Managing behavioural challenge among learners with SEND in Primary Private Schools in Dubai: Teachers' perspective

إدارة التحدي السلوكي بين المتعلمين مع ذوي الاحتياجات الخاصة في المدارس الابتدائية في دبي: منظور المعلمين

by

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Abstract

Education is one of the constitutional rights guaranteed by law in the United Arab Emirates

(UAE) to all without discrimination.

The provisions of the Federal Law No. 29 of 2006, as amended by Federal Law No. 14 of 2009

on the Rights of the Disabled, affirm that this right is guaranteed to persons with disabilities.

The most important initiatives adopted by the Ministry of Education (MOE) in this regard are the

"School for All" initiative, an initiative to promote the integration of persons with disabilities

into public education, this was in conformity with the UN Convention on the Rights of Persons

with Disabilities (CRPD) (UN 2006).

The study aimed to identify the point of view of the primary teachers about the attitudes and

causes of aggressive behavior among SEND students in the primary private schools in Dubai.

This study was based on a qualitative research method, using a multi-case approach to provide a

precise and adequate picture of the application of the initiative by presenting the views and

perspectives of some teachers.

The researcher used the descriptive method, where a random stratified sample was selected, and

the researcher was selected of the schools surveyed, so that the study was conducted on 200

teachers and TLS (shadow teachers).

ملخص

يعد التعليم من الحقوق الدستورية التي كفلها المشرع في دولة الإمارات العربية المتحدة للجميع دون أي تمييز.

وقد جاءت أحكام القانون الاتحادي رقم 29 لعام 2006 المعدل بالقانون الاتحادي رقم 14 لعام 2009 الخاص بحقوق المعاقين لتأكد على كفالة هذا الحق للأشخاص ذوي الإعاقة.

أهم المبادرات التي تبنتها وزارة التربية والتعليم في هذا الصدد مبادرة "المدرسة للجميع"، وهي مبادرة ترمي إلى تعزيز دمج الأشخاص ذوي الإعاقة في التعليم العام، كان هذا مطابق مع اتفاقية الأمم المتحدة لحقوق الأشخاص ذوي الإعاقة (الأمم المتحدة 2006 .)

تهدف الدراسة إلى تحديد وجهة نظر معلمي المرحلة الابتدائية حول مواقف وأسباب السلوك العدواني لدى طلاب SEND في المدارس الابتدائية الخاصة في دبي. استندت هذه الدراسة على طريقة البحث النوعي، باستخدام نهج متعدد الحالات لتقديم صورة دقيقة وكافية لتطبيق المبادرة من خلال تقديم آراء ووجهات نظر بعض المعلمين.

استخدم الباحث المنهج الوصفي، حيث تم اختيار عينة طبقية عشوائية، وتم اختيار الباحث من المدارس التي شملها الاستطلاع بحيث أجريت الدراسة على 200 مدرس و(معلمو الظل)

.

Dedication

This work is reserved for my beloved family:

The spirit of my beloved father (may God have mercy on him) was a breeding educator Professor Elfaki Ahmed Haddad, who was the backbone, who is a real inspiration for hard work and achievement

My mother is my love and my inspiration, my soul that taught me to love the art of giving

My sisters, their families and my brother, who always believed in me

My boys are my eyes that I see, and my daughter the precious roses my love and joy

My dear husband and companion, my best friend, who made it all possible and always makes my life complete

Thank you all for your unconditional love, your patience, and your sacrifices that enabled me to realize my dream

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List of Abbreviations

Abbreviation	Description
ASD	Autistic Spectrum Disorder
BUID	British University in Dubai
CRPD	Convention on the Rights of Persons with Disabilities
DS	Disabled Student
IEP	Individual Education Plan
KHDA	Knowledge and Human Development Authority.
LD	Learning Disability
MOE	Ministry of Education
MSA	Ministry of Social Affairs
RDC	Resource Development Centre
SENCO	Special Education Needs Coordinator
SST	School Support Team
TA	Teacher Assistant
TLS	Teacher Learning Support
UAE	United Arab Emirates
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

Chapter one

1. Introduction:

1.1. Introduction:

The integration movement has witnessed a steady and significant development at the global and local levels in terms of quantity. There is an increase in the number of integrated classes in public and private schools, which indicates the enrolment of many students with special needs in these programs. Students with special needs who are enrolled in these programs represent diverse environments in terms of cultural, social and economic level, and in terms of customs, traditions, behavioural patterns and social skills that reflect their family environment.

Principals, teachers and regular school students also represent different categories in terms of their expectations of attitudes and attitudes towards students with special needs. The most important and most important of these challenges will be how to face behavioural problems, how to maintain positive behavioural patterns and ensure their continuity under the administrative, financial and functional conditions of the schools they work for. , And what could represent difficulties that may limit the capacity of teachers to deal with problems that may amniotic occur within classes of students merge.

Although inappropriate patterns of behaviour from students with disabilities are often like those of ordinary students, the methods teachers use to deal with them are different.

The Ministry of Education (MOE) in the UAE issued Decision No. 619 of 2017 on the Regulation of Conduct of Students in Educational Institutions.

It comprised of the following:

- A framework creating the appropriate and educational environment for all students, including the disabled and the school staff to exercise their roles in order to achieve the objectives of the educational process.
- Provide an employee reference specifying the rules, standards and procedures to be followed.
- Rehabilitate the students behavioural and educational through appropriate rehabilitation programs.

The UAE applies the slogan "Every child has the right to education", and its federal laws require compulsory education to include all educational stages up to the age of 18. The State also supports educational services and provides special educational tools and means for those with an interest, to fully activate their developmental role in society.

Federal Law No. 29 of 2006 on the Rights of the Disabled, as amended by Federal Law No. 14 of 2009, is the first law to be issued in the State to protect persons of concern. The law provides for rights and welfare and equal opportunities for them in the fields of education,

health care, training and rehabilitation. All services are within their capabilities. This is the status of the United Arab Emirates since its inception on December 2 its provisional constitution. In 1996, the Supreme Council of the Union approved an amended text of the Constitution, making the country's provisional constitution the permanent constitution of the state.

> *"Empowerment policies for people with disabilities and their effective integration into society have become an integral part of the national strategies of the UAE, such as Vision 2021, Abu Dhabi Economic Vision 2030 and Dubai 2021 Strategic Plan."* (UAE Mission to UN 2016)

This research study examines the descriptive behaviour of people with disabilities in the context of three primary schools in Dubai, United Arab Emirates, for the 2018-2019 academic year. Students with moderate physical and intellectual disabilities were granted access to education in the mainstream classrooms above mentioned "School for All".

This study was first inspired by an educational video presented by one of the schools by the Ministry of the Interior and illustrated by several smiling students with different physical and mental disabilities in a classroom, who participate in school day activities with their non-disabled peers. This video was played during a lecture entitled "No for bullying" during the academic year 2018-2019.

I went to search and found that there is a law for the protection of people with disabilities in Dubai No. 2 of 2014, where:

Article 6 establishes a permanent committee called the High Committee for the Protection of the Rights of Persons with Disabilities, in order to ensure the integration and monitoring of all public bodies concerned with the affairs of these persons, including members of a high level of governmental bodies concerned with the implementation of the provisions of this law. The most important concepts of protection provided by the law:

(1) Protection from discrimination. (2) Protection from abuse. (3) Protection from negligence. (4) Protection from exploitation. Which mentioned in the Federal Law (MSA 2006) with respect to the education of children with disabilities and reading all the available articles about education in the UAE (Gaad 2004; Al Ali 2013)

1.2.   Background:

By aiming to protect human rights and dignity, all of UNESCO's contributions to prevent violent extremism also advance the goals of the 2030 Agenda for Sustainable Development. UNESCO is taking the lead of the new Sustainable Development Goals (SDGs), starting with those on education equality, peace and justice.

''Teachers are playing a crucial role in helping communities to live in peace. We need to raise their awareness of the concept and the drivers of violent extremism, and how it can be prevented so that they can use this knowledge in their everyday practice.''

The second in the new UNESCO Global Education Monitoring Report series, the 2017/2018 edition continues its assessment of progress towards the Sustainable Development Goal on education (SDG 4) and its ten targets. With SDG 4. 'School violence and bullying is a grave violation of the right to education,' is part of UNESCO's effort to ensure that schools and other learning environments are safe and secure for all'. The forms of the first schools were in the Arabian Gulf sheikhs since the 1920s. The nineteenth is typically religious in nature, where the children teach the imam who is the preacher of the mosque. However, the official education of the UAE resident until 1953 when the first Kuwaiti educational mission was opened in Sharjah. As a result, schools flourished through the United Arab Emirates, with funding from Qatar, Bahrain, Egypt and Saudi Arabia. (Gonzalez et al., 2008; Ridge 2011). They used the same textbooks and curricula as those used in their curricula. In 1972, after the UAE, the newly formed Ministry of Education (MOE) Selective schools, where 47 schools formerly managed by the Kuwaiti government were run, as well as another large group. Education was compulsory until the ninth level. The Ministry of Education did not launch the "National Curriculum Project" until 1979, in order to create a single curriculum; but that was fully implemented until 1985. (Gardner 1995; Gonzalez et al. 2008; Ridge 2011; UNESCO 2011).

Private schools Track the number of different curricula depending on the population which are serviced. Several private Arab schools have chosen to follow the curriculum Ministry of Education. Thus, in the United Arab Emirates, 13 different curricula can be found, making the United Arab Emirates a unique educational environment.

(Figure 1) shows the diverse mix of school types and curricula in the education system currently in the United Arab Emirates, which are discussed in greater detail.

In the period before 1971, there were only a few schools that did not exceed one finger. At the time of the founding of the United Arab Emirates, the population, according to the book "Zayed, a Man Who Built a Nation," was 200,000. The percentage of those reading and writing More than one fifth of the population. The biggest impact in shaping the educational education system in the UAE was the Egyptian education model. (Sally Findlow, 2005). Emirati students are distributed to private schools in Dubai at varying rates. Data from private school statistics show that 63% of Emirati students attend private schools offering the American curriculum, followed by British schools offering 21% and schools offering the Ministry of Education curriculum at 7%.

(Figure 2) shows that over the past nine years, all the major educational curricula in private schools have witnessed an increase in the number of Emirati students enrolled. American-based schools have attracted most Emirati students. Their enrolment rate has increased by 28% between 2008/2009 and 2016 / 2017. The number of students enrolling in schools that adopt the UK curriculum has increased (21 per cent or 6,911 students); then, the local Ministry of Education curriculum (7 per cent, 2,141 students); 5 per cent in IB schools (1,717 students), and four percent (1,150) in other educational institutions. (KHDA 2016) This shows that current generations of Emirati students are getting better education than their predecessors.
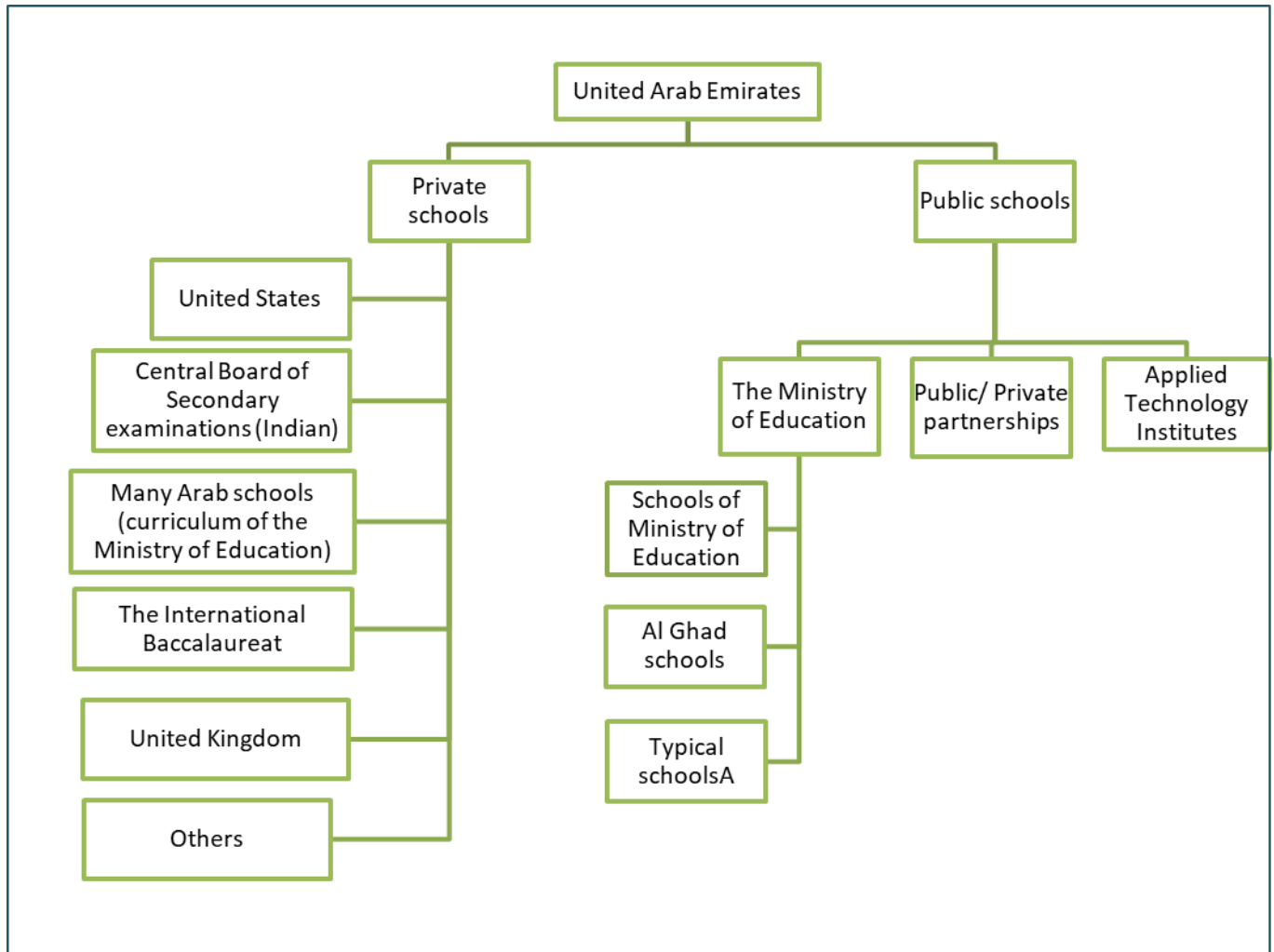
Figure 1: *Types of schools in the United Arab Emirates*
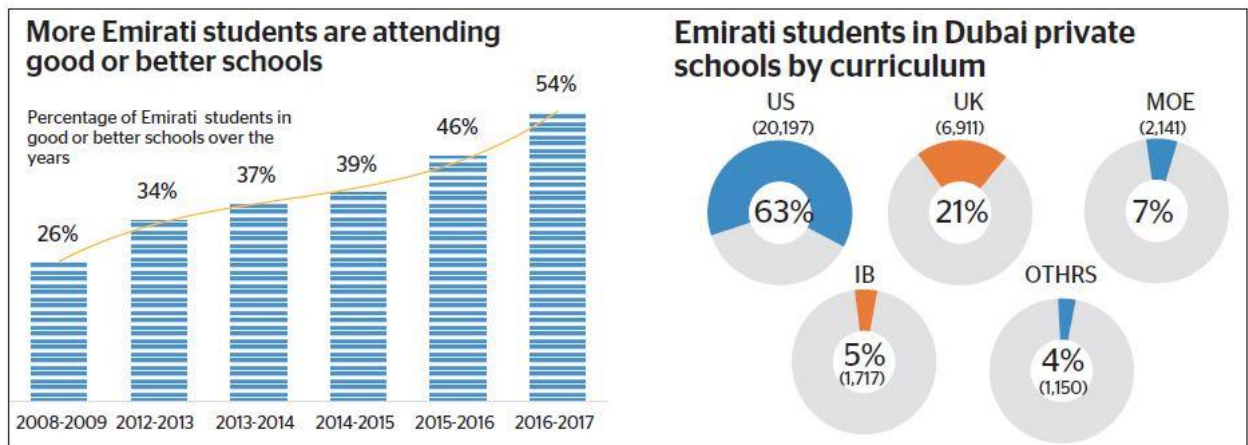
Figure 2: Percentage of Emirati students in good or better schools over the years

1.3.   Rational and Context of this Study:

This study is driven by behavioral management among newly disabled learners. This initiative is the first practical measure to be implemented by the Ministry of Education in the United Arab Emirates in accordance with the Federal Law on the Rights of Persons with Disabilities.

It is important to know the location and quality of the programs and services to be offered to students with disabilities. The programs of this group are designed according to the recommendations of the individual educational plan (for students with disabilities) or the advanced educational plan. Necessary adjustments or new assessment alternatives. (1) special education programs for students with disabilities such as technology. (2) School Support Team Program (all staff). (3) Inclusion program in the regular classroom. (4) The integration program in the special education chapter. (5) social awareness. (Gaad & Thabet ,2009)

The researcher's love of knowing the types of aggressive behaviour of students with disabilities and lack of studies in this field. Assist students with disabilities to eliminate this aggressive

behavior and provide care for them. As it is the aggressive behavior of the most serious and the most important problems experienced by communities especially the students with disabilities. Therefore, the importance of the study was as follows:

- draw the attention of the community and officials and specialists in this area to understand this category and how to deal with them successfully.

- This study may provide some information and data about students with disabilities, especially who suffer from behavioral problems, which can stand in the way of their adaptation to the environment in which where they live.

- Helps parents adopt the appropriate parental treatment methods to deal with

Their children are commensurate with their limited mental abilities.

- This information shall be provided to professionals and workers in the field of disabilities dealing with this category by avoiding the negatives of aggressive behavior.

- Trying to pay attention to this group and help them out of their suffering. (Jansen, 2007 & Stern, 2008).

Learning difficulties and involvement in aggressive behavior are a double risk associated with many social, emotional and behavioral problems (Hugh-Jones & Smith, 1999: 141). The suffering of a child with disabilities and learning difficulties may be felt as a child being ostracized by peers and inability to make friends And his sense of inability to learn from the experience of others and cooperation with them, and the lack of social skills and the vulnerability of many of the problems associated with difficulty reasons for his frustration, which makes his behavior violent. (Storey & Slaby, 2008: 52), (Kavale & Forness, 1996: 227)

1.4. Assumptions and limitations:

Disabilities usually relate to the adaptive behavior of the individual and his ability to deal with the surrounding society and we know that he has a low level of mental functioning, which is less than the average intelligence standard deviation, accompanied by a clear defect in adaptive behavior and shows in the developmental stages since birth prevents him from performing his functions (Russians, 1999: 25). The person with disabilities is usually influenced by the way others treat him, the nature of his own view of himself and his assessment of his abilities and abilities in dealing with the ego, and the extent of acceptance in the first place.

The psychological condition of people with disabilities is affected by many environmental factors, which in turn determine many of the psychological characteristics of the disabled person, and his ability in the social interaction with the community. Therefore, it is necessary to deal with people with disabilities in a highly effective manner, Building can deal with itself and others around it.

1.5. Research questions:

1. What are the reasons behind the concept of aggression? And its patterns?

2. How do different theories explain the natural aggression of man?

3. What is the aggressive nature of students with disabilities? Can they be interpreted in the light of general theoretical frameworks?

4. What are the most effective methods and strategies that can be used to address the problems of aggressive behaviour among students with disabilities?

1.6. Research Question:

1) Can structured exercise program (supervised program) improve blood glucose level in women diagnosed with gestational diabetes mellitus when compared to those who are not on exercise?

2) What is the effect of structured exercise on fasting blood glucose and postprandial blood glucose levels in GDM?

3) What is the effect of different structured exercise regimens on blood glucose in GDM?

4) What are the direct and indirect effects of exercise in reducing adverse fetal outcomes among GDM cases?

Chapter Two

2. Literature Review:

2.1. Objectives of the study:

The purpose of this study is to identify the degree of manifestations and causes of aggressive behavior among primary school students in Dubai private schools and how to treat them from the point of view of teachers in order to identify and recognize various arguments and discussions within the controversial concept of inclusive education. The review of literature will include a discussion of the social model of disability. (Cheshin, A., Rafaeli, A., & Bos, N. 2011). It will also discuss the use of 'Index for Inclusion' by Booth and Ainscow (2011) as a tool to guide the review of school judgments on inclusive practices, policies and cultures.

2.2. The importance of studying:

Many studies have been undertaken to explore the perception of teachers' attitudes towards the integration of students with disabilities into public and private education classes in the UAE to verify successful integration in the UAE (Alahbabi, 2009; Anati, 2012; Gaad and Khan, 2007). The increasing trend towards the education of students with disabilities in schools places many burdens on the teachers in terms of their methods of dealing with these students in order to achieve educational outputs consistent with the goals and objectives of the integration process, which entails the need to pay attention to the organization and management of classroom behavior

under educational conditions And educational systems different from the systems and methods that were used under the social isolation of this category of society. As there is a clear and significant increase in the classes for people with special needs, regardless of the type of disabilities, their abilities and their cultural and social backgrounds, this requires the development of positive behaviors among people with disabilities. The results of the present study are expected to show the problems of students with disabilities and the methods used by teachers in dealing with these problems, which may lead to educational recommendations to improve the educational process and improve the performance of teachers and propose appropriate methods to deal with inappropriate behavior patterns Which may appear to students with disabilities in the integration classes.

2.3.   Learning disabilities:

Learning disability is a disorder in one or more of the basic psychological processes involved in the understanding or use of language written and spoken that may appear in the inability to listen, think, speak, read, write, spell, or perform calculations. The term does not include children with educational problems mainly caused by visual, auditory, motor impairment, mental retardation, and emotional disturbance, cultural, economic or environmental deprivation. Learning disabilities are divided into:

A) Developmental difficulties

This type includes the skills that the child needs in order to achieve in academic subjects, and this type is divided into:

1. Preliminary difficulties include attention, memory, and cognition. If any of them develop disorder, it affects the second type.

2. Secondary difficulties: It is especially oral language and thinking.

B) Learning difficulties Academic Disabilities learning Academic:

These problems appear among schoolchildren and appear to be evident in developmental difficulties.

- Reading difficulties.

- Writing difficulties.

- Difficulties in spelling and written expression.

- Calculation difficulties.

C) Dyslexia

Difficulty in reading is a marked variation in the child's ability to read and their age. Where the child suffers from the difficulty of deciphering words, stuttering reading or weakness in the pronunciation of letters, or difficult to distinguish the pronunciation of certain words, and sometimes a lack of rapid recognition of information from the sense of vision. The child may suffer from writing and pronouncing speech in reverse, and others find it difficult to learn to speak foreign numbers and languages.

D) Dysgraphia

Some children may not be able to hold the pen properly, others may have difficulty writing only certain letters, the difficulties of writing are evident in the poor ability to touch, stretch, hold and

escape objects, and the weak ability to distinguish similarities and differences between shapes and objects. , And poor ability to use one hand efficiently.

E) Difficulties in spelling and written expression

They are the weak ability to spell words that match their spelling, the weak ability to spell words that have roots, suffixes, or precedents using the rules of connecting these parts to each other, the weak ability to see a word and then write it later, and the weak ability to spell Some words that are very different from writing them are very difficult for normal students as well.

F) Dyscalculia

These difficulties are the inability to understand basic terms in mathematics and the inability to perform mathematical operations. Language difficulties (inability to learn mathematical terms and concepts or translate literal problems into mathematical exercises).

2.4.   Classification Variable IQ:

A) Simple intellectual disability:

This category makes up 80% of the mentally handicapped children. The IQ of this group ranges from 55 to 70 degrees on IQ tests, and after two standard deviations that are negative from the average on the normal distribution of mental capacity. The gross characteristics of this group appear to be comparable to the normal physical growth manifestations corresponding to them in the chronological age, especially those related to the head circumference and shape, height and weight and general motor skills. Chronological, daily life skills, language skills, responsibility skills and socialization skills. The educational characteristics appear in the ability of children in

this category to learn the simple academic skills such as reading, writing and arithmetic at a level equivalent to the highest-grade level of fourth grade students (Al-Rousan 2010: 46)

B) Moderate intellectual disability:

This category makes up about 10% of children with intellectual disabilities, and the IQ of this group ranges between 40-55 degrees on the IQ test, and members of this group have many physical problems in height, weight and general motor skills compared with the group of children with disabilities The mental characteristics of this group also suffer from problems in adaptive behavior and daily life skills such as eating skills and fluids, while the educational characteristics of this group seems to be difficult to learn basic skills such as reading, writing and arithmetic, and parallels the best performance for children of this group level First grade children (Al-Rousan, 2010: 46)

C) Severe mental disability:

This category represents about 5% of children with mental disabilities, and the IQ of this category ranges from 40 degrees and below on intelligence tests, and children in this category show obvious problems in physical characteristics such as height, weight, head shape, general motor skills, and severe difficulty in motor skills Children with this group have severe health problems such as epilepsy, cerebral palsy, and large or hydrocephalus. They suffer from severe difficulties in adaptive behavior and are difficult to perform daily life skills. 20 10:50).

2.5. Terminology of study:

Within the context of the research, the researcher touched on many scientific terms and their definition, but there are three scientific terms that are considered as the main axes of that study, namely:

A) Intellectual disability:

The concept of intellectual disability from different scientific points of view, however, the most accepted and comprehensive definitions of intellectual disability are fundamental deficiencies in performance, and it is a situation in which mental performance is less than the general average in a clear sense, as it is accompanied by deficiencies in two or more adaptive skills applied The following: communication, self-care, home life, social skills, social benefit, self-orientation, safety and health, functional academy, free time and work, appears since childhood and specifically in the first months after birth. (Smith, Tyler,2011).

B) Aggressive behavior:

Since human behavior is not only the result of individual personal characteristics, but also the outcome of the situations and circumstances in which he finds himself in reality, aggression is a behavior similar to any other behavior caused by many reasons, some self-reasons due to the human physical and psychological formation, and some social due to the circumstances of a person raised in the home The school and its relationship with his companions, others due to the circumstances of the situation in which the aggression was committed.

It is referred to as a behavioral form directed at the intent to harm or harm the organism, which has the full desire to avoid such treatment. (Brenner et al. 1998).

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Is the behavior of students with special needs enrolled in the integration classes, which impedes the process of learning, and limits the use of other students from the educational programs from the point of view of the teacher?
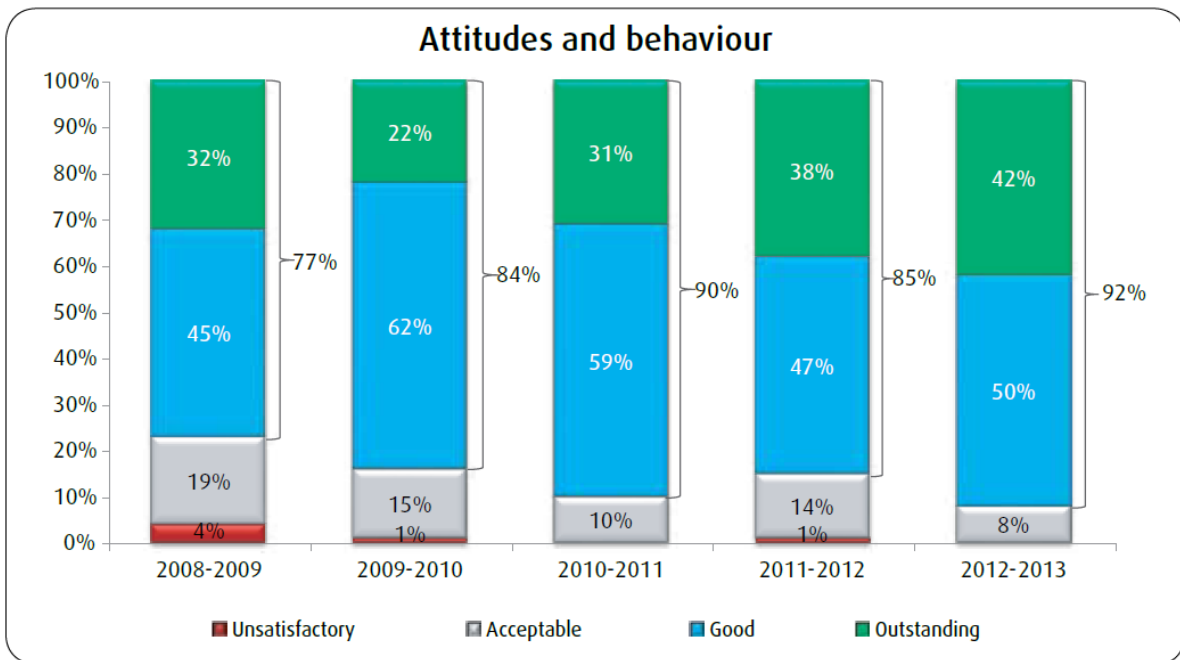
Figure 3: Annual Report KHDA 2013

2.6.   Processing methods:

Are those procedures that are based in nature on the scientific method and experimental. Which take the principles of learning the foundations and rules for different methods in directing the behavior to be controlled such as behavioral or cognitive behavior.

These are the methods used by teachers to manage and guide student behavior, teacher-oriented approaches, and environment-oriented approaches.

A) Student-oriented approaches:

Which are the methods used by the teacher to directly modify and change the patterns of behavior is not appropriate for students, which is the use of methods of positive behavior and behavioral methods of reducing behaviors are not appropriate, and included the study tool (9 phrases) represent these methods and carrying numbers (2 – 4 – 13 – 15 – 16 – 18 – 19 – 22 – 23).

B) Teacher-oriented approaches:

A group of methods that focus on the behavior of the teacher as a role model and an educational model for students, as well as methods that focus on the educational strategies and guidance provided by the teacher, both in the pre-stage of inappropriate behavior or during or after the occurrence of inappropriate behavior, including the teacher's vigilance and movements and verbal and nonverbal guidance (Such as gestures, facial expressions, etc.) and the imposition of classroom rules to counter inappropriate behaviors and to reinforce appropriate behaviors. The study tool consisted of (7 phrases) representing these methods, which are the numbers that bear the numbers (1 – 3 – 5 – 9 – 10 – 11 – 20).

C) Environment-oriented approaches:

Are the policies, systems and methods used in the school to create a better classroom interaction between the teacher and the students on the one hand and the students on the other, in order to ensure the best possible use of the learning process, which includes making changes to the classroom environment in line with the educational goals, Students must follow them and the relationship between the school administration and students, teacher and students. The study tool included (7 phrases) represent these methods which are the words that carry the arches (6-7 – 8 – 12 – 14 – 17 – 21).

2.7. Difficulties facing teachers in dealing with behavioral problems:

Is a set of difficulties that prevent the teacher from using appropriate methods of dealing with the behavioral problems that are issued by students whether these difficulties were administrative, technical or material?

People with special needs:

They are children with very mild disabilities so they can keep up with their normal peers in regular primary school classrooms that provide them with the conditions and factors that will help the success of the learning process include the following categories:

- Learners who are mentally retarded
- People with learning disabilities (autism, hyperactivity, dyslexia, dysgraphia, dyscalculia, etc.)
- Disabled behaviorally and emotionally

- Hearing Impairment

- People with physical and health disabilities

2.8. Theoretical Framework / Background:

The integration of people with special needs in public and private schools is still a controversial issue about the advantages and disadvantages of integration. However, it computes the results of the studies conducted on the integration and integration disadvantages. The advantages of integration are numerous and are much more negative.

The past century (twentieth century) has witnessed a major development and is aimed at expanding integration programs and expanding the integration of different categories of people with special needs and different degrees of disability (simple, medium and even severe).

As a result of this change, societies have witnessed a marked shift in integration. Many communities, including the United Arab Emirates, have opened many integration programs in schools.

The integration programs have achieved many benefits for students with special needs in various aspects including the growth of their academic and social skills in addition to the growing positive attitudes towards them (teachers, peers ... etc).

The development that revealed these positives was accompanied by a qualitative development in the research and studies that are concerned with the subject of integration, where we now see that the research interest is focused on what happens within the integration classes of the processes and the impact on the relationship of the teacher to the students and the growth of academic and social skills in the students (Smith, T., Polloway, J., Patton, C. 2004). Lindsay (2003) suggests that

researchers interested in the field of integration should focus their studies on the effectiveness of integration in the education of students with special needs and their educational outcomes. Inclusion classes are defined as parallel classes, which are found in ordinary schools attended by special needs children. These children are taught according to the same curricula as the ordinary ones and include at least three students and at least five. (Koworakul,2006).

The results of the studies showed that the students in the regular classes benefited in the field of academic and social growth more than the students enrolled in the individual classes. The most important behavioral problems that can face the teachers responsible for the special classes in the integration programs are those related to how to manage the classroom and deal with behavioral problems which can be issued by students enrolled in these classes. Daniels (1998) suggests that the most complex process teachers can encounter in the integration classes are those about how to cope with inappropriate behaviors and ways to maintain appropriate behaviors and methods teachers should follow in dealing with inappropriate behavior. (Gonzales,2008)

Many models were used to manage the behavior of students with special needs in integration classes. These models focused on three basic variables: student, teacher and school environment. Among the models there is a three-dimensional model used by Trussell and Lewis (2008) in the prevention, action and solution, while Wacker (2002) focused on preventive and corrective methods, while Wehby (2003) focused on three methods are methods of systematic intervention or non-Direct, semi-structured intervention methods, direct and structured intervention methods.

Pisacreta et al. (2011) focused on the classroom arrangement in preventing inappropriate behavior. The discussion focused on arranging furniture and equipment in a way that allows all students to be seated or moved and referred to the process of hiring time by increasing the time spent by the

student in the work required. They discussed how students are distributed in the classroom so that students who have negative behaviors are placed with a group of students who are committed to positive classroom behavior, and finally they agreed that classroom behavior of the teacher is one of the things that contribute. In reducing the likelihood of the appearance of improper conduct.

Other studies emphasize the importance of the social environment surrounding the student (as a group of comrades) in improving the social acceptance of students from the special needs and improve the level of personality traits and adaptive behavior, including O'Conner and Colweel (2002) and Frederickson and Turner (2003). Other studies have indicated the effectiveness of using measures such as positive reinforcement, neglect, negative reinforcement, symbolic reinforcement, differential reinforcement, verbal and physical induction, cost of response and self-control training in modifying and reducing negative behaviors such as excessive movement, self-harm, escape, disobeying instructions, rebellion Disobedience, Stereotyping, Aggression, Unacceptable Phonetic Habits; Vu et al. (2002), Jordan et al. (2003); Reiber and McLaughlin (2004).

Reiber and McLaughlin (2004) point out the importance of classroom intervention strategies to help teachers work successfully with students with attention deficit hyperactivity disorder:

- The strategy of class organization and includes a range of means, including the reduction of distracting stimuli to attention in closed classrooms and the traditional organization of classrooms, sitting students with attention distraction in front of the teacher, and the use of positive interaction for peers and the organization of the study schedule.

- The curriculum modification strategy and teaching methods, which focus on the need for the curriculum to be interesting to students, and the need to diversify the methods of presentation and the means used to ensure increased interest and development of students' motivation towards learning, and increase students with immediate feedback.

- Peer interaction strategy, which focuses on peer as one of the important means of therapeutic intervention and one of the most important enhancers and lead to immediate feedback and promote appropriate behaviors.

- Symbolic reinforcement strategy, which includes the use of symbolic and points reinforcements and replacing them with physical or activity enhancers, and the use of individual and collective symbolic reinforcement.

- Self-leasing strategy includes measures focused on crisis management, self-control strategy, self-direction, self-promotion, problem-solving strategy and self-rules.

Through the study of the previous studies, it was clear that there is a clear global interest in the need to move from studying the importance of integration and its advantages and disadvantages and its impact on the growth of positive trends towards students with special needs to pay attention to what is happening inside the integration classes of practical methods and strategies used by teachers to manage Classes and dealing with patterns of inappropriate behavior that occur from students with special needs and the effects that these methods can reflect on the educational outcomes of this group of students.

(My point of view) It is striking that the most attention to these studies was limited to specific categories of disabilities such as mental retardation and emotional and behavioral disorders, and distraction, while other groups did not receive this attention.

2.9. Previous studies:

The researcher will present the previous studies according to the following axes:

Axis I: previous studies that dealt with methods of dealing directed towards the student.

Axis II: Studies that dealt with teacher-oriented coping methods.

Axis III: Studies that dealt with methods of dealing directed towards the school environment.

Axis IIII: previous studies that dealt with methods of dealing directed towards the student:

Todd et al. (1999) study of a 9-year-old child with learning disabilities with physical disability is characterized by anarchic behavior that is evident when carrying out educational tasks by comparing the behavior of eight other students of the same age. The classroom in integration schools, this behavior represented in inappropriate speech and touching others, leaving the seat. Self-management and self-promotion strategies and negligence were used for unacceptable behavior's results indicated a marked decrease in anarchic behaviors to a noticeable decline in anarchic behaviors (zero) and a high level of educational tasks from 20% before intervention to 72% after intervention procedures.

Vu et al. (2002) conducted a study aimed at comparing the effectiveness of the differential reinforcement method and the negligence method in the treatment of inappropriate behavior

among students. Compliance with instruction (rebellion and disobedience), differential reinforcement of desired behaviors, and neglect of unacceptable behavior within the classroom and during normal classroom activities were used. All procedures were analyzed and evaluated. The results indicated a decrease in inappropriate behaviors (self-harm, escape from school, and non-compliance) in the first student by 97% and the second by 99%. It was also noted that negligence measures were more effective than differential reinforcement measures.

Abdullah Al-Qahtani's study (2003) aimed to identify the effectiveness of the response cost method in modifying the aggressive behavior of children with special needs and learning. A sample of (20) children with disabilities were used with an intelligence level (50-74) and their age between (6-12) General were divided into two experimental and control groups and the preparation and application of the behavior modification program with the use of cost response measures in the experimental group students without control.

Gordan et al. (2003) aimed to reduce inappropriate behavior, which is unacceptable phonological habits, inappropriate speech in social relationships, and inappropriate physical movements, in a 7-year-old autistic child. Structured observation. The plan to modify inappropriate behavior included two programs, one of which was then work and play, which was designed so that the child can see the educational task (appropriate behavior) with the naked eye (observation) and the consequences of doing such behavior. The second program relies on the symbolic promotion of appropriate behaviors. The results indicated a clear and statistically significant reduction at the level of (0.05) in the level of three behaviors (unacceptable phonological habits, inappropriate speech in social relations, and unacceptable physical movements) when comparing pre-measurement results to the

level of Telemetry. This indicates the effectiveness of my work program, then play and symbolic reinforcement in reducing students' negative behaviors'.

In the Fabiano and Pelham study (2003), which examined the condition of a child at the age of one year with unacceptable behaviors, the most important of which was distraction and excessive movement, a behavioral intervention program was developed to modify and reduce the level of distraction and excessive movement, while using reinforcement of acceptable behaviors and neglect of unacceptable behaviors. The results indicated a decrease in the level of excess movement and troubled behaviors, and increased level of attention of the child.

Yang and others (2003) also conducted a study aimed at developing social and emotional skills among a sample of special needs students (2 boys and 4 girls) divided into two equal and homogeneous groups in terms of age, sex, social and emotional skills.

The social and emotional skills development program was developed and applied with the use of measures to promote acceptable and negligent behavior on unacceptable experimental group without control. Results indicated a high level of social and emotional skills among the experimental group members significantly compared to the control group, and when comparing pre-measurement to post-measurement. A decrease in the level of behavioral disorders in the experimental group was also observed after this program.

Axis II: Studies dealing with teacher-oriented approaches:

In the study of Rosen et al. (1990) aimed to identify the most important methods directed by the teacher in dealing with the problems of classroom students, the study tool used was a special questionnaire on the extent of teachers use methods of dealing with patterns of behavior and included four aspects (appropriate social behavior, Inadequate social behavior, appropriate

academic behavior, inappropriate academic behavior) The study instrument included: first, teachers 'reactions to academic and social behavior; and second, expected teachers' reactions to inappropriate behavior.

The results indicated that teachers tend to be more interested in social behavior than academic behavior and tend to use verbal methods to deal with negative behaviors' rather than sensory methods. The results also showed that teachers used positive and indirect methods.

In Swenson and Cording's (2002) study on the use of reinforcement and exclusion versus firmness in controlling the behavior of people with behavioral and emotional disorders in a school in Liverpool, the sample of students was about 84 students between the ages of (6-16), and a training program was applied to teachers to train them on The use of reinforcement and exclusion mode is subject to the firmness and adjustment method.

- The level of performance of students during learning after the training program to 86% compared to 65% before the program followed.

- Low rate of aggressive behavior after the use of control measures significantly to reach 3.8% vs 8.6% before the program.

Regarding the results of teachers, the study indicated:

- The high rate of teachers' use of reinforcement measures was statistically significant after the program, where the utilization rate reached 9.3% after training compared to 2.1% before training.

- The rate of teachers' uses of negative phrases decreased to 1.6% after training compared to 9.7% before training.

Hetzroni and Roth (2003) also conducted a study aimed at identifying the effectiveness of using reinforcement in supporting positive behavior to enrich the communicative behavior of children with special needs with inappropriate behavior (screaming, biting, physical pushing, hair lifting, school escape, Self-harm, clicking on the seats), a sample of 5 children with disabilities was used, between the ages of 10 and 14, and the results indicated a significant decrease in the level of inappropriate behavior in children with special needs as a result of the use of reinforcement measures to support positive behavior. , And neglect of inappropriate behavior M, N also observed a higher level of positive behavior in peers in the same rows and increased level of communicative behavior with them.

In the Lane et al. (2004) study of teachers' expectations of student behavior, the objectives of which were to identify the most important social skills that teachers perceive as critical to academic success and to identify the impact of both the program level (primary, intermediate) and the type of program (general, special) and experience (with Experience, without experience) on teachers' expectations.

A sample of 126 teachers from 4 primary schools was used, of whom 8.87% were boys 'teachers, 91.13% were girls' teachers, and for the type of program 83.33%, 14.29% were private. For the level of experience, 40.48% were less than five years and 59.52% were more than five years. The results indicated the following:

- The use of self-control skills and cooperation were more important from the teachers 'point of view for students' success

- There are no statistically significant differences between teachers with experience less than five years and more than five years.

- The most important skills that teachers consider to be very important for success:

Following instructions, complying with instructions, controlling emotions with peers, controlling emotions with adults, interacting with individuals from other groups, reacting appropriately when the child hits, and utilizing leisure time appropriately.

Axis III: Studies that dealt with methods of dealing directed towards the school environment:

In the study of O'Connor and Colwell (2002). The study aimed to identify the impact of natural groups in modifying some behavioral and emotional disorders in children with special needs in the integration classes in regular schools. The study sample consisted of those who joined the integration classes for three consecutive semesters. The sample was selected from 3 private primary schools. The behavioral characteristics of the children were measured, and the study sample was formed before, during and after the completion of the program. The results of the study indicated that the natural groups had a significant effect in reducing behavioral disorder and improved the personal characteristics of children in cognitive aspects and areas of adaptation in general.

In the Renwick and Spalding study (2002), which aimed to identify the effectiveness of the quiet place program, which depends on the organization of the school environment and classroom from

the psychological and physical aspects in the modification of inappropriate behavior for students with special needs with behavioral disorders attached to integration schools, and the study sample consisted of 54 A child with behavioral disorders was enrolled in the quiet place program in their schools. The program was evaluated and its impact on the behavior of children after six weeks, the results of the study indicated a significant improvement in positive behavior patterns in the study sample and a decrease in Negative wake.

It is clear that the functional overlap in the end may be psychological or other justifications that do not fall within the course of the current study, as the focus of this study is on that general trend applied in all applied studies, which dealt with the subject of aggressive behavior in children with mental disabilities Which he classifies into procedural terms into two types: aggressive verbal or physical behavior and custom as (Tremblay, et al. 2004) Procedural definition as follows:

a. Physical aggressive behavior consists in the following actions

- Beating

- Snapping

- Stampede

- Scratching

- Fighter and quarrel

- Capture or tweak

b. Verbal behavior is represented by the following expressions:

- Reprimand

- Irony and sarcasm

- Criticism

- Swearing

- Mocking

- Humiliation or humiliation

Chapter 3

3. Methodology:

3.1. Introduction:

This study aims to uncover some of the behavior of students with special needs within the classroom and challenge teachers to how to control and employ this inappropriate behavior in class and to explore, understand and describe how four students with special educational needs receive their educational and social experiences in their university school. Furthermore, it aims to explore the extent to which the four students are aware of their needs and learn the importance of positive behavior in the school.

In this section, the research methodology and research tools are explained, and the main research tool (observations) is described in detail.

The main task of the teacher is to help the student acquire the correct academic and social behaviors to be productive and happy citizens in his or her community. Therefore, confronting the undesirable behavior of students with disabilities in general and students with special mental disabilities is one of the most difficult problems faced by special education practitioners. Limits the teacher's ability to teach students or their ability to learn. Therefore, there must be scientific strategies and effective in the control of behavior, to control the behavioral problems in the classroom.

Aggressive behavior is a major problem for children with disabilities. It is a major barrier that prevents the establishment of good social relations in the vicinity of the school. It prevents the students from benefiting from the educational programs. The aggressive behavior is one of the most problematic problems that lead to the referral of children with disabilities to psychiatric services, and other mental health services. (Reiss,1982).

3.2.   Research Methods:

The qualitative research was found to be an appropriate method to carry out this study. "Finding how to teach people with special needs is often very complex and we find that it poses specific requirements to the methodology used. At least, triangulation of data is required, so research in special education is not an easy task." (Ghesquie`re, Maes & Vandenberghe 2004, p. 17).

Researchers have long been keen on analyzing published special education studies and examining them relation to field practices. (Bardon, Vacc, & Vallecorsa,1984< Drew, Preator, & Buchanan, 1982).

An important objective of this type of study is to assess the quality of the research being carried out and propose appropriate strategies to improve its quality in preparation for adopting effective learning practices based on its results.

In this study, the researcher followed the clear descriptive method of Husserl. Sanders (2014, p. 293) explains the Husserl method:

It is defined as a descriptive or descriptive phenomenon, in which it is seen that individuals are the tool through which access to the infrastructure or "substance" is the phenomenon of interest or fundamental axis.

3.3. Study procedures:

This study was conducted in a school where the researcher worked with two other schools. This selected schools are private schools in Dubai, which provide kindergarten-to-grade 12 education, and began implementing a comprehensive education policy in 2012.

Upon obtaining the approval of the main schools, the researcher in each school met with the principal in charge and explained the research and its characteristics. He asked them permission to attend classes, and also the consent of the parents and the researcher's hand to give permission to their children to participate in the research. Second, letters of consent (Appendix 7) were sent to parents, and were provided with the following information: (purpose of research, research tools, risks and benefits of research on their children, privacy and confidentiality of data collected from their children, and the rights of parents and their children). It has been highlighted that parental consent provides a guarantee for the protection of children's interests and safety, and is based on the assumption that parents act in the best interests of their child (Helseth & Slettebø 2004,). Parents were also asked to explain the purpose of the research to their children and to seek their consent.

A) Observations:

After the researcher obtained information about the participants in the research from the documents, the researcher conducted observations that enabled researchers to monitor students with intellectual disabilities in their school environment. Morris (2003) highlights that observations are important because they allow researchers to have practical experience in the participants' environment. Take this step before interviewing students and attending classes, allowing the researcher to add questions about the topics highlighted through various notes. A number of observations are not predetermined, Mertens (1998) explains that in qualitative research the researcher decides that adequate observation occurred when subjects and examples begin to replicate rather than expand.

In the first school, the researcher attended with the two students Lisa in the fifth grade has autism and Lily in the fourth grade has difficulties learning classes. {see (Appendix 1&2) and (Table 1)}:

Student	Type of Disability	Date of join	Enrolment Year/ Grade	Current Grade
Lisa	Autism	2014	2014 /in Grade 1	G5
Lily	Learning disability (Delayed Growth)	2015	2015 /in Grade 1	G4

Table 1: First school

In the second school, the researcher attended the student, Warren in the second grade, with paraplegia and atrophy of the nerves. {See (Appendix 3&4) and (Table 2)}:

Student	Type of Disability	Date of join	Enrolment Year/ Grade	Current Grade
Aren	Paraplegia and atrophy of the nerves	2014	2017/in Grade 1	G2
Sally	Autism	2013	2016/in Grade 1	G3

Table 2: Second school

In the third school, the researcher came to the student in the second grade with learning difficulties and the student Dan in the fourth grade is autistic. {see (Appendix 5&6) and (Table 3)} .

Student	Type of Disability	Date of join	Enrolment Year/ Grade	Current Grade
Anna	Learning disability	2014	2017/in Grade 1	G2
Dan	Autism	2015	2015/in Grade 1	G4

Table 3: Third school

All schools observe in (English - mathematics and science) & during break time.

B) Interviews:

As mentioned earlier, the researcher does not seek answers, but seeks a better understanding of the phenomenon under study. Individual interviews were conducted with students and teachers in order to enable students to express their opinions freely, to enable teachers to be transparent and confidential, and to gain deeper insights into behavioral violence problems among mentally

handicapped students. In semi-structured interviews, the researcher does not seek specific answers, but seeks a deeper understanding of the phenomenon (Omizo & Omizo 1990).

3.4.   Site Selection:

A) Individual Education Plan (IEP)

A plan designed specifically for a child to meet their educational needs, including all the objectives expected to be achieved according to certain criteria and within a specific period.

B) The importance of the individual educational plan:

- Perform the actual translation of all the measurement and evaluation procedures conducted to the student to find out his strengths and needs.

- Prepares a written document that leads to mobilizing the efforts of the different disciplines to raise the student with special needs and training.

- Preparing annual programs for students in the light of their actual needs.

- Ensure a continuous assessment of the student and the selection of appropriate services in the light of that assessment.

- Determine the responsibilities of each specialist in the implementation of special educational services.

- We involve the student's parents in the educational process not only as a useful source of information, but as active members of the multidisciplinary team.

- Serves as a litmus test for the appropriateness and effectiveness of the services provided to the student. (Figure 4)
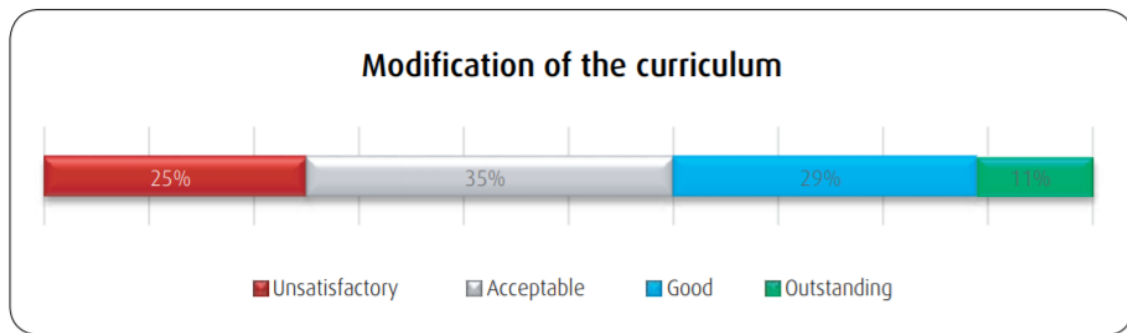
Figure 4: Modification of the curriculum

C) The role of the subject teacher in regular classes:

The addition of the main tasks in teaching will therefore, in the case of a student with special needs in his class:

- Accept students with special needs and give them the full opportunity to learn.

- Cooperating with the special education teacher in providing special education services for students with special needs.

- Participate effectively in the implementation of the individual and advanced educational plan in his own.

- The need to take note of the mechanisms of individualization and application of education.

- Encourage acceptance of the idea of integrating people with special needs into regular classes.

- To strengthen the relationship with parents to serve the educational process.

- Participation in training courses.

- Participation in the team to prepare the individual and advanced educational plan.

D) The role of the assistant teacher:

Carry out specific educational activities in coordination with the classroom teacher to facilitate the integration of students with special needs.

- Assist in the process of preparing the tools and means necessary for the educational process of these students.
- Supervising the audiovisual equipment of students with special needs.
- Acceptance of students with special needs.
- Working in a team spirit with the rest of the team members working with these students.
- Direct individual support for students with special needs in accordance with the requirements of the individual educational plan and teacher guidance.
- Assist them to carry out the worksheets and tasks assigned to them during the class.
- Supervision of these students outside the classroom: time open, queue, extracurricular activities, movement between various facilities such as the library, cafeteria, toilets, school yard and the place of bus and laboratory gathering and others.
- Follow up and implement their own needs in movement, nutrition, and activities.

- Provide the opportunity for teachers of special education materials and use more time in the planning and implementation of all activities and programs to achieve the objectives of the individual educational program for each student.

- Assist in the collection of information for students with special needs in order to identify students' progress and performance.

Moody (2001) believes that:

> "The scientific approach is to identify and maintain scientific problems, present hypotheses, suggestions and solutions, gather and organize information, draw conclusions and ensure that they are appropriate to the initial assumptions."

3.5.   Study Assumptions

- There are no statistically significant differences between the dimension of behavioral problems of students due to the variables of the study (gender of the teacher, general specialization, specialization, disability category and experience).

- There are no statistically significant differences between after the methods of dealing with teacher's behavioral problems due to the variables of the study (gender of the teacher, general specialization, specialization, disability category and experience).

- There are no statistically significant differences between the sub - dimensions of the methods of dealing with teachers with behavioral problems (after methods directed towards the student, after methods directed towards the school environment).

A) Validity of adaptive behavior:

To verify the validity of the scale, the researcher calculated the validity in a way of internal consistency. A sample of (55) males and females, where the correlation coefficients were

calculated between each dimension of the scale and the total score of the scale. Internal

coherence coefficients for adaptive behavior scale dimensions (n = 55)

B) Study Sample:

The sample of the current study consisted of (152) male and female teachers of the integration

classes in the primary schools that apply the integration policy in three schools. The table (4)

shows the characteristics of the study sample in terms of the sex of the teacher, uncle,

specialization, qualification, experience and disability category they are dealing with.

No.	Variables	Class Variable	Number of cases	Percentage
1	Teacher Gender	Male	50	32.9%
		Female	102	67.1%
2	Educational Qualification	BA	112	73.6%
		Master	15	9.8%
		Higher Diploma	15	9.8%
		Not specify	10	6.5%
3	General Specialty	Other specialties	105	80.5%
		special Education	30	19.7%
		Not specify	17	11.1%
4	Specialization	Learning difficulties	26	55.3%
		Mental retardation	13	27.7%
		Shadow teacher	8	17%
5	Years of Experience	0 – 3	43	28.2%
		4 – 6	46	30.2%
		6 & more	54	35.5%
		Not specify	9	5.9%

Table 4: shows the distribution of the sample according to the study variables

It is clear from the table that the proportion of male teachers has reached (50) vs. (102) of female teachers, and most respondents (73.6%) were bachelor's degree and the percentage of specialists in special cases (19.7%) of the total sample.

The table also indicates the distribution of teachers according to the specialties in the field of learning disabilities (55.3%), and in the field of mental retardation (27.7%), beside the shadow teacher (17%). The table also shows that about (35.5%) teachers have more than 6 years' experience.

C) Study tool:

The researcher has prepared a special tool for the purposes of this study, which consisted of four parts. The first part deals with preliminary information on the sample of the study, including information on gender of teachers, educational qualification, general specialization, specialization, field of work and experience. The second part contains (12) words representing a set of behavioral problems that are expected to occur from students with special needs attached to integration programs. A group of (9) student-oriented methods, and a group of (8) teacher-oriented methods. The fourth part included a set of difficulties that the researcher believes that can hinder and affect the ability of teachers to deal with behavioral problems and included (10) difficulties.

D) Study Procedures:

The researcher reviewed a number of scientific references in the field of integration and a number of studies and research in the field of classroom behavior management for students with

special needs in general and in the field of integration in particular, including the study of Rosen et al. (1990), and Buysse & Bailey, Reiber & McLaughlin (2004), Lane et al. (2004). Several studies were also found in specialized websites in this field.

3.6.   How to answer and correct the tool:

The three parts of the tool (Part II, Part III and Part IV) are answered through three levels which are (always - sometimes – not happen) and their hypothesis degrees are as follows (1-2-3), respectively. Behavioral problems and vice versa, the high score for the third part indicates the frequent use of the method of dealing with behavioral problems and vice versa, and the high score for the fourth part indicates the existence of the difficulties faced by teachers when dealing with the problems of students and vice versa.

 View and interpret results:

The results will be presented and interpreted by answering the study questions and by examining the study hypotheses.

A) First: Answer the study questions:

Question 1: What are the most prominent behavioral problems that appear to the students of integration classes from the perspective of teachers?

To answer this question, iterations, percentages, and behavioral problems were sorted in descending order according to the degree of occurrence from the teachers' point of view. Table (5) shows these results:

Phrase number	Problem	Happen %	Not happen %	Average	standard deviation
2	Excessive movement and activity.	99.5	4	2	0.07
3	Attention Deficit.	96.3	1.7	1.98	0.13
12	Introverted.	77.2	20.9	1.79	0.41
4	Non-compliance with school instructions.	76.5	20.8	1.78	0.41
1	Assaulting others.	76.1	21.9	1.78	0.41
6	Rebellion and disobedience.	75	23	1.77	0.42
9	Typical behaviour (frequent behaviour in places and different times).	74.2	23.8	1.76	0.43
8	Unacceptable social habits.	68.9	30.1	1.70	0.46
7	Unacceptable voice habits.	64.9	34.1	1.66	0.47
11	Destruction of public and private property.	46.3	53.7	1.44	0.50
5	Self-harming.	37.8	63.4	1.37	0.48
10	Destructive and violent behaviour.	31.2	68.8	1.31	0.46

Table 5: Sort the most common behavioral problems among students according to the degree of occurrence in descending order.

The table shows that all the problems presented by the researchers in the study tool have had

very high, high and low incidence rates. Teachers' opinions indicated that problems such as

movement, hyperactivity and attention deficit received 99.5% and 96.3%, respectively problems

such as property damage, self-harm, and destructive behavior had low rates below 50%, while

the incidence of other problems ranged from 77.2% to 64.9%.

Question 2: What are the most common ways teachers use behavioral problems? To answer this

question, iterations, percentages and ordering methods used were prioritized. Table (6) shows

the results.

Phrase number	Problem	Happen %	Not happen %	Average	standard deviation
1	Use gestures, signals and facial expressions to indicate dissatisfaction with behaviour.	98.1	0.9	1.94	0.09
9	Discuss the student and ask him not to repeat negative behaviour.	96.4	2.6	1.97	0.16
20	Promoting positive and contrary behaviours to negative behaviour.	95.8	3.9	1.69	0.19
19	Depriving the student of reinforcement for a specified period.	94.7	4.3	1.69	0.20
6	Inform parents about the negative behaviour of the student.	94.2	4.8	1.95	0.21
18	Ask the student to remove the damage caused by his negative behaviour.	93.1	6.9	1.93	0.25
5	The reinforcement is withdrawn from the student each time he commits negative behaviour.	92.7	8.3	1.92	0.28
23	Ask the student to apologize for what happened to him before his classmates.	90.9	9.1	1.91	0.29
21	Exclude the student from the enhanced environment for a limited period.	87.3	13.7	1.86	0.34
22	Reprimand the student and rebuke him away from his classmates.	85.4	15.6	1.84	0.36
7	Depriving the student from participating in extra-curricular activities.	77.5	20.5	1.79	0.40
13	Ask the student to stand in one corner of the classroom.	74	30	1.70	0.46

3	The threat of corporal punishment.	63.4	35.4	1.65	0.48
2	Reprimand the student and rebuke him in front of his classmates.	63.3	36.4	1.64	0.48
17	Depriving the student of gifts and certificates of appreciation.	62.3	36.4	1.64	0.48
8	Refer the student to the principal.	58.1	42.9	1.57	0.50
10	Deduction of grades for each negative behaviour issued by the student.	57.2	43.8	1.56	0.50
11	Sitting which results in negative behaviour in the rear seats.	55.3	45.7	1.54	0.50
14	Depriving the student from going out into the open.	53.8	47.2	1.53	0.50
16	Write alarm and rebuke phrases on the student's notebook.	43.8	55.2	1.45	0.50
4	The rhythm of corporal punishment.	41.9	59.1	1.41	0.49
12	Send the student to a lower class for some time.	37.8	60.2	1.40	0.49
15	Assign the student more homework than his classmates.	35.8	65.2	1.35	0.48

Table 6: The order of dealing methods used according to the degree of occurrence.

It is clear from the table that the methods presented in the study tool were divided into three

levels. They occur between 90.9% and 98.1% as follows:

1) Using gestures, signals and facial expressions to indicate dissatisfaction with

negative behaviour 98.1%

2) Ask the student not to repeat negative behaviour 96.4%

3) Promoting positive behaviours contrary to negative behaviour 95.8%

4) Depriving the student of reinforcement for a specified period 94.7%

5) Notify parents of the negative behaviour of the student 94.2%

6) Ask the student to remove the damages resulting from his negative behaviour 93.1%

7) withdrawal of reinforcement from the student every time he commits negative behaviour 92.7%

8) Ask the student to apologize for what happened to him before his classmates 90.9%

1. Methods with incidence rates less than 50% were as follows:

- Writing remarks and reprimand on the student's book 43.8%

- Corporal punishment 41.9%

- Send the student to a lower class for some time 37.8%

- Assigning the student homework more than his classmates 35.8%

- While the incidence of other methods ranged between 53.8% - 87.3%

Question 3: What are the most important difficulties facing teachers and limit their ability to face behavioural problems among students?

To answer this question, iterations, percentages, and the difficulties that teachers face are calculated in descending order. Table (7) shows the results:

Phrase number	Problem	Happen %	Not happen %	Average	standard deviation
9	Lack of teacher training programs on behaviour modification.	95.3	4.4	1.96	0.20
7	Lack of cooperation of the families of students with teachers.	94.2	4.8	1.95	0.21
6	Limited ability to modify the classroom environment to implement behaviour modification programs.	93.6	7.4	1.93	0.26
10	Lack of interest of educational counsellors and education departments in behaviour modification programs in schools and their focus on educational outcomes.	92.5	7.9	1.92	0.27
4	Increasing the teaching load of teachers does not enable them to deal with behavioural problems.	90.3	9.8	1.91	0.29
2	Lack of an appropriate place in school to treat behavioural problems.	85.7	15.3	1.85	0.36
8	Lack of behaviour modification specialists at or outside the school to assist teachers.	84.8	16.2	1.84	0.37
3	Lack of special records and forms to modify the behaviour of students.	80.4	20.6	1.79	0.41
5	Lack of cooperation between teachers.	77.9	23.1	1.77	0.42
1	The manager does not understand the role of the teacher in facing behavioural problems.	75.2	53.7	1.76	0.43

Table 7: Order of difficulties faced by teachers according to the degree of occurrence in descending order

The results of the study shown in Table (7) indicate that all the difficulties included in the study tool have obtained high incidence rates ranging between 75.2% - 95.3%, which shows the importance of these difficulties, but the most frequent difficulties were those related to the following: -

- Lack of teacher training programs on behaviour modification 95.3%

-The lack of cooperation of the families of students with teachers 94.2%

- Limited ability to modify the classroom environment to apply behaviour modification

programs 93.6%

- Lack of interest of educational counsellors and education departments in programs of

behaviour modification in schools and their focus on educational outcomes 92.5%

- Increase the teaching load of teachers 90.3%

The least difficulties in terms of the degree of occurrence were as follows:

- Lack of cooperation among teachers 77.9%

- Manager's lack of understanding of the role of the teacher in facing behavioural problems

75.2%

B) Second: testing the hypotheses of the study and interpretation

1. **The first hypothesis**: There are no statistically significant differences between the methods

of teachers dealing with behavioural problems due to the variables of the study (gender of

teacher, general specialization, specialization, disability category, experience).

To test the validity of this hypothesis, one-way variance analysis was calculated for the

specialization variables, disability category and experience. Table (8) shows the results:

variable	Contrast Source	Total squares	D & H	Average squares	The value of p
Specialization	Between groups	760.18	3	253.39	**6.70
	Within groups	8090.70	214	37.81	
Disability category	Between groups	304.79	2	152.39	**3.67
	Within groups	9125.96	220	41.48	
Experience	Between groups	16.62	2	8.31	0.20
	Within groups	8929.54	201	42.52	

Table 8: Unidirectional Variance Analysis of Specialization Variables, Disability Category and Experience with Behavioural Problems of Students

** Function at level (0.01)

Table (8) shows that there are statistically significant differences at (0.01) for the specialization and disability category variables, while there are no significant differences due to the experience variable.

Type of comparison	variable	Average	standard deviation	Check function values
For the gender	Males	22.27	3.58	*2.08
	Female	21.17	4.15	
General Specialty	special needs	0.97	0.64	0.03
	Other specialties	0.97	0.52	

Table 9: The results of the calculation of the Chevy test of differences for the specialization and disability category variables in the dimension of behavioral problems

* Function at level (0.05)

It is clear from table (9) that there are statistically significant differences at the level (0.05) between males and females in favour of males in the behavioural problems.

While there are no statistically significant differences between the special education specialties and those with other specialties in the behavioural problems.

It is clear from these results that the first hypothesis was not fully verified as the results indicated that there are statistically significant differences at the level (0.05) due to the variable of specialization, disability category and gender of the teacher, while the results did not show the presence of statistically significant differences due to the variable of experience and general specialization.

This result can be explained by the fact that teachers' perception and assessment of behavioural problems were influenced by the specialty, disability category and gender of teachers. It was found that the problems expressed by teachers are more prevalent among male pupils who are mentally retarded and physically disabled than those with learning disabilities.

These results may be attributed to the fact that the problems prevalent among the mentally retarded are due to the association of mental retardation with the problems of adaptive behaviour, while the problems in the hearing impaired are due to the fact that it may be a means by which persons with hearing can express themselves due to their inability to communicate. These results can also be attributed to the way of upbringing of male disabled persons in their families and the family's perception of their education and reflect the cultural, social and behavioural conditions from which they come from, which calls for more research to identify

these conditions. These findings are consistent with most studies presented in the theoretical background of the study.

The result, on the other hand, shows that there are no statistically significant differences in the fields of expertise and general specialization, that is, all teachers, regardless of their level of educational experience, acknowledge that these problems occur and is consistent with Lane et al. (2004).

2. The second hypothesis: There are no statistically significant differences between the methods of teachers dealing with behavioural problems due to the variables of the study (gender of teacher, general specialization, specialization, disability category, experience).

To test the validity of this hypothesis, unidirectional variance analysis was calculated for the specialization variables, disability category and experience, and table (10) shows the results.

Table (10) Results of unidirectional variance analysis of the specialization variables, disability category and experience about teachers' methods of dealing:

Type of comparison	variable	Average	standard deviation	Check function values
For the gender	Males	52.75	5.80	**3.85
	Female	49.39	7.10	
General Specialty	special needs	51.87	6.30	0.95
	Other specialties	50.84	7.05	

Table 10: Results of Significance Differences in Teachers' Methods of Dealing with Pupils According to Gender and General Specialization.

Table (10) indicates that there are significant differences at (0.05) level between males and females in favour of males. And the absence of statistically significant differences for the general specialization between special education specialties and other specialties in the methods of dealing with teachers.

It is clear from these results that the first hypothesis has not been fully verified.

There were also statistically significant differences at the level (0.05) due to the variable category of mental retardation disability, while there were no significant differences for the group with learning disabilities.

There were also statistically significant differences at the level of (0.01) for the gender of the teacher (males - females), while there are no statistically significant differences for the general specialization (special education - other disciplines).

The high level of coping methods can be explained by the fact that specialists in the field of mental retardation use more methods of controlling and managing classroom behaviour than other disciplines. This may be due to teachers' prediction of this class in terms of the high level of negative behaviours expected of them.

As for the differences in methods of dealing with the category of disability, this can be explained by the fact that children with learning disabilities are more responsive to the methods of dealing with mentally retarded teachers, especially as they have normal mental abilities. Teachers also tend to use tougher methods with the mentally retarded group.

As for the differences in the methods of dealing according to the sex of the teacher (males - females), this may be since male teachers use methods of confrontation more than the use of female teachers. Have a higher number of females.

3. **The third hypothesis**: There are no statistically significant differences between the sub-dimensions of the methods of dealing with teachers' behavioural problems (student-oriented, teacher-oriented, and environment-oriented).

To test the validity of this hypothesis, a variance analysis was conducted of the differences between the three sub-dimensions (after student-oriented methods, after teacher-oriented methods, after environment-oriented methods) and the table (11) shows the results:

Contrast Source	Total squares	D & H	Average squares	The value of p
Between groups	43.51	230	0.19	**0.81
Within groups	26.16	462	0.06	
Between methods	6.81	2	3.41	
The rest	19.35	460	0.04	
Total	69.67	692	0.10	

Table 11: results after student-oriented methods, after teacher-oriented methods, after environment-oriented methods

** Function at level (0.05)

It is clear from the previous table that there are significant differences at (0.01) level between the three sub dimensions to determine the sources of the differences, a test (T) was calculated to extract the significance of the differences between each of the methods of teachers' treatment. Table (12) shows the results:

Method	Average	standard deviation	The value of T
Student oriented	2.02	0.31	**10.58
Teacher oriented	2.22	0.26	
Student oriented	2.02	0.31	0.09
Environment-oriented	1.99	0.33	
Teacher oriented	2.22	0.26	**11.17
Environment-oriented	1.99	0.33	

Table 12: The results of the significance of the differences between each of the methods of dealing with teachers when facing behavioral problems

** Function at level (0.01)

The table shows:

- There are statistically significant differences between student-oriented and teacher-oriented

methods in favor of teacher-oriented methods at (0.01) level.

- There are statistically significant differences between teacher-oriented and environment-

oriented methods in favor of teacher-oriented methods at (0.01) level.

- There are no statistically significant differences between pupil-oriented and environment-

oriented methods.

These results show that the third hypothesis has not been fully verified. Where the results

indicated that there are statistically significant differences at the level (0.01) between the

methods of dealing with the student-oriented and methods of dealing with the teacher in favor

of methods of dealing with the teacher.

This finding is consistent with those of Rosen et al. (1990), Swenson and Cording (2002),

Hetzroni and Roth (2003) and Lane et al. (2004).

However, they do not agree with the results of studies that indicated the importance of student-oriented approaches, including Todd et al. (1999), Gordan and others (2003), Fabiano and Pelham (2003), and Yang et al (2003).

This can be explained by the fact that teachers tend to use gestures, gestures, guidance, and deductions for each negative behavior of the student as guiding methods rather than using corporal punishment that may cause harm to the student.

By comparing the methods used, the nature of behavioral problems and the difficulties faced by teachers, it is quite clear that teachers tend to use teacher-oriented methods more than other methods, which may be due to the difficulties experienced by teachers in dealing with pupils, most notably the increase in the workload and lack of training. Teachers, and the lack of cooperation between ordinary teachers and families of students with special needs with integration class teachers, which excludes the use of environment-oriented methods and reduces the use of student-oriented methods.

- There were also statistically significant differences at level (0.01) between teacher-oriented and environment-oriented approaches in favor of teacher-oriented approaches. This result is consistent with the results of Rosen et al (1990) and Swenson and Cording. (2002), Hetzroni and Roth (2003) and Lane et al. (2004). They do not agree with the results of the Renwick and Spalding (2002) study, which pointed to the importance of classroom-oriented methods in modifying students' negative behavior.

The results did not show statistically significant differences between pupil-oriented and environment-oriented approaches.

The most common methods used by teachers when dealing with behavioral problems in pupils in the integration classes can be arranged according to the highest average, as follows: Teacher-oriented and student-oriented approaches and environment-oriented approaches. The averages were as follows (2.22, 2.02, 1.99), respectively, as shown in Table (12).

These results can be explained by saying: Teachers working in the areas of mental retardation, physical disability and learning difficulties acknowledge the existence of difficulties affecting their ways of dealing with the behavioral problems of students and that this recognition may be due to the recognition of these teachers the importance of using classroom management methods and behavior modification in the treatment of behavioral problems in students The importance of the availability of appropriate school conditions for them to deal with these methods as it is important to pre-prepare teachers through their preparation and training programs in the field of classroom management and behavior modification and consider this part of their job, as it is necessary To realize the importance of cooperation and coordination in the face of behavioral problems with the rest of the teachers and the school principal and educational supervisors and the families of the students.

3.7. Results:

Methods of dealing with aggressive behavior in the mentally handicapped:

There is a fundamental shift in the content and essence of the therapeutic methods adopted in the early twentieth century, has been evolved in the emergence of the behavioral movement and included therapeutic methods and therapeutic methods based on the content of scientific

experimental method, which proved over time to the effectiveness of its practice in controlling

troubled behaviors. We retain the ability of these methods to effectively control aggressive

behaviors in mentally handicapped children. Sun (2001).

It is important to provide a psycho-social educational environment in order to respond to the

mentally handicapped student and help to spread the social and cooperative climate, by making

friends with their peers ordinary students and to continue in an encouraging classroom

environment, and the learning environment was characterized by psychological characteristics

that made the student live in an environment of an enriched psychological nature He has

overcome his psychological and social problems, becoming more able to confront others

positively and has increased his participation satisfactorily.

The diversity of activities, stories and attitudes contained in these stories play a role in the

identification on negative social behaviors, including bullying, identifying its causes and

consequences, how to control negative emotions, read social attitudes, identify appropriate

reactions, manage conflicts in social interaction situations in an acceptable manner and learn

new social roles. He is attracted to it and responds to it and affects it.

Also, the use of different reinforcement methods has a clear impact on the severity of negative

social behaviors, where it is desirable to combine physical reinforcement (stationery - gifts -

educational toys), and moral reinforcement (praise) as phrases (well done - hit - found - created

- good excellent) - (Applause - writing on the board of honor) In addition to the use of phrases

such as (You are a successful and excellent student - Your style is wonderful and different -

You are a smart person - You have an advanced ability - You have the ability to face all tasks)

Have an impact on the recognition of the behavior of reward and punishment and increase acceptance Others and what is its role as a member within the group and how it should behave in order to be a response D positive actions of others towards him, and recognize the rights without hurting others or hurt their feelings. This is the conclusion of a study by (Stephens et al.2002), (Adams & Bradley, 2008).

Chapter 4

4. Findings:

4.1. Introduction:

This study aims to investigate the attitudes of violence among people with special needs in three private schools in Dubai in order to show how this implementation helps schools establish inclusive cultures, produce inclusive policies and implement inclusive practices. Specifically, it aims to reveal details of implementation by clarifying the overall picture of stakeholders at the school level (principals, teachers and parents).

This chapter was organized in four sections. In the following three sections, data is presented from each school in a separate section, and the results are organized to address questions:

Q1: What are the educational provisions that have been implemented for students with disabilities in three private schools in Dubai as a result of the initiative of the school for all?

The provisions and services offered by school in five categories according to the framework of the study (see Figure 5)

1. Staff training and development

2. School structures

3. Support services

4. Assistive technology

5. Community awareness

Figure 5: The provisions and services offered by school
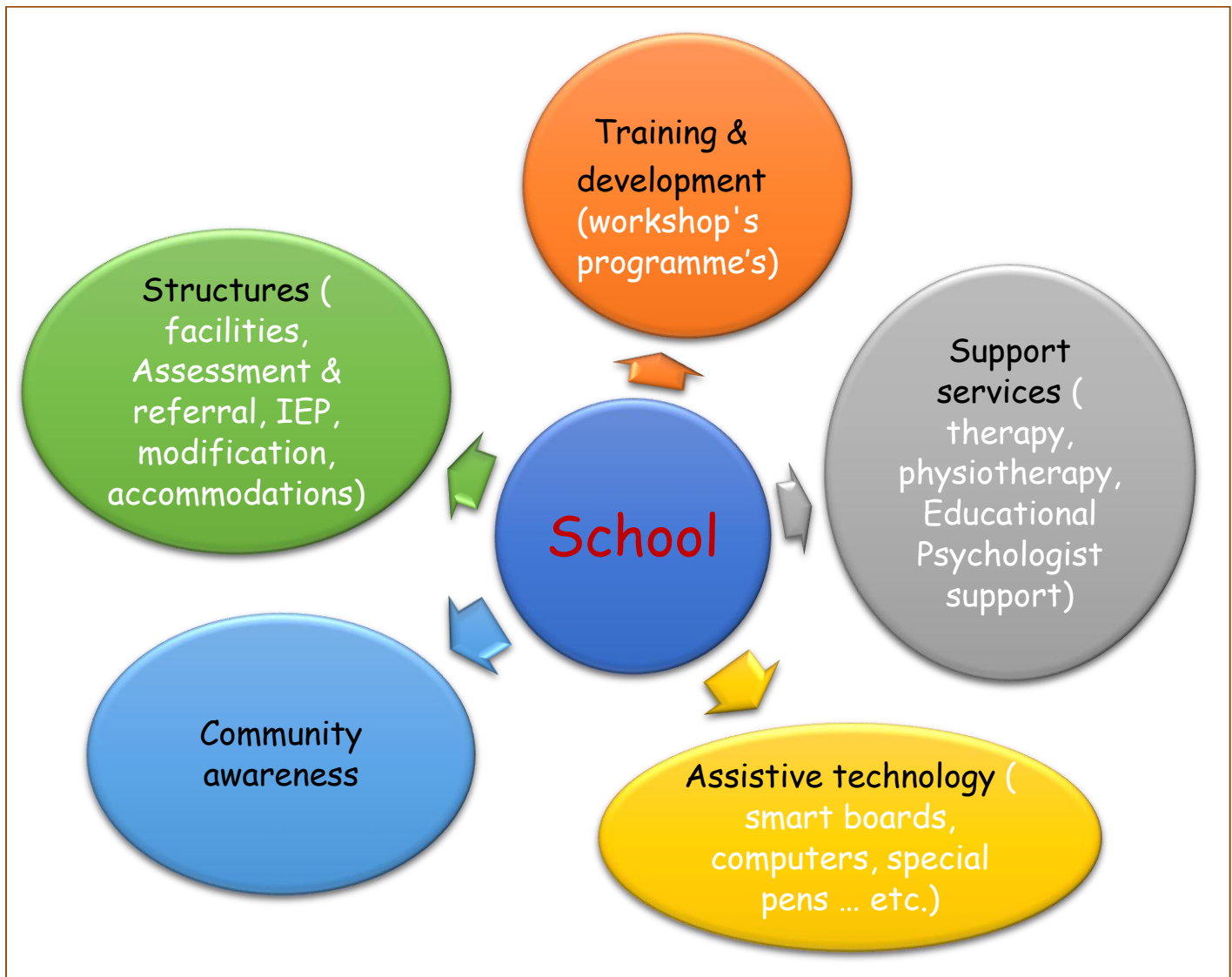
Q2: What cultures, policies and comprehensive practices have evolved in the three schools following the implementation of the Ministry of Education's inclusion policy?

Data analysis for the three school dimensions of cultures, policies and practices will be based on the identification of "barriers to learning and participation" and "resources available for learning

and participation" in each dimension of the school based on optimal behaviour towards aggressive behaviour to avoid it. The concepts of "barriers" and "resources" were introduced by Booth and Ainscow (2011) to help review school performance about inclusive education and to provide the knowledge needed to make informed decisions in planning school reform and development.

The Ministry of Education perspective for inclusion is "education for students with special needs in the separation of a regular class with their peers of the same age who do not suffer from disabilities" (Ministry of Education 2010, p. 62), where it is considered that the "chapter in the regular school is the best educational option for all students in various categories, "including students eligible for special education services" (Ministry of Education 2010, p. 21)., where it is provided educational settings on a continuum from least restrictive to most restrictive, as shown depending on the type and severity Disability.

4.2.   'School for All' - a descriptive account

The Ministry of Education confirmed that modern educational systems are spreading globally, and are starting to take their normal status as traditional educational systems, which require a presence in the classrooms, pointing out that these modern systems have emerged due to the demands of the accelerated life, and the presence of a group of students wishing to To continue their education, but their working or other conditions prevent them from achieving this in traditional education.

Summed up the director of the Special Education Department that there is progress in 2009 until the new school year in 2012:

- The results of school inspection for the academic year 2011-2012 indicate the pace of improvement in private schools as these schools begin to address some of the difficult obstacles that prevent them from achieving greater successes, but at the same time, some private schools have made great strides towards improving specific aspects. From its work, there are currently more outstanding private schools in Dubai (KHDA 2013).(Figure 6)
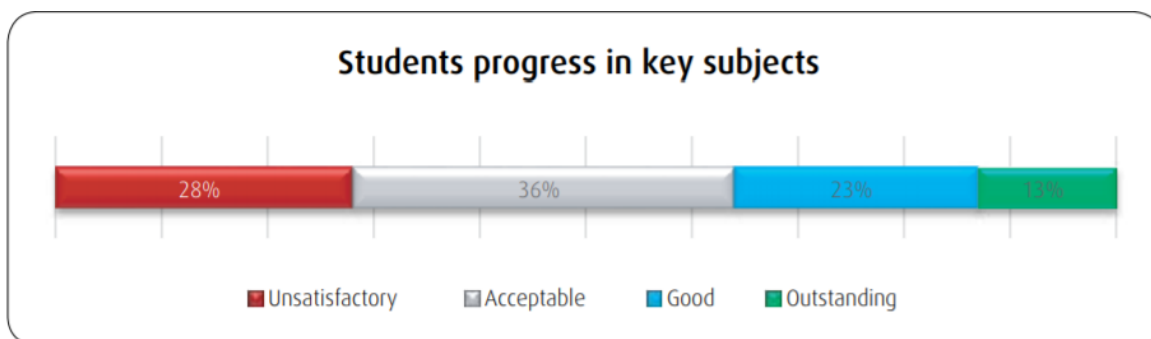
Figure 6: Students progress in key subjects

- **Portfolio training.** Federal Law No. 29 of 2006 on the Rights of Persons with Disabilities, as amended by Federal Law No. 14 of 2009, is the first law issued in the State to protect people of determination. All services are within their capabilities. The Ministry of Education also offers several training programs and facilities aimed at meeting the needs of children with disabilities, their parents and kindergarten teachers. Programs include guidance for dealing with people with visual and auditory disabilities, talent identification

programs, sign language recognition for the deaf, and language disorders experienced by children.

- **Parents' awareness workshops:** One of the most important and successful items that was added in 2010 was the item concerned with awareness workshops for parents. This item helped cover topics such as awareness of disabilities and how to support a disabled child.

4.3. Modifications to the physical environment:

The Ministry of Education has realized that there are a number of schools lacking facilities and services for students with disabilities, such as special elevators for transporting physically disabled students to laboratories on the upper floor, in addition to the lack of bathrooms to meet the needs of students with disabilities. In addition to the need to develop and prepare the school building before the integration of the disabled, because of its negative effects on the psychological of a student.

4.4. Schools Performed:

One of the most important duties of the school is to provide the best services for students with special needs by applying the following tasks:

- The application of the general rules of special education programs in the school through the formation of work teams such as the school support team and the individual educational plan

team to provide services to students with special needs, and follow-up the performance of students and others.

- Admission of students with special needs on the recommendation of the special education team in the school district and provide the best possible services and programs for each student.

- Raise the needs of teachers, specialists and technicians for the educational district.

inventory the numbers and names of all students benefiting from special education services and prepare lists

The forms and all relevant data shall be sent to the Special Education Department in the Educational Zone and their results shall be submitted by the end of the first and second semester.

- Adjust the educational and school environment according to the needs of students.

- Submit periodic reports on any needs for the school district.

- Provide all the necessary capabilities to prepare and implement individual and advanced educational plans through

Coordinate with the educational zone to make all the necessary modifications or measures and provide the necessary requirements with the required specifications (such as equipping the building, buses, all facilities).

- Cooperate with the guidance and facilitate their tasks and implement the recommendations of the special education team.

- Activate the role of parents and involve them in all programs and plans for their children.

- Educate all students and parents about the programs, plans and categories of students with special needs in the school and the need to work to provide appropriate services for them with their peers.

4.5.   Parents duties:

Parents attend meetings, assessments or meetings related to their children's education with

The need to focus on involving them in the decision-making process.

- Effective communication and responsiveness with the school administration regarding their

children and taking their roles to implement individual educational plans.

- Follow-up student at home and support in the development of achievement and overcome the

difficulties and educational problems that exist.

- Do not hide any information related to the student (such as health or psychological matters,

etc.).

- Timeliness in regard to registration, evaluation and attendance at meetings.

- Full knowledge of the academic situation of the student and not to set expectations do not

match his abilities.

- Communicate with the school in case of any emergency or inquiry about their children.

4.6.   Advantages of integrating children with special needs:

Ordinary schools are the natural environment in which children with and without disabilities

can grow together. Therefore, making some adjustments in a natural environment to meet the

special needs of children with disabilities is easier and more effective than adjusting an artificial

environment to meet their basic needs. Features:

- Inclusion allows children with disabilities to remain at home after school, enabling them to be

active members of their families and social environments.

- Integration works to prevent negative trends that accompany their isolation in private schools.

- Inclusion reduces the centrality in the provision of educational services and provides the opportunity for various local educational institutions to benefit from the experience of raising children with disabilities.

- Integration is a flexible educational means through which the educational services provided to students with disabilities can be increased, developed and diversified.

- Teaching children with disabilities in regular classes allows them to socialize with their peers.

- The integration environment works to increase the social acceptance of children with disabilities by their ordinary peers.

- Inclusion enables children with disabilities to emulate and mimic the behaviour of their non-disabled peers.

- Inclusion increases opportunities for communication between children with and without disabilities.

- Contact with children with disabilities at an early age can contribute to improving the attitudes of children with disabilities towards their peers with disabilities.

- Inclusion can enable children without disabilities to recognize the strengths and weaknesses of their peers with disabilities, limiting or eliminating any misconceptions they may have.

- Inclusion can create a realistic environment in which children with disabilities are exposed to diverse experiences and different indicators that will enable them to form true and realistic concepts of the world in which they live.

- Integration will create an educational environment that encourages academic competition among all students.

- Inclusion can deepen our understanding of individual differences between children.

- Educational integration can show to specialists and non-specialists alike that the similarities between students with disabilities and non-disabled is greater than differences.

4.7. Disadvantages of Integration with Special Needs:

The success of the process of educational integration depends on the existence of a supporting system so that teachers and administrators in public and private education can meet the basic needs of children with special needs and the presence of specialized teachers and a suitable environment.

- Negative trends that may be found in regular classroom teachers or in ordinary children may make integration a negative experience for children.

- Education buildings in some private schools are not equipped for this category, which may pose difficulties for disabled children.

It is clear from the above that the advantages of integrating children with special needs into ordinary schools far outweighs its disadvantages.

Chapter 5

5. Discussion, recommendations and conclusion:

5.1. Discussion:

Adopting the treatment of disruptive behaviors in children with disabilities in an appropriate scientific manner will reduce or eliminate the most important dilemmas facing care and rehabilitation institutions for mentally retarded children, which may hinder them from reaching their plans and goals to the level they want for their members. Therefore, the current research adopted the problem of aggressive behavior in the mentally retarded children as one of the most important and most dangerous of these troubled behaviors that should be subject to study and scrutiny. Therefore, the present study discussed the nature of aggressive behavior in mentally retarded children in the context of the interpretation of different theories, but it concluded that all the theoretical orientations except the theory of social learning do not have implications that specialists and professionals in the field of mental retardation can use or employ them to interpret, direct or control my aggressive behavior Members of this group with disabilities.

In light of this theoretical absence, this study has attempted to provide a more relevant model of the behavioral characteristics of mental retardation individuals by adopting a multi-element behavioral model - whose philosophy is that aggressive behavior in a mentally retarded individual cannot be understood, controlled or altered acceptable, unless taken. A set of factors that are likely to contribute to its provocation, acquisition or reappearance.

Therefore, the researcher based the current researcher in his analysis and discussion of the nature of aggressive behavior in children with mental retardation on the elements of that behavioral

model, through which the researcher has reviewed and discussed the available studies that carry these potential factors to provoke aggressive behavior and the corresponding therapeutic measures that can contribute to the eradication Aggressive behavior or at least alleviate it in people with disabilities

5.2. Recommendation:

From the results of the current study, the researcher recommends the following:

1. The social worker and workers in the disabled should be adequately qualified so that their preparation programs include a close link between the theoretical and practical aspects in the light of educational, social, cultural and specialized competencies for their roles in practicing their work with students with multiple disabilities.

2. The need for cooperation between team members in the development of plans to deal with the psychological problems of children with disabilities.

3. Holding specialized courses for workers in the field of multi-disability continuously during work to get acquainted with all the latest in this field and provide them with the opportunity to hold seminars and conferences for the disabled.

4. The need to develop a multi-disability field as one of the basic areas in the curricula taught to students of social work.

5. The need to pay attention to the methods of raising children with multiple disabilities and attention to satisfy their different needs

6. Identify the problems and obstacles faced by teachers in schools to overcome.

7. Reconsidering the policy of accepting teachers in schools to raise the minimum level of enrolment in multi-disability education by setting standardized personal tests according to objective conditions and standards.

8. The need to focus on providing intensive psychological care for children along with rehabilitation care to alleviate these multiple emotional and behavioural disorders that occur from multiple disabilities.

9. Children with disabilities should be given special education strategies and educational programs commensurate with their abilities.

5.3. Conclusion:

The study investigated the inclusion of six students by identifying the behavior of students with intellectual disabilities and teachers' treatments. The behavioral problems of students with disabilities and their effects on inclusive education are an area that has not yet been discussed in the UAE.

We are still exploring ways of comforting students with intellectual disabilities and students with learning difficulties and the importance of communicating their voice in all comprehensive schools in the UAE and all over the world. From the teachers 'perspective, the benefits of taking their views and students' consideration into consideration when creating comprehensive policies and programs considering, be an additional step forward towards meaningful inclusion in the UAE. The educational circle is only complete by the teacher. Taking their views and opinions is the key to effective security education.

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Appendices:

Electronic Survey:

A Survey Instrument managing behavioural challenge among learners with SEND in Primary Private

Schools in Dubai:

Thank you for participating in this survey which was designed as part of my mission. I conduct research to explore the management of behavioural challenge among learners with special needs in Dubai's private primary schools.

The survey should take approximately 10 minutes to complete. Your response to this survey is voluntary and your answers will be kept strictly confidential.

Demographic Information

For each question, please check the box of the item that best describes you.

1. What is your gender?

□ *Male*

□ *Female*

2. What is your age?

□ *21-30*
□ *31-40*
□ *41 and more*

3. How many years of teaching experience do you have?

□ *1 – 5*
□ *6 – 10*
□ *11 -15*
□ *16 – 20*

□ 20 - more

4. What grade levels do you teach?

□ 1-3
□ 4-6
□ 7- 9
□ 10 -12

5. Do you know what is Special Education Needs and Disability (SEND)?

□ Yes
□ No

6. Have you ever taught a student with SEND?

□ Yes
□ No

7. Do you have the necessary training to teach a student with SEND?

□ Yes
□ No

8. SEND is a permanent state of physical or mental illness disorder.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

9. SEND is more common in boys than girls.

□ Strongly Agree

□ *Agree*

□ *Neutral*

□ *Disagree*

□ *Strongly Disagree*

Manifestations of aggressive behaviour

1. The current school environment is ready for the admission and education of disabled people.

□ *Strongly Agree*

□ *Agree*

□ *Neutral*

□ *Disagree*

□ *Strongly Disagree*

2. Students with SEND have high IQ and do well in Mathematics.

□ *Strongly Agree*

□ *Agree*

□ *Neutral*

□ *Disagree*

□ *Strongly Disagree*

3. Students do not accept disabled people in school

□ *Strongly Agree*

□ *Agree*

□ *Neutral*

□ *Disagree*

□ *Strongly Disagree*

4. SEND students have social and communication impairments.

□ *Strongly Agree*

□ *Agree*

□ *Neutral*

□ Disagree
□ Strongly Disagree

5. SEND students are literal, do not understand figurative language.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

6. SEND students always have learning difficulties.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

7. The comprehension difficulties demonstrated by SEND students is a result of cognitive deficit.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

8. SEND students need more time to process spoken language.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

9. Stimulation such as sounds, smells, textures, and lights might cause tantrums or meltdowns.

Strongly Agree

□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

10. They are visual learners.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

11. SEND students benefit from routine and reminders before transitions

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

12. Teaching SEND students requires emotional and physical effort more than other students.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

13. They are capable of learning.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

14. SEND students need to be educated in special classes by special education teachers.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

15 .A shadow teacher is mandatory to include an SEND student in a regular class.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

16. Assessment accommodation could be small-group or private testing.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

*17. You understand the SEND (**Special Educational Needs and Disability**).*

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□Strongly Disagree

18. You can teach the SEND student.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree

□ Strongly Disagree

19. You are willing to teach the SEND student.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

20. A gifted and talented student can be SEND.

□ Strongly Agree
□ Agree
□ Neutral
□ Disagree
□ Strongly Disagree

In your opinion, what are some barriers to inclusion in your school?

Your answer:_____

Which learning difficulty is easier to cater for in a regular classroom (SEND or Behavioural)?
Why?
Your answer:_____

Summary of Observations

Appendix 1: First School (Lisa)

Lesson	Notes
English	Sitting near the teacher's table. Write a story about spring / the rest of the chapter learn how to write a recipe for the four seasons. Easily disperses / speaks to herself. She finds it difficult to follow the teacher's instructions and does not finish her work by the end of the lesson. Depends on the support of the class teacher.
Physical state	Very energetic. Fairly happy. Find it difficult to follow instructions. Joining her colleagues is subject to the mood in any conversation.
Mathematics	She sits near the Teacher table. Involved in group activity with passionately. Easily distract. Sometimes ask questions not related to the lesson.
Break time	She has only one friend to sit with during eating. She begins with violence when her friend refuses to play with her.
Science	She sits on a mat with classmates to watch video on a smart projection screen. Looks interesting. Don't bother asking the teacher about the video. Fill the worksheet with the help of the parameter.

Table 13: First school (Lisa)

Appendix 2: First School (Lily)

Lesson	Notes

English	Sits in a group of three. Joins in group conversation. Participates in class. Not very confident when reading aloud.
Physical state	Happy. Active. Very competitive.
Mathematics	She sits near the Teacher table. Involved in group activity with passionately. Easily distract. Sometimes ask questions not related to the lesson.
Break time	Eats and plays with a group of girls.
Science	Listens carefully to the teacher. Listens to his group discussions and participates in discussion. Supported by the teacher. Asks teacher a few times about questions in a worksheet.

Table 14: First school (Lily)

Appendix 3: Second School (Aren)

Lesson	Notes
English	Listens carefully to a presentation on the Interactive white board.
	Struggles with answering a worksheet.
	Teacher sits with him for a while explains and supports.
	Worksheet not finished by the end of the lesson.
Physical state	Enjoys the swimming lesson.
Mathematics	Sits alone in his wheelchair.
	Seems bored
	Scribbles in his book
	Does not participate. (the students listened to the teacher for a whole hour, no other activities in the lesson.
Break time	Eats a lone.
Science	Sits on a table with four other students Not concentrating.
	Does not participate
	Teacher does not join him in the lesson.
	Students playing a group game about the parts of the plants, the team he joined not happy to have him as a team member

Table 15: Second school (Aren)

Appendix 4: Second School (Sally)

English	First part of the lesson joins the class but after that she lost.
	Put effort to listens carefully.
	Helped by the teacher in taking notes.
	Sits with the teacher to work on answering comprehension questions.
Physical state	Very energetic.
	Fairly happy.
	Find it difficult to follow instructions.
	Joining her colleagues is subject to the mood in any conversation.
Mathematics	Enjoys the lesson.
	Participates in class.
	Seems happier and more active than in the other lesson.
Break time	Eats and plays with her friends.
Science	Sits in a group of four.
	Listens carefully.
	Works quietly on his worksheet.
	Asks teacher for explanation for some terminology.
	Participates in class.

Appendix 5: Third School (Anna)

Lesson	Notes
English	Sits in a group of three. Peer assessing a worksheet of another student. Discusses answers with her group. Participates in class.
Physical state	Enjoys the swimming lesson.
Mathematics	Joins a group to plan a project about the odd numbers. Enjoys working with her classmates happily. Joins a group to prepare a small chart about the odd numbers. Participates in class.
Break time	Eats and plays with her friends.
Science	Not interested in the lesson. Sits next to a friend. Talks all the time. Does not finish practicing the part given by the teacher.

Table 17: Third school (Anna)

Appendix 6: Third School (Dan)

Lesson	Notes
English	Sits on a table with 3 other students.
	Not concentrating.
	Does not participate.
	Teacher does not join him in the lesson.
	Draws on a paper while the rest of the students answer a worksheet.
Physical state	Not active.
	Shy, feeling lonely.
Mathematics	Not interested in the lesson.
	Sits next to a friend.
	Does not finish practicing the part given by the teacher
Break time	Sits alone when eating.
	Wonders alone in the play area.
Science	Sits next to another boy.
	Watching carefully the experiment with the rest of the class.
	Struggles with the worksheet.
	No support from teacher

Table 18: Third school Dan

SEND Department
SY: 2019 **- 20**20
Parent/Guardian Consent Form

Dear Parent / Guardian,

I would like to inform you that your son / daughter ... has been nominated by the school to participate in a research study. The purpose of this letter is to provide future studies with the necessary information, so we would like to ask you to decide whether to allow your child to participate.

My name is Mona Haddad, and I get a master's degree in special and comprehensive education at the British University in Dubai. As for my message, I am interested in researching the management of the behavioral challenge among learners with special needs in primary schools in Dubai:
From a teachers' perspective.

In order to conduct my research, I will need to gather information about your son / daughter through various means (documents, notes, interviews within the school). Granting your son / daughter permission to participate in this research is greatly appreciated.

If you are interested in your son / daughter participating in this research, a copy of the signed consent form will be sent to you in a sealed envelope in your child's bag, please view it and resend it again.

Yours sincerely,

Permission for participation in Research

As parent /legal guardian, I authorize /do not authorize my son /daughter ……………………….. to take part in the research study described in this letter.
(Please delete as appropriate)

Parent/ legal guardian signature ……………………… e-mail …………………….
Date …………………………………………….