responsibility for any deviation from this consent and all consequences arising from such deviation. The researcher waives all right of appeal in the event of any penalties applied by the University arising from such deviation.

**Declaration by the Researcher:**

Having read the University's Research Policy I declare that 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 that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that all researchers (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 the lead researcher, take full responsibility for the ethical conduct of the research in accordance with subject-specific and University Ethical Guidelines (Policies and Procedures Manual), as well as any other condition laid down by the Research Ethics Committee. I am fully aware of the timelines and content for participants' information and consent.

**Name:** Muntaha Badawieh

Signature: _____ Date: _25/4/2022_

**Appendix B**

**Permission Letter from School's Principal**

**Request for permission to use Documents to conduct a study**

Dear School Principle,

I am currently doing my Master's degree in special and inclusive education at The British University in Dubai. I am working on my dissertation. My topic is "Examine the effectiveness of developing and implementing the individual education plan for students of determination in one private school in Dubai and the impact on their inclusivity in the regular classroom setting: A Case Study."

تقييم فاعليّة تطوير، و تنفيذ خطّة التّعليم الفرديّة، لطلاب أصحاب الهمم، في مدرسة خاصّة في دبي، وأثرها على دمجهم في الفصول الدّراسيّة العاديّة "دراسة حالة"

To conduct my research, I wish to use the school inclusion policy for data analysis purpose. Please, accept this letter as a formal request for your permission to use school documents.

Please, sign below and return a copy of this letter to me indicating whether or not you allow me to use school documents.

Thank you for your kind consideration.

Yours sincerely,

Muntaha Badawieh

☐ I give permission to you to use the school inclusion policy documents.

☐ I do **not** give permission to you to use the school inclusion policy documents.

| Signature: | Date: |
|---|---|
| | |

## Appendix C

### Consent Letter

Dear Participant,

My Name is Muntaha Badawieh and I am a Master student in the British University in Dubai. You are kindly invited to take part in a research project entitled "Examine the effectiveness of developing and implementing the individual education plan for students of determination in one private school in Dubai and the impact on their inclusivity in the regular classroom setting: A Case Study". This research is a part of my master's thesis in special and inclusive education.

As a participant, you will participate in an interview for 10 minutes about what do you know about the Individual Education Plan IEP and challenges you may face when developing the IEP and best practices towards adopting the IEP to meet students of determination needs, and your recommendations to improve quality of IEP development and implementation.

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

- My participation is completely voluntary.
- My right to withdraw is preserved from the study at any time without any implications to me.
- There is no risk in participating in this project.
- I have a clear idea about my role in the interview.
- I am able to request a copy of research findings and reports.
- My personal information is secured and confidential.

In addition, I consent to:

- Publication of results from this study, on the condition that my identification **will not be** revealed.

_____                                        _____
Participant Name                                                    Date


Signature:

**Appendix D**

**Interview Questions**

| Question 1 | What do you know about the IEP? |
|---|---|
| Question 2 | What is your attitude towards adopting and implementing IEP (how you Assess, evaluate, and monitor students' progress)? |
| Question 3 | Are you a member in the IEP committee? |
| Question 4 | How do you participate in the IEP meeting? |
| Question 5 | What is your role in the IEP process? |
| Question 6 | What are best practices you do to adapt the learning environment to meet students' individual needs? |
| Question 7 | Do parent participate in the IEP meetings? |
| Question 8 | What are your recommendations to improve the quality of IEP development and implementation in the school? |

# Appendix E

## Gifted & Talented (GT) Checklist

The following is a checklist of characteristics of gifted students. They may not show all of the examples given and they may exhibit the item characteristic in ways not listed. If you are unclear or haven't noticed how the student compares to an item, just keep it empty. Be as specific as possible in describing the student's interests and accomplishments.

Teacher: _____   Subject: _____   Student: _____   Grade/Section: _____   Student ID: _____

| **Characteristics**<br>(add a check sign ✔ next to the characteristic that has been noticed of the student) | |
|---|---|
| possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial | |
| show good insight into cause-effect relationships | |
| easily grasp underlying principles and need the minimum of explanation | |
| quickly make generalizations and extract the relevant points from complex material | |
| have mental speeds faster than physical capabilities and so be often reluctant to write at length | |
| prefer to talk rather than write and often talk at speed with fluency and expression | |
| Prefer to work independently | |
| have exceptional curiosity and constantly want to know why | |
| be inventive and original when interested | |
| ask searching questions, which tend to be unlike other students' questions | |
| willing to do extra work, extracurricular activities, and projects | |
| read rapidly and retain what is read and can recall detail | |
| listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on | |
| jump stages in learning and be often frustrated by having to fill in the stages missed | |
| leap from concrete examples to abstract rules and general principles | |

# Appendix F

# Accelerated learning plan (ALP)

**Accelerated Learning Plan (ALP)**

| Personal Information: | | | |
|---|---|---|---|
| Student's name: | Grade: | | ID number: |

| Student profile |
|---|
| |

| Assessment Data | | |
|---|---|---|
| Information Source | Date | Summary of Results |
| CAT 4 | | Spatial:<br>Verbal:<br>Non-verbal:<br>Quantitative:<br>Mean: |
| MAP | | |

| SEND Support Recommendations |
|---|
| **Implications for teaching and learning** |
| **Review indicator:** |

- The ALP will be reviewed once each semester.

| Last reviewed : | | By: | |
|---|---|---|---|

# Appendix J

## Observation Form

### Evidence Recording Form (SEND focus observation)

| Observer's name: | | Subject: | |
|---|---|---|---|
| Teacher's name: | | Number of SEND students being observed: | |
| Grade: | | Observation date and time: | |

## 1. Contextual Information:

➢ What part of the lesson did you see?

    Beginning        Middle        End

➢ Learning objective:

    _____

➢ What category and severity of SEND has the student been identified with?

    _____

➢ I noticed that the student:

    _____

➢ Are they being supported by a Learning Support Teacher (LSA) / Teacher Assistant (TA)?

    Yes           No

➢ Is there an IEP in place?

    Yes           No

## 2. Evidence

| Teaching… and any related inclusion indicators | Yes | No | NA |
|---|---|---|---|
| Does planning identify the students' SEND and is it responsive to these needs? | | | |
| Does differentiated planning appear to match the ability and needs of the students? | | | |
| Do objectives/targets appear appropriately challenging? | | | |
| Is monitoring and assessment active? | | | |
| Does it lead to modification/support during the lesson? | | | |
| Is adult prompting skilfully applied? Is it promoting independence, is enabling progress? | | | |
| Is there any kind of interactions/ dialogue with the class teacher? | | | |
| Does teaching strategies maximize ability and minimize disability? | | | |

| Learning skills … and any related inclusion indicators | Yes | No | NA |
|---|---|---|---|
| Are they active and independent? <br>(They know their strengths and weaknesses and act purposefully to improve) | | | |
| Does the student/s demonstrate an ability to interact and collaborate to communicate their learning effectively? | | | |
| Does the student/s demonstrate an ability to use technology to promote learning? | | | |
| Does the student/s demonstrate an ability to make contributions within lesson? | | | |
| Is there evidence of students accessing opportunities to develop or extend higher order thinking skills? | | | |
| Does the student/s make meaningful connections between areas of learning and relate these well to their understanding of the world? | | | |

EDUCATION

| Progress…. And any related inclusion indicators | Yes | No | NA |
|---|---|---|---|
| Is there evidence of progress in IEP? | | | |
| Is there progress over time in the student's work? | | | |
| Does there appear to be a link between the class teacher marking and feedback in the work book, and tracking of the IEP/individual targets? | | | |
| Do they achieve the lesson objective with appropriate level of support? | | | |
| Is there evidence of the application of developing personal development/or learning skills reducing barriers to learning? | | | |

## 3. Judgment:

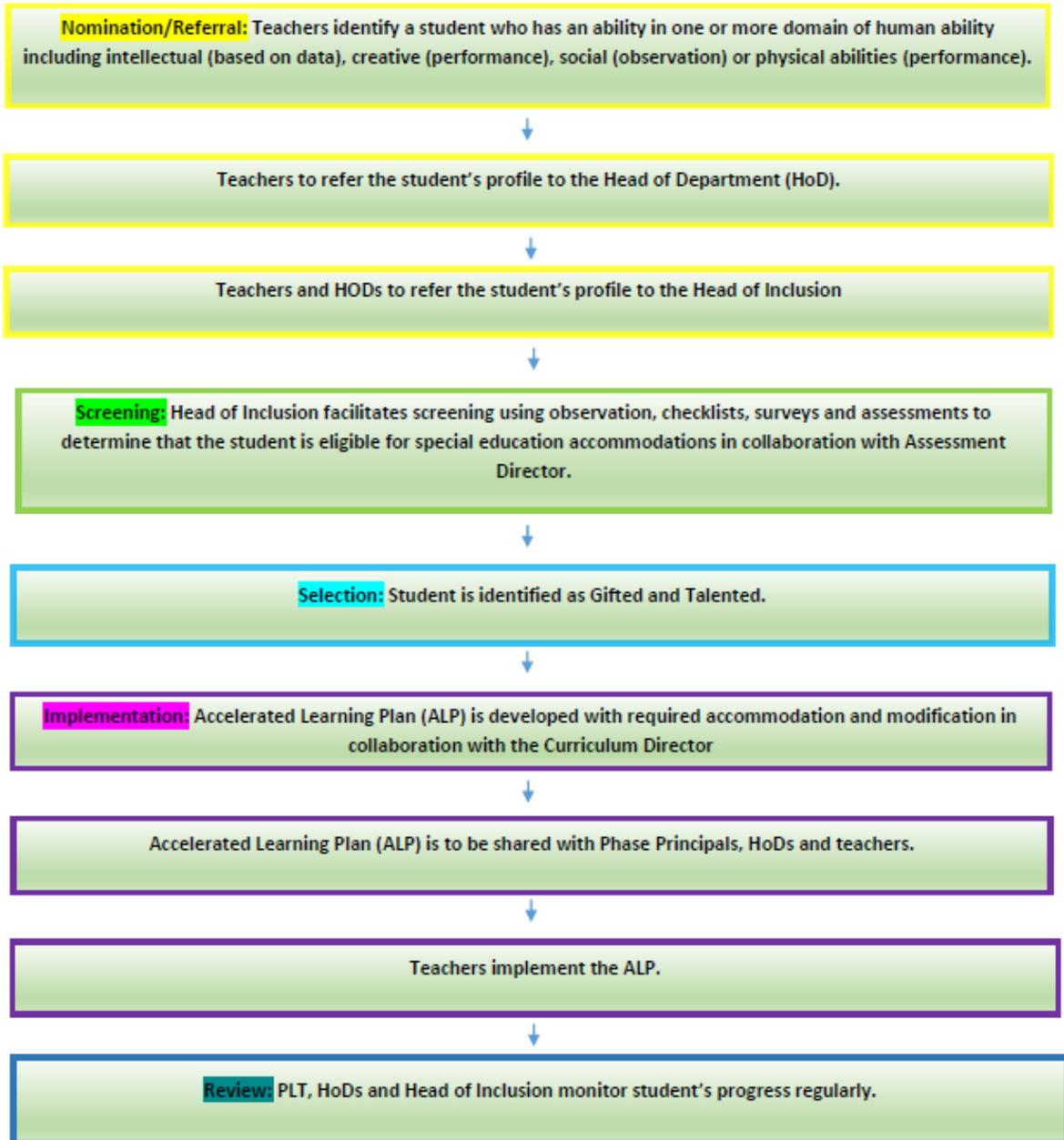| O: <br>Outstanding | VG: <br>Very good | G: <br>Good | A: <br>Acceptable | W: <br>Weak | VW: <br>Very weak |
|---|---|---|---|---|---|

|  |  |  |  |
|---|---|---|---|
| Teaching | Learning | Progress | Other |

# Appendix H

## Standard Operating Procedures (SOP) Flowchart for Identifying Gifted and Talented

Standard Operating Procedures (SOP) Flowchart for Identifying Gifted and Talented

**Nomination/Referral:** Teachers identify a student who has an ability in one or more domain of human ability including intellectual (based on data), creative (performance), social (observation) or physical abilities (performance).

↓

Teachers to refer the student's profile to the Head of Department (HoD).

↓

Teachers and HODs to refer the student's profile to the Head of Inclusion

↓

**Screening:** Head of Inclusion facilitates screening using observation, checklists, surveys and assessments to determine that the student is eligible for special education accommodations in collaboration with Assessment Director.

↓

**Selection:** Student is identified as Gifted and Talented.

↓

**Implementation:** Accelerated Learning Plan (ALP) is developed with required accommodation and modification in collaboration with the Curriculum Director

↓

Accelerated Learning Plan (ALP) is to be shared with Phase Principals, HoDs and teachers.

↓

Teachers implement the ALP.

↓

**Review:** PLT, HoDs and Head of Inclusion monitor student's progress regularly.

# Appendix K

# Individualized Education Plan Form

**Individualized Education Plan (IEP)**

**Student Profile**

| Student Information | Student name: | | Grade: | |
|---|---|---|---|---|
| | Age: | | Date of Birth: | |
| | Parent Name: | | Contact number: | |
| | Email Address: | | Nationality: | |
| | Native Language: | | Level of Support: | |
| | DSIB Categorization: | | | |

| | IEP committee | |
|---|---|---|
| **Position** | **Printed Name** | **Signature** |
| Parent/Guardian | | |
| School Principal | | |
| Phase Principal | | |
| Assistant Principal | | |
| Inclusion Champion/SENCO | | |
| SEND Teacher | | |
| Homeroom Teacher | | |
| Subject: Social Studies | | |
| Subject: Arabic | | |

| Subject: Islamic | | |
|---|---|---|
| Subject: Moral Education | | |
| Student Learning Profile | Performance level: | |
| | Areas of strengths: | Areas of difficulty: |
| | Areas of interest: | Learning style: |

| Date of enrolment in Learning Support Program: | | Diagnosed Learning Difference: | |
|---|---|---|---|
| Date of last psycho educational testing: | | Projected re-evaluation date: | |
| List of schools attended: | | Medical Needs: (allergies, medication, etc....) | |
| Additional therapies recommended or ongoing outside of school: | How often | LS periods out of regular class in school (documentation needed): | How often |
| □Speech Language Therapy | | □English | |
| □Physical Therapy | | □Math | |
| □Occupational Therapy | | □Arabic | |
| □Counseling | | □Counseling | |
| □Tutoring | | Total LS periods a week: | |
| □ Summer programming | | | |

| □ Adaptive/assistive technologies | | | |
|---|---|---|---|
| □Other | | | |
| Contact Details of the center/ therapist: | | | |

**Language History** *(please include a tested language levels and history of language support, may need to attach another page if language history is complicated)*
Use key: **1**: low average, **2**: borderline, **3**: average, **4**: above average, **5**:outstanding

| List Languages Below | Academic Experience | Speaking | Reading | Writing |
|---|---|---|---|---|
| English | | | | |
| Arabic | | | | |

| Modifications | Classroom Accommodations | In class | Homework | Assessment |
|---|---|---|---|---|
| Report card will reflect modified grade | Allow extended time for | | | |
| | Use of calculators | | | |
| □ Yes          □  No | Open Book or note tests | | | |
| | Fewer Homework Questions | | | |
| The following modifications will be used: | Preferred Seating | | | |
| | Buddy System | | | |
| □Alternative reading level | Books on tape, listening guide | | | |
| □Adjusted content expectations for quizzes/ and | Learning objectives defined | | | |
|   or tests | Framework of unit/topic given | | | |
| □Curriculum adaptations | Provide teacher notes | | | |
| | Alternative Assessments | | | |
| | Grade content, not spelling | | | |
| **Formal Standardized Testing Accommodations** | Chunk Assignments | | | |
| Allow accommodations for: | Allow use of adaptive technologies | | | |
| □Extra time          □Sit at front of room | Alternative testing location | | | |
| □Computer          □ Quiet room | Use of computer in class | | | |
| □Scribe          □Reader | Prompting to keep on task | | | |
| □Assistive technology  □Supervised rest breaks | Tape recording of class lecture | | | |
| □Visuals | Flash cards/glossary of key words | | | |
| | Simplified language | | | |
| **Other Recommendations:** | | | | |

## Academic Goals

### English Language and Literacy:

| Long Term Objectives | Short Term Objectives | Assessment | Semester 1 | | Semester 2 | |
|---|---|---|---|---|---|---|
| | | | Nov. 2021 | Jan. 2022 | March 2022 | June 2022 |
| 1. | 1.1: | | | | | |
| | 1.2: | | | | | |
| | 1.3: | | | | | |
| 2. | 2.1: | | | | | |
| | 2.2: | | | | | |
| | 2.3: | | | | | |
| 3. | 3.1: | | | | | |
| | 3.2 | | | | | |
| | 3.3: | | | | | |

| In Progress | Mastered | Not Mastered | Not administered yet |
|---|---|---|---|

### Mathematics:

| Long Term Objectives | Short Term Objectives | Assessment | Semester 1 | | Semester 2 | |
|---|---|---|---|---|---|---|
| | | | Nov. 2021 | Jan. 2022 | March 2022 | June 2022 |
| 1. | 1.1: | | | | | |
| | 1.2: | | | | | |
| | 1.3: | | | | | |
| 2. | 2.1: | | | | | |
| | 2.2: | | | | | |
| | 2.3: | | | | | |
| 3. | 3.1: | | | | | |
| | 3.2 | | | | | |
| | 3.3: | | | | | |

| In Progress | Mastered | Not Mastered | Not administered yet |
|---|---|---|---|

## Appendix L

## Lesson Plan Form

## <u>Lesson Plan</u>

| | |
|---|---|
| **Teacher:** | |
| **Class and Section:** | |
| **Number of Students:** | |
| **Number of Emiratis:** | |
| **Number of Other:** | |
| **Date:** | |

| | | |
|---|---|---|
| **Student Profile** | Choose an item. | Choose an item. |
| **Topic / Unit (According to Atlas)** | Unit:<br>Title: | |
| **Essential Question:** | | |
| **Vocabulary:** | | |
| **Home Learning:** | | |

| | |
|---|---|
| **Data Used to Inform Instruction: (MAP, CAT4, Etc.)** | Groups are sorted according to MAP results and Diagnostic Tests. |
| **Links Used This Week: (add description)** | Choose an item.<br>Explain: |
| **Strategies for National Agenda Parameters:** | IXL/MAP Questions |
| **Innovation in Instruction: (add description)** | Choose an item.<br>Explain: |

| Special Education Needs and Disability (SEND)/Students of Determination | | |
|---|---|---|
| **Name** | **Categorization/Profile** | **Performance level – MAP/CAT4** |
| | | |
| | | |
| | | |
| | | |
| Pull out/ push in sessions with learning support teachers (IEP). | | |
| **Gifted and Talented** | | |
| **Name** | | **Performance level – MAP/CAT4** |
| | | |
| | | |
| **Tier 2**: Students will be supported by the teacher/TA to complete their work (extra/differentiated reading, extra visuals, and further explanation, one on one support when needed.) | | |

| Previous Weeks' Reflection: | |
|---|---|
| **WWW**: | **EBI**: |

| Lesson Number: | Resources and Technology needed for this lesson | | | | |
|---|---|---|---|---|---|
| | | | | | |
| **SEP:** | Choose an item. | **Domain:** | Choose an item. | **CCC:** | Choose an item. |

| Inquiry Question: | |
|---|---|
| Method of Differentiation | Choose an item. |

| Standard Code | Standard Description | Success Criteria |
|---|---|---|
| Add code only | Add description here | I can… |
| | | |

| ENGAGE - Hook/Warm up (2-5 minutes) |
|---|
| (Access Prior Knowledge [APK]/Stimulate Interest/Generate Questions) |
| |

| Whole Group Instruction (10 minutes) |
|---|
| (Teacher models / Guided Instruction – Concepts explained and Vocabulary Defined) |
| Balanced literacy includes balancing these 3 important components when teaching reading and writing:<br>**1-EXPLAIN - Teacher MODELS (I do)**<br><br>**2- EXPLORE - Teacher SUPPORTS learners as they practice it (we do)** |

| Student Centered Activities (20-25 minutes) | |
|---|---|
| (Centers / Inquiry Based / Collaborative) | |
| **3- ELABORATE - Learners WORK INDEPENDENTLY (you do)** | |
| **Face to Face Learners:**<br>SL:<br>CL:<br>EL: | |
| **SEND/ Gifted & Talented:** | |
| **Name** | **Activity** |
| | |
| | |
| | |
| **Distant Learner Accommodations (if different from F2F):** | |

| EVALUATE - Wrap Up/Exit Ticket (5-7 minutes) |
|---|
| (Lesson Summary / Formative Assessment / Check for Student Understanding) |
| **Face to Face Learners:** |
| **Distant Learner Accommodations (if different from F2F):** |

# Appendix M

| Action plan | Key person | Action | Time scale |
|---|---|---|---|
| Inclusion team Duties | SENCO | Share the duties of each inclusion team member as mentioned in Dubai Inclusive Education Policy Framework - KHDA. | The beginning of the AY 2022/2023 |
| Communicate teachers' roles and responsibilities | SENCO | Notify the teachers (HRTs and Support Teachers) with their roles and responsibilities via and official email. | By the end of August, 2022 |
| Identify current SEND cases and possible new ones for the new students. | SENCO<br><br>HRTs<br><br>LSTs | 1. Prepare Student Learning Profile based on provided psychoeducational reports for the new students.<br><br>2. Set a meeting at the beginning of the year to inform the teachers of the current SEND students and guide them on how to provide the necessary support in order to prepare IEP for each.<br><br>3. Officially notify HRTs to observe the new students for two weeks to assess any possible cases to report them to the SEND department to take the needed action. | By the end of September, 2022 |
| Transit the IEPs from traditional to Standard-Based | Inclusion team<br><br>HRTs | 1. IEP targets to be aligned with the grade level standards.<br><br>2. SEND assessments to be created only according to the IEP set goals by adjusting the standards. | By the end of September, 2022 |
| To continue to provide high quality provision for SEND students. | SENCO | 1. Follow up with LSTs on implementing IEP intervention during the weekly team meetings.<br><br>2. Ensure that HRTs are implementing interventions they have received from SENCO into the classroom through bi-weekly meetings.<br><br>3. Share the MOM with the teachers after each meeting. | Ongoing |

# Action Plan

| | | | |
|---|---|---|---|
| To ensure high quality CPD in special and inclusive education filed for **teachers** and **LSA** across the school. | Inclusion team | 1. Provide annual PDs plan of continued professional development for all teachers, TAs, and LSAs at all levels across the school.<br><br>2. Raise teachers' awareness about the importance of the role of the inclusion department and the collaboration between teachers and the inclusion team.<br><br>3. Increase their knowledge about SEND categorizations.<br><br>4. Raise their knowledge of the Individual Education Plan IEP and its essential components and use the IEP as a reference document to support the SEND students. | Ongoing |
| To improve outcomes for SEND students in Reading, Writing and Mathematics. | SENCO<br><br>LSTs | 1. Ensure that all the staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice.<br><br>2. **Co-teaching** to support the classroom teachers in meeting the individualized needs of each student of determination.<br><br>3. Engage in the **co-planning** with the classroom teachers.<br><br>4. SEND WNL to be shared with the parents by the end of every week. | Ongoing |
| Monitoring students' progress | SENCO | 1. Statistical data analysis for MAP and CAT4 results.<br><br>2. Encourage the LSA to work collaboratively with the classroom teachers to monitor the progress of students through keeping records, lesson-planning, and resource development. | Ongoing |
| Parents' involvements | Inclusion team | 1. Regular IEP meetings – MOM<br><br>2. Awarness sessions<br><br>3. Coffee morning with parents<br><br>4. Give a chance for teachers to participate as a presenter with the inclusion team during the workshops/PDs to share knowledge. | Ongoing |