



Inclusion

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General Information about my Country

- It was established in 1932 by King Abd-al-Aziz (80 Years ago)
- The human population is approximately 27 million, including 8.4 million foreign residents (2010 census), compared to 12 million 20 years ago.
- The Ministry of Education was formed in 1953.

(Ministry of Education, 2012)

General Information

- Provide a free and appropriate education for all students, including those with disabilities.
 - Students with disabilities receive bonus from government to complete their general education.
- The first university was established in 1957.
 - Provide a free higher education for all citizens.
 - All students receive bonus from government to complete their higher education.

General Information

- The College of Education was established in 1966
- The first Special Education Department was established in 1983.
- Now, 130,000 students are studying abroad (half of them in the US). They are currently studying in the following countries
- USA, Canada, UK, Ireland, France, Spain, Italy, Germany, Australia, the Netherlands, Poland, New Zealand, Hungary
- Czech Republic, Singapore, South Korea, Japan, People's Republic of China
- Malaysia, India, South Africa

Development of Special Education

- Before 1957, no education was provided to individuals with disabilities.
 - Their parents were solely responsible for educating and teaching them (Al-Ajmi, 2006).
- In 1957 scientific institutes opened evening classes to teach braille (Afeafe, 2000).
- In 1960, the Ministry of Education established
 - a new school for blind students and
 - Then, established a new Department of Special Education.
 - To provide social, academic, and vocational education for deaf and blind students as well as students with mental retardation (Almousa, 2010).

Development of Special Education

- Then, the Department of Special Education established many special schools for these population
- In 1994, it started to include students with disabilities (Ministry of Education, 2012).
- First, These students were enrolled in general schools for several years.
- Then, were included in the regular classrooms in nonacademic and academic classes (Al-Mousa, 2010).

Rationale for Inclusion

- The Position of Islam Towards individuals with Disabilities

- Abdullah bin Um Maktoum:

- Allah, the Almighty, says: "(The Prophet) frowned and turned away (1), Because there came to him a blind man (interrupting) (2), But what could tell thee but that perchance he might grow (in spiritual understanding)? (3) Or, that he might receive admonition, and the teaching might benefit him? (4)." (Holy Qur'an, chapter 80).

- "A blind man came to the Prophet (peace be upon him) and said: "O Messenger of Allah, I do not have a guide to lead me to the mosque", and asked the Messenger of Allah to allow him to pray in his home. First, the Messenger (peace be upon him) permitted him, then he asked him: "Do you hear the prayer call?" Yes, said the blind man. The Messenger said: "Then, answer the call."

- WHY?

- Meet peers without disabilities five times a day

Rationale for Inclusion

- The Results of Previous Studies Regarding inclusion
 - Can contribute to the enhancement of quality of education for both students with and without disabilities.
 - Positive social and educational outcomes for many students with disabilities.
 - Does not affect academic performance of students without disabilities

(Al-Mmoussa, 2010; Alquraini, 2011)

Rationale for Inclusion

- **Criticism to Special Schools**
 - Separate individuals with disabilities from their peers without disabilities
 - Weak curriculum
 - Low expectations of students with disabilities
- **Cost-Effectiveness**
 - The cost of educating students with disabilities in regular schools is cheaper than educating them in special schools.

(Al-Mmoussa, 2010; Alquraini, 2011)

Type of Inclusion and its Implementatio

- **The first Type: Full inclusion**
 - They participate in the Gen Ed classroom at least 50% of the time.
 - Receive Sp Ed services from Sp Ed teachers in the resource rooms (Almousa, 2010).
- **Targeted group**
 - student with mild needs such as:
 - LD, physical disabilities, EBD, low vision, and communication disorders.
- Learn the same Gen Ed curriculum with some accommodations and modifications.
- They are pulled out from regular classrooms by special educators to receive special education services only in the subjects in which they need extra help.
- The pullout services are provided based on several variables such as nature and severity of disability, the educational needs of students, and the grade levels (Almousa, 2010).



Type of Inclusion and its Implementation

- The second type: Partial inclusion.
 - They are taught in self-contained classes in regular schools
 - May participate with their peers without disabilities in non-curricula activities such as arts and physical education (Almousa, 2010).
 - They also share school facilities with other students (Alquraini, 2011).
- Targeted group
 - Students with moderate and significant needs such as
 - Blind, deaf, or hard-of-hearing students as well as students with intellectual disabilities, autism, or multiple disabilities.
- Students with mild intellectual disabilities and students with high-functioning autism
 - May participate in some academic classes in the regular classroom.
 - However, they are taught different curricula in the special education classroom.
- Deaf, hard-of-hearing, and blind students
 - May participate only in nonacademic classes in the regular classroom
 - Learn the same general education curriculum in the special education classrooms with some accommodations and modifications (Almousa, 2010).



Educators' Attitudes Towards Inclusion

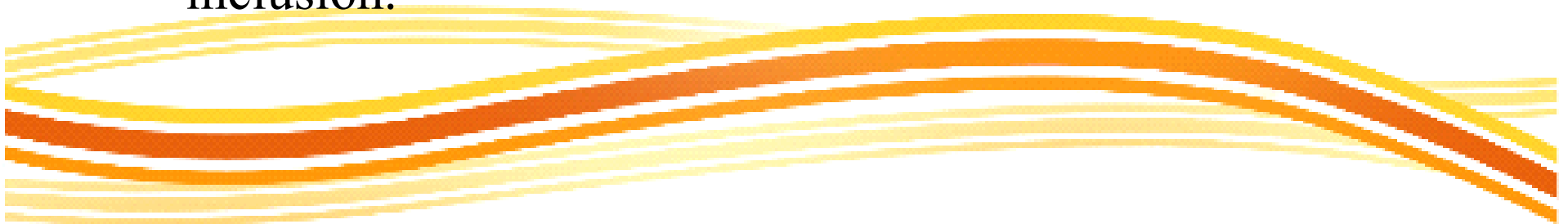
- A few studies have been conducted to assess educators' attitudes towards inclusion
- The populations of the studies included
 - Male and female educators
 - Special and general educators
 - Administrators.
- They compared participants on several IV:
 - Gender, previous experience with students with disabilities, types of educational positions (special vs. general educators), family member or relative with disabilities, and educational levels.
- **Gender**
 - Did not find significant differences between male and female teachers (Alfaiz, 2006; Dubis, 1987).
 - Found significant differences between them (Al-Abduljabber, 1994; Al-Ahmadi, 2009; Alquraini, 2011).
 - Male teachers had a more positive perspective toward inclusion of students with severe disabilities than did female teachers.
 - Female teachers had more positive attitudes for including students with disabilities.

Educators' Attitudes Towards Inclusion

- **Training**
 - Teachers with special training about autism had more positive attitudes towards including this population (Alfaiz, 2006).
- **Types of educational positions**
 - Interestingly, general educators were more positive in their perspectives regarding including students with severe disabilities than were special educators.
 - Administrators had more positive attitudes about including students with disabilities (Al-Abduljabber, 1994).
- **Experience**
 - Those with more experience had more positive attitudes than those without experience (Alquraini, 2011; Al-Abduljabber, 1994).
 - However, Alfaiz (2006) found that teachers with less than five years experiences had more positive attitudes about including students with autism.
- **A child or other relative with disabilities**
 - Teachers with a family member or relative with disabilities would be more positive than those without (Alfaiz, 2006).

The limitation of the studies

- First, most studies were conducted in a single city.
- They included only elementary educators.
- All studies used quantitative methods to collect information from participants. So, some educators may have indicated positive attitudes towards inclusion, but in fact may not be willing to work with these students in their own classrooms. As a result, conducting qualitative research would help to obtain detailed information regarding the attitudes of educators.
 - For example, interviewing and observing teachers in their classrooms and to learn valuable information regarding inclusion.



Educators' views of appropriate placement for students with disabilities

- They do not prefer special schools for students with disabilities.
- Generally, educators support inclusion of students with disabilities in general schools.
- Some educators support full inclusion (80% of the time) for all students with disabilities and others support full inclusion for students with significant needs.

(Al-Abduljabber, 1994; Alquraini, 2011; Almousa, 2010; Ministry of Education, 2012)

Educators' views of appropriate placement for students with disabilities

- Support full inclusion (80% of the time) for students with significant needs
 1. Positive academic, social, and communication outcomes for these students
 2. Positive academic and social outcomes for students without disabilities.
 3. Students without disabilities would have a more positive attitude toward students with severe disabilities.
 4. Does not affect academic performance for students without disabilities.

(Alquraini, 2011)

Educators' views of appropriate placement for students with disabilities

- Support full inclusion (80% of the time) for all students with disabilities
 1. Learn more of their IEP objectives in an integrated setting than in special school
 2. Positive and high expectations of students with disabilities.
 3. students with disabilities are as motivated to learn, and learn more in general education classrooms with students without disabilities (if they are provided with individualized instruction rather than in special education classroom)
 4. The negative effects of isolation are avoided
 5. Friendships are more likely to develop between peers with and without disabilities in general education classroom.

(Al-Abduljabber, 1994)

Educators' views of appropriate placement for students with disabilities

| Full inclusion | Partial inclusion |
|---|---|
| General education classroom | Self-contained classes in regular schools |
| Student with mild needs such as <ul style="list-style-type: none">– Learning disabilities,– Physical disabilities,– Behavioral and emotional disturbances,– low vision,– Communication disorders. | Students with moderate and significant needs such as <ul style="list-style-type: none">– Blind students– Deaf or hard-of-hearing students– Students with intellectual disabilities– Students with autism– Students with multiple disabilities |

(Ministry of Education, 2012; Almousa, 2010)

Final Thoughts

- Inclusion by itself will not inevitably lead to positive outcomes for students with and without disabilities.
- School and professionals should be prepared to include students with disabilities.
- More research is needed to evaluate the effects of inclusion on students with and without disabilities
- Successful inclusion requires
 - Effective, intensive, evidence-based instruction
 - Providing appropriate accommodations for students with disabilities
 - Effective collaboration among professionals
 - Family involvement
 - Administrative support
 - Professional development opportunities

