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THE IMPACT OF INCLUSION ON THE PERFORMANCE
OF STUDENTS WITH AND WITHOUT SPECIAL EDUCATIONAL
NEEDS

by
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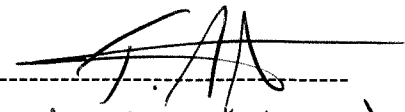
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AN ABSTRACT OF THE THESIS OF

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With the increasing call for inclusive schooling in Lebanon, inclusion stimulates research into educational outcomes of students with and without special needs to draw conclusions on the desirability of this choice based on empirical evidence. This study compared the impact of inclusion in a Lebanese school on the performance of students with and without special needs. The group of students with special needs included a group of identified gifted students and a group of students with mild to moderate identified learning disabilities. This comparison included investigating what are the perceptions of the students with and without special needs of their performance in an inclusive school, which population of the three populations at the school is best served by inclusion from students' perceptions, what are the inclusive practices that affected students' performance and which indicators contributed most positively to foster students' performance as perceived by them. The design used in this study is a mixed design where participants (students of 18 inclusive sections from grade 7 to grade 12) answered a questionnaire on student performance to compare the impact of inclusive education on their performance, and six focus groups (three in middle school and three in high school: one group of gifted, one group of regular and one group of students with learning disabilities at each level) were conducted to describe the practices that affected their performance, helping to identify the differences in perceptions among the three populations. Both the questionnaire and the focus groups were conducted using Indicators for Inclusion issued by Education Bureau, Hong Kong Special Administrative Region Government (2008). All gifted, regular and students with learning disabilities perceived inclusion as positively impacting their performance. A significant difference in impact of inclusion was noted between the gifted population and the other populations: perceived impact of inclusion was higher for gifted students. Inclusive practices in three domains were explored and found to impact positively the students' performance with discrepancy among populations and domains of practice. No differences were noted at the gender level. Further research on inclusive practices is recommended for decision making on inclusive education to be based on empirical evidence instead of the human rights approach.

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ABBREVIATIONS

DREM	Disability rights in Education Model
EASPD	European Association of Service Providers for Persons with Disabilities
EFA	Education For All
HRW	Human Rights Watch
IQ	Intelligence Quotient
LD	Learning Disabilities
MEHE	Ministry of Education And Higher Education
MOSA	Ministry of Social affairs
NCLB	No Child Left Behind
OECD	Organization for Economic Cooperation and Development
SEN	Special Educational Needs
UN	United Nations
UNESCO	United Nations Educational, Scientific and cultural Organization
UNHCR	United Nations High Commissioner for Refugees
WHO	World Health Organization

DEDICATION

To my father soul and to my mother who supported me in this journey, without her I would have not achieved it. Thank you mom for all, I am blessed to have you.

CHAPTER ONE

INTRODUCTION

Background

Education systems are built on the assumption that all students that belong to the same age group are at comparable developmental level and learn similarly. Consequently, most curricula, content, skills, teaching materials and practices are designed for the “typical” student. However, some students are developmentally and cognitively different from the general population; therefore, the current educational system either will be engaging these students below their potential or will make them struggle to keep up with the learning process as stated by Osin and Lesgold (1996). Regardless of their differences, those students are identified as children with special needs that must have access to regular schools, which should accommodate them within an inclusive setting capable of meeting their needs as declared at UNESCO conference in Salamanca, Spain in 1994. Ruijs and Peetsma (2009) defined inclusive education as educating children with special needs in regular schools instead of in special schools. However, for several decades, inclusive education addressed mostly the needs of children with learning disabilities without fully recognizing that also gifted children have specific needs. Therefore, Van derMeulen et al. (2014) called for full inclusion in educational settings defined as a desirable situation, whereby all children, including children with severe disabilities and highly gifted children, should be placed in a regular classroom.

With this clear international move towards inclusive education, “there has been a fierce debate about the desirability of this trend” (Ruijs, Van derVeen&Peetsma, 2010, p. 352). In this debate, many of the arguments focus on the influence of inclusive education on students without

special needs. Therefore, it is very important to know the empirical evidence on the effects of inclusion for both regular students and students with special needs as proposed by Farrell (2000).

In Lebanon, as in other countries, education policies are shifting towards inclusive education. The advocacy of inclusion in Lebanon can be traced up to 2000. A law was issued aiming to promote the implementation of inclusive education by schools, however, only few private schools responded (Human Rights Watch, 2018), one of which is the school where the study was conducted. In contrast, most public schools were found by Human Rights Watch (2018) as lacking reasonable and appropriate accommodations that ensure a learning environment in which all children can participate fully.

With the increasing call for inclusive schooling in Lebanon, inclusion stimulates research into educational outcomes of pupils with and without special needs to draw conclusions on the desirability of this choice, especially when recent Western research has revealed specific differences in the culture and climate of inclusive schools and classes (Carrington & Robinson (2006). Therefore, it is expected to find differences in Lebanese context and the school of the study regarding the impact of inclusion on the students' performance with and without special needs.

Purpose and Research Questions

The purpose of the study is to compare the impact of inclusion as perceived by students themselves on the performance of three groups of students: two with special educational needs (learning disabilities and giftedness), and one without special educational needs.

In order to understand inclusion in the Lebanese context and differences between students with and without special needs, this study is guided by the following research questions:

1. What are the perceptions of the students with and without special needs of their performance in an inclusive school?
2. Which group of the three populations is best served by inclusion from students' perceptions? And why?
3. What are the inclusive practices that affected the students' performance?
4. Which indicators contributed most positively to foster students' performance as perceived by them?

Rationale

Scholars, such as Farell (2000) and Lindsay (2007), have stressed the shortage and limited quality of empirical studies on the effectiveness of inclusive education and its determinants. Studies on inclusion in different countries assess inputs such as facilities, teaching-learning materials, and processes such as the number of teachers trained per year, whereas school self-assessments should go beyond that (Shaeffer, 2019). With the introduction of policies towards inclusive education, questions have been raised primarily about the impact of this inclusion on children with special needs. Research conducted in the 1990s compared between students' outcomes in regular and inclusive settings. Ruijs and Peetsma (2009) found that students with special educational needs (SEN) achieve better in inclusive settings than in non-inclusive ones, but stated that some caveats must be pointed as the different studies described inclusion differently. Nepi, Facondini, Nucci and Peru (2013) argued that availability of empirical data on the social and academic outcomes of students with SEN is still very limited. Concurrently, Lindsay (2007) found that it is difficult to draw conclusions about inclusive education because it is an international movement built on a common basis of principles and ideas with weak empirical legitimization and that there are many different forms of inclusion

(e.g. mainstream, pull-out or inclusion in regular classes all day). Together with this debate about the effectiveness of inclusion on children with special needs, a debate about the influence of inclusion on students without special needs (regular) has emerged last decade. Ruijs et al. (2010) proposed that when focusing on regular students it can be reasoned that inclusive education can have both negative and positive effects on academic achievement and on their social-emotional development. These contradictory effects are related negatively to teachers' attention to children with special educational needs at the expense of regular children and to the general level of education in the class that might be adjusted for special needs, and positively to the increase in awareness about differences between people and the presence of teacher assistants in classes. Researchers agree that it is critical to investigate perspectives of students without disabilities of social inclusion in order to develop effective inclusive practices (Edwards, Cameron, King & McPherson, 2019). As the literature before 2000 does not give clear results according to Lindsay (2007), it is very important to know the empirical evidence on the effects of inclusion for both regular students and students with special educational needs. A reason why a study of an inclusive setting claiming that it is meant to remove barriers to learning and participation of all students is highly desirable as there is a rare opportunity to compare populations of students with special needs, both gifted and learning disabilities, to a third regular population.

Although the core goal of inclusive education worldwide is to maximize the learning potential of students with special education needs in inclusive settings as stated by Yang, Sin and Lui (2015), it was found that "little research attention has been paid to SEN children's social, and emotional gains from inclusive education compared to their academic performance" (p.545). Building on that, student performance in inclusive settings should be investigated at the affective level and at the academic level as long as schools are meant to develop students in all

aspects. Reviewing the research on special education for gifted children on social-emotional effects, Van derMeulen et al. (2014) found that no clear pattern of improvement or decline can be established when gifted are placed outside special schools, and declared that more research concerning the social-emotional effects of inclusive education on gifted students is necessary. As for regular students, Ruijs et al. (2010) found that earlier research provides little evidence on the effects of inclusion on the socio-emotional functioning of “typical” students. In line with these findings, there is sufficient need to study the impact of inclusion in the same school on students’ performance in all domains of development.

Coleman, Micko and Cross (2015) called for researchers to elicit students’ perspectives through their own voices when evaluating social and psychological development. They emphasize the need to examine students’ experiences within inclusive settings; especially that inclusion is not a static process but rather a dynamic one happening at the interface between teacher and pupil, pupils and peers and pupil and school environment (Adderley et al., 2015). It was argued by Rose and Shevlin (2004) that providing opportunities to those who have been previously denied can be enabled only by listening to students’ voices. This shortage in research using students’ voices was found across categories of students (Yang, Gentry & Choi, 2012). Consequently, to understand the context of any inclusive setting, it is important to study it as perceived by the students with and without special needs (LD, gifted, and regular).

This study provides a unique context in terms of evaluating the impact of inclusive education on three populations (gifted, learning disabilities and regular) being enrolled in the same school. In recent literature reviews, gifted children were excluded from all categories of students with SEN on the spectrum (Kalambouka, Farrell, Dyson & Kaplan, 2007; Lindsay, 2007). In addition, research conducted on the gifted population compares them to regular

students, and no study was found comparing their perception of an inclusive setting to perceptions of students with disabilities. Experimental evaluations of the effects of inclusive school are needed to construct an empirical basis that adequately informs the debate on inclusion as a choice to ensure learning of all learners (Dell'Anna, Pellegrini & Ianes, 2019).

Finally, research in Lebanon about inclusion is limited due to two reasons. One major problem for researching inclusion in Lebanon is the lack of clear definition and a lack of guidelines for the implementation of inclusion in the Lebanese context. Given the fact that few schools have responded to the call for inclusion, most of which are private schools interested more in competitive outcomes than in research, the field in Lebanon is considerably new and limited. Inclusive settings are rarely available for research and comparative studies. Therefore, studies conducted in Lebanon are on lack of policies, availability of resources, teachers' attitudes with little research on effectiveness of inclusive practices (Khochen, & Radford, 2012; Zakka, 2019). Research on inclusion in Lebanon will be relevant to both practitioners and researchers by extending the knowledge about inclusive schools in this context, especially that researchers elicited the acute need for educational research in low-income countries on provision and inclusion for disabled children (Polat, 2011).

Significance

Lindsay (2007) argued that inclusive education is a movement built on weak empirical legitimization. More than ten years later, Dell'Anna et al. (2019) are still arguing how inclusive education was built on a common basis of principles and ideas with weak empirical legitimization, a reason why both concepts and research processes in inclusive education are

challenging the field of enquiry. Farrell (2000) described that special education and special schools cannot be abolished unless enough empirical evidence on the effects of inclusion for both regular and students with SEN exists, and “only then will decisions on inclusive education be mainly based on evidence instead of the ideals in the human rights debate” (Ruijs&Peetsma, 2009, p. 68).

In a recent review of the literature, a number of research gaps have been identified: (a) lack of consensus about how to explore or evaluate social inclusion from regular students’ perspective; (b) lack of studies that explore school culture and policies; (c) limited number of studies exploring actual experiences of students without SEN in inclusive settings (Edwards et al., 2019). Therefore, comparing three populations’ perceptions of their performance within the same inclusive school and exploring the interacting inclusive policies, cultures and practices will have implications on both research and practice. The search of the literature showed no studies comparing the performance of the three categories of students within the same school: students’ performance with learning disabilities was always compared to regular students’ performance, while gifted students’ functioning was always compared between special or regular schools. Therefore, comparing three populations’ performance across the spectrum of special education will allow to formulate hypothesis about how they affect each other when found in the same school, and this might open the door to further research on full inclusion. As for practice, implications are enormous. First, findings will allow for establishing a caring campus and creating optimal social context that will impact their social interactions and emotional well-being. Second, this study has implications for developing educational interventions and tailor-made enhancement programs which will increase SEN students’ (gifted and with LD) positive emotional experiences, foster and maintain their adaptive social and emotional competencies. At

the end of this study, we hope to get better understanding of students' perceptions of their performance based on their experiences in the same inclusive school that may lead to suggestions for educators and help practitioners in developing effective inclusive educational practices for all students with special needs across the spectrum of special education.

This study might also help school administrators and educators at the study site use the findings to improve efforts, policies and practices in order to expand or change the outcomes of the inclusive program and in designing more effective inclusive interventions. At the national level, a lot is to be done in inclusion as it is still young. The results of this study will help provide a stronger research base, which is vital for decision making and amplification of future inclusive education efforts in Lebanon.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Young children in today's classrooms embody a variety of racial, ethnic, religious and cultural identities, have a wide range of developmental abilities and live in a multitude of family structures (Blanchard et al., 2018). These identities, abilities and structures intersect on different levels due to globalization, thus producing more complex and differentiated classrooms, challenging the normality of populations and the myth of the average.

Until the 1990s, educational systems often focused on the average learners and, consequently, failed to adequately meet the educational needs of the "weaker" and "gifted" students. Students performing below or above average were identified as students with special educational needs (SEN). In response to these special needs, representatives of 92 UNESCO countries, Lebanon among them, met in Salamanca, Spain and agreed upon adopting inclusive policies in regular schools:

Those with special education needs must have access to regular schools which accommodate them within a child-centered pedagogy capable of meeting these needs. Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all (UNESCO, 1994, Articles 2.4-2.5).

Since the Salamanca statement, inclusive education has been advocated for by many scholars with a worldwide core goal of maximizing the learning potential of students with special needs in mainstream educational settings (Yang et al., 2015). By the beginning of the twenty-

first century, the concept of special educational needs has broadened, extending beyond categories of disability to include all children who are in need of additional differentiated support as defined by UNESCO: “Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for All” (UNESCO, 2009, p. 8). Thinking has shifted away from the idea of special education as a specialized response to individual difficulty towards one that focuses on extending what is ordinarily available to everyone in the learning community of the classroom while acknowledging individual differences, thereby transforming the role that special education can play within the international Education For All (EFA) movement and social justice agendas for education (Florian, 2014).

As Thomas Skrtic (1991) pointed out more than a decade ago, a large and ever-widening gap exists between the purpose of special education and its practice. Therefore, a commitment to inclusive education as expressed in policies is of limited value unless it can be translated into working practices (Rose, Shevlin, Winter, & O’Raw, 2010). Schools' evaluation practices become a way to better understand how their actions can lead to the implementation of social justice, and engage in more equitable inclusive actions.

This chapter will review the literature on the evolution of the conceptions of special education and inclusion, the new approaches and challenges in educating all in the appropriate socio-cultural system, and the impact of inclusion on students’ performance by uncovering all the practices, which might promote or hinder inclusion within schools. This review will also explore research where children's voices have been utilized to develop inclusive practices in schools.

Populations in Inclusive Educational Settings

A Changing Society

Studies about special educational needs (SEN) and inclusion need to reflect adequately the rapidly changing, increasingly diverse nature of societies in the world. Populations are becoming more heterogeneous with the changes in the cultural, ethnic and religious profile, patterns of family organization, economic and occupational structures, the relative status of men and women, and the perception of human rights and social responsibilities (Frederickson & Cline, 2009). Thus, any research on the education of children with SEN needs to take full account of the increasing diversity of society and the impact this has on the kinds of educational provisions and inclusive settings. This is applicable to all countries including Lebanon who witnessed an increasing number of orphans due to successive wars, different religious profiles among its population, cultural diverse families due to marriages with displaced populations into Lebanon or with foreigners by Lebanese expatriates, increasing rate of divorce and other reasons similar to what is happening all around the globe.

Special Education Needs (SEN)

From a socio-cultural perspective, SEN will be defined as the "*Outcome of an interaction between the individual characteristics of learners and the educational environments in which they are learning*" (Frederickson & Cline, 2009, p.8). This relatively new conceptualization of SEN differs dramatically from the earlier definitions. A study of the history of SEN will show a gradual shift from the use of medical language, to a within-child model of SEN, to a more recent one integrating the interaction with the learning environment within the definition away from the social conspiracy model based on notions of normality and abnormality.

However, many countries are still using categorical descriptions of disabilities or impairments to discuss SEN. In the UK, four categories of SEN are recognized within the 2001 Code of Practice: (i) communication and interaction, (ii) cognition and learning, (iii) behavior, emotional and social development; and (iv) sensory and/or physical needs (Garner, 2009). In this framework, SEN are connected to disability and impairment rather than the need to remove all barriers to learning and participation. Norwich (2010) considered that special educational needs are the needs requiring provision, which is additional to, and different from, provision on average available in mainstream schools. Similarly, Organization for Economic Cooperation and Development (OECD) defines SEN as, "Those with special educational needs are defined by the additional public and /or private resources provided to support their education" (OECD, 2000, p. 8 as cited by Norwich, 2014, p.59). The OECD outlined four basic patterns of definitions in 23 countries:

1. Use of disability categories only (e. g. France, Germany)
2. Use of disability categories +disadvantaged students (e. g. Greece, New Zealand)
3. Use of disability categories + disadvantaged students +gifted students (e.g. Spain, Turkey)
4. Base provision on the need to respond to exceptionalities rather than defining students (e.g. New Brunswick, Canada, UK, Denmark) (Norwich, 2014, p. 58).

As stated, few countries extended the range of children with SEN beyond disabilities. "The concept of special educational needs is broad, extending beyond categories of disability to include all children who are in need of additional support" (Florian, 2014, p. 11). In these rapidly changing societies, this definition represents a shift in thinking needed to move away from what works for most learners with additional support given to those few who experience

exceptionalities, towards one that presents rich learning opportunities sufficiently differentiated for everyone in an inclusive environment.

Defining Students with SEN

Disability is often the first and only dimension of diversity that people associate with special education and issues of inclusion (Theodaris et al., 2015), nevertheless, it is increasingly looked at inclusive education as a reform that welcomes diversity amongst all learners (UNESCO, 2001)

Defining Students with Learning Disabilities

"Learning disability is a term used to describe a group of neurological conditions that interfere with a person's learning" (Harwell & Williams Jackson, 2008, p.1). The term learning disability (LD) is broadly used to describe a heterogeneous group of deficits; persons with LD have specific impairments in one or more academic area (Martinez & Semrud-Clikeman, 2004). The impact of the conditions may range from mild to severe and may affect listening, speaking, reading, writing and mathematical calculation. LD may also include an attention deficit component and socio-emotional component. As LD are not obvious, they are referred to as hidden handicap and cause feelings of frustration, anger, depression, anxiety and worthless (Harwell & Williams Jackson, 2008).

Prior to 1937 LD were not recognized, it was until late 1960s when Samuel Kirk suggested the term. Free and appropriate services were given to students with LD in the "*least restrictive environment*" by 1975 in US in the presence of a resource specialist. In the late 1980s, children served in pull-out programs were joined to general education and inclusion was the new word.

Incidences of LD range from a low of 1 percent in Japan and China to 33 percent in Venezuela, depending on whom is counted (Harwell & Williams Jackson, 2008). Students with LD have traditionally been identified using psychological standardized testing especially using an intelligence test (IQ) for index and comparing it with their achievement. Students with significant discrepancy between the two were eligible for identification as having learning disabilities (Vaughn, Wanzek & Denton, 2014). The overreliance on IQ measures and the requirement to wait for a discrepancy between IQ and achievement led to recommendations for using other means for identification (Fletcher & Vaughn, 2009) such as dynamic assessment. Causal factors are numerous and divergent and are still in study.

It is worth mentioning that most of the time we refer to children with SEN as children with disabilities, more precisely children with learning disabilities. In a number of earlier reviews, children with mild to moderate LD are considered the biggest group of children with SEN (Ruijs & Peetsma, 2009).

Defining Gifted Students

While there is a general agreement that special educational services should be offered for children with learning disabilities, it is still not fully recognized that gifted children have special needs (VanderMeulen et al., 2014). No one definition of gifted or giftedness is universally accepted. Labels as talented, high-achiever, extremely gifted, or genius make defining giftedness ambiguous and inconsistent across countries and experts. Additionally, the interconnected components of giftedness such as intelligence, creativity and achievement make identifying gifted students harder. Definitions in the US have been evolving from 1972 to 1993, the latter still stands in the new millennium:

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and /or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (Davis, Rimm & Siegle, 2014, p.18)

Gifted children come into the classroom with unique skills, abilities and needs. Strengths include the ability to grasp new information, strong problem solving skills, long attention spans with high motivation and persistence (Borders, Woodley & Moore, 2014); they frequently show superior affective characteristics such as social skills, personal adjustment, self-concepts, independence, self-confidence, internal control, humor, high moral thinking and empathy (Al-hroub & El-Khoury, 2018). However, some highly gifted children may suffer from social inadequacies, anxiety and depression (Davis et al., 2014).

There are many strategies for identifying gifted and talented students, some stressing only intelligence and consider high IQ score an indicator of giftedness. However, the "Bell curve" has been criticized for ignoring modern conceptions of intellectual giftedness and many educators are recommending that talent development replace gifted education (Davis et al., 2014) which may imply broader identification and programming for all students by adopting multidimensional assessment of talents.

Incidences of giftedness varies from 3% to 20% as in the talent pool approach by Renzulli (Davis et al., 2014) depending on the definition of the giftedness and the relevant

components. Teaching gifted students in inclusive settings can be in different forms ranging from independent study to small group instruction, learning stations or centers, tiered lessons, and problem based learning (Borders et al., 2014). Acceleration and enrichment are also two controversial options in serving gifted population with contradictory research results (Davis et al., 2014). An important issue to raise here is that overrepresentation of minorities among students with learning disabilities corresponds to an underrepresentation of minorities among gifted students. Again, social justice and equity are to be viewed in terms of inclusion as removing all barriers for learning and participation in a relevant socio-cultural setting.

Although in full inclusive settings gifted and LD students are in the same regular classrooms, most teachers struggle with adequately meeting the needs of gifted children and the focus is most often on average and LD students (Osin & Legsold, 1996). One example of how gifted children have not been targeted in earlier years is the No Child Left Behind Act (NCLB) of 2001 in the US which aimed at boosting the achievement of the lowest-achieving students. The lowest-achieving 10% of students have made dramatic gains in reading and math; gifted students have languished academically with insignificant gains (Loveless, 2008). The needs of gifted children have been denied, and this denial may lead to inappropriate instruction, which in turn may lead to boredom (Gallagher, Harradine & Coleman, 1997).

Opposite to calls for offering special educational services to students with LD in general education classrooms, contradictory views about educating gifted students in regular classrooms have been raised. Separate studies have been reviewed from the 1990s through 2007 by Sally Reis (2009) who reported a crucial summary stating that the needs of gifted students are generally not met in American classrooms where the focus is most often on struggling learners; grouping gifted students together for instruction increases their achievement; and use of

acceleration results in higher achievement. "Regular school programs may meet neither the academic nor social needs of gifted children" (Davis et al., 2014, p.481), and gifted students may be rejected due to their differences in a general education setting. These findings reveal the challenge inclusion of gifted students will face when adopted as a learning environment for them. It has been acknowledged that general education needs to be more responsive to diversity and committed to providing equitable learning opportunities that promote development of gifted students whose characteristics include rapid rate of learning. A crucial question has been raised when discussing the inclusion of gifted students: "Is the primary goal of education social change or development of the individual?" (Cramond, Benson & Martin, 2002, p.126). It has been found that there are losses in achievement test scores of students from upper level classes who are regrouped heterogeneously (Brewer, Rees, & Argys, 1995). However, as inclusion's latest definition is involved more with removing barriers to learning and participation instead of issues of placement, studies on benefits or impact of inclusion on gifted students performance need to be conducted more extensively.

Defining regular students

In the debate on inclusive education a third population is important besides LD and gifted: students without special educational needs, known as regular students or typically developed students. Proponents of inclusive education believe that an inclusive setting will provide the experience for school peers without a known disability to develop a better understanding and tolerance for diversity among students (Kalambouka et al., 2007). Thus, regular students in this study are the ones who are typically developing and without a known disability.

Disability is often the first and only dimension of diversity that people associate with special education and issues of inclusion (Theoharis, Causton & Woodfield, 2015), nevertheless, inclusive education is increasingly looked at as a reform that welcomes diversity amongst all learners, integrating gifted students, students with learning disabilities and regular students (UNESCO, 2001).

Conceptions of Inclusion

Historical Development of Special Education to Inclusion

According to Winzer (2014), a survey of the development of special education shows a gradual humanizing attitude towards persons with exceptionalities, challenged by debates, issues and controversies "often shaped by emotional responses and historical and cultural beliefs" (p. 34).

Before the eighteenth century, persons with disabilities were subject to cruel or dismissive attitudes by a society where individual differences were rarely tolerated in Western cultures (Winzer, 2014). In the opening decades of the nineteenth century, European concepts melded with American Evangelical pursuits and encouraged reforms to improve the lives of people who were disabled and dependent. Institutions were built on charity by clergy who were seen as the natural guardians of education for those disabled students. This institutional establishment aimed the protection and the rescue of this population. "Segregation within institutions shielded vulnerable children and youth from a callous world and simultaneously relieved the world of disabled people" (Winzer, 2014, p. 25), which was an appealing solution.

At the end of the nineteenth century, different students pressured reforms that created the common schools in response to social, economical and political change. Student diversity challenged the common school ideal, so institutional settings continued to grow until the

beginning of the twentieth century. Segregated classes dominated the schooling practice and remained the preferred settings for students with disabilities until mid of the century. It was only after the Second World War that it began to be recognized that separation marginalized and devalued the minority (Thomas, 2013). By the 1960s, segregation practices in institutional settings were seriously criticized with a call for social integration mobilized by the Universal Declaration of Human Rights in 1948 and the convention against Discrimination in Education in 1960."Action was being demanded to eliminate discrimination, segregation and exclusion" (Thomas, 2013, p.476). This move to oppose exclusion in policy added to the move towards social justice internationally and a resurgence of interest in progressive educational thinkers as John Holt and Lawrence Cremin in the USA and Jean Piaget and Lev Vygotsky in Europe, leading educators to question beliefs about ability and achievement and to recognize that notions of success or failure at school were constructed rather than within the child (Thomas, 2013). From Dewey (1915) and Vygotsky (1934) in the early twentieth century to Lave and Wenger (1991) and Scardamolia and Bereiter (2003) at the end of the century, it was found that learning is social and depends centrally on the learning environment (Thomas, 2013). At that end, mainstreaming emerged as an approach to integrate students with disabilities in general education classes.

Integration into mainstream schools became an alternative in the 1980s where disabled learners were integrated to work alongside the regular students but often without the needed support that would have enabled their full participation (Polat, 2011). The practice of integration ranged from partial segregation in special schools and mainstream schools to full placement in mainstream schools and occasional pull-out from mainstream classes for placement in special classes or resources rooms and segregated group activities.

Sociology critiques to this model showed injustices occurred in systems with separate forms of provision for learners with SEN (Florian, 2008). Scholars were frustrated with the paradoxical nature of special needs education and led many to embrace the idea of inclusive education. The Wisconsin Education Association Council (2007) elucidated the philosophical and conceptual distinction between integration /mainstreaming and inclusion:

Mainstreaming /integration proponents believe that a child with disabilities first belongs in the special education environment and that the child must earn his /her way into the general education environment by demonstrating an ability to "keep up" with the work assigned by the classroom teacher. Inclusion supporters, on the other hand, view the general classroom as the place to which the child belongs and removal of the child happens only when appropriate services must be provided elsewhere (as cited in Poon-McBrayer, 2014).

These two terms, integration and inclusion, are often used interchangeably and confusingly (Mittler, 2000). Polat (2011) clarified the nuances between the two stating that integration refers to the partial or full physical placement of children with SEN in mainstream schools while inclusion involves the process of changing values, attitudes, policies and practices within the school setting and beyond.

The ongoing journey towards securing education for all and inclusion in general education settings was affirmed at the end of the twentieth century by the World Programme of Action Concerning Disabled persons (UN, 1982), Convention on the Rights of the Child (UN, 1989), the World Declaration Education for All (World Conference on Education for All, 1990), Salamanca Statement and Framework of Action on Special Needs Education (World conference on Special Needs Education, 1994), the Dakar Framework for Action (World Education Forum,

2000). The Education for All (EFA): Towards inclusion (UNESCO, 2010) and the Convention on the Rights of Persons with Disabilities (UN, 2007) (Rioux, 2014). However, this journey towards inclusive education is problematic and slow in many countries especially that there is no universally agreed definition of inclusion (Booth, Ainscow & Kingston, 2006).

In a progression from common schools to inclusive schools, there has been a long history of attempts to educate all students within a unified system. The most recent and radical attempt to achieve Education for All and respond to the variability within twenty-first century populations was inclusive education. However, this attempt seems to have become entwined with contradictory forces that its originality, vitality and ability to transform education have been challenged (Rix, 2011). In the process of engaging with inclusive education, many settings have made dramatic changes in their policies, cultures and practices, but many have also reinterpreted inclusive constructs to suit their established practices.

Thomas (2013) stated that as we move now into the twenty-first century, it is time for ideas and policies about inclusion to move forward and explore a range of matters concerning learning, community, identity and belonging. Gender, health and nutritional status, language, religion, geographic location, migration, culture, economic status, dis/ability are all seen by educators as barriers to the achievement of Education for All, therefore are obstacles to a more just, equitable, and inclusive society (Shaeffer, 2019).

To conceptualize the evolution of inclusion throughout the past 60-70 years from an international comparative perspective there are four core ideas in figure 2.1 representing the four phases of the concept development.

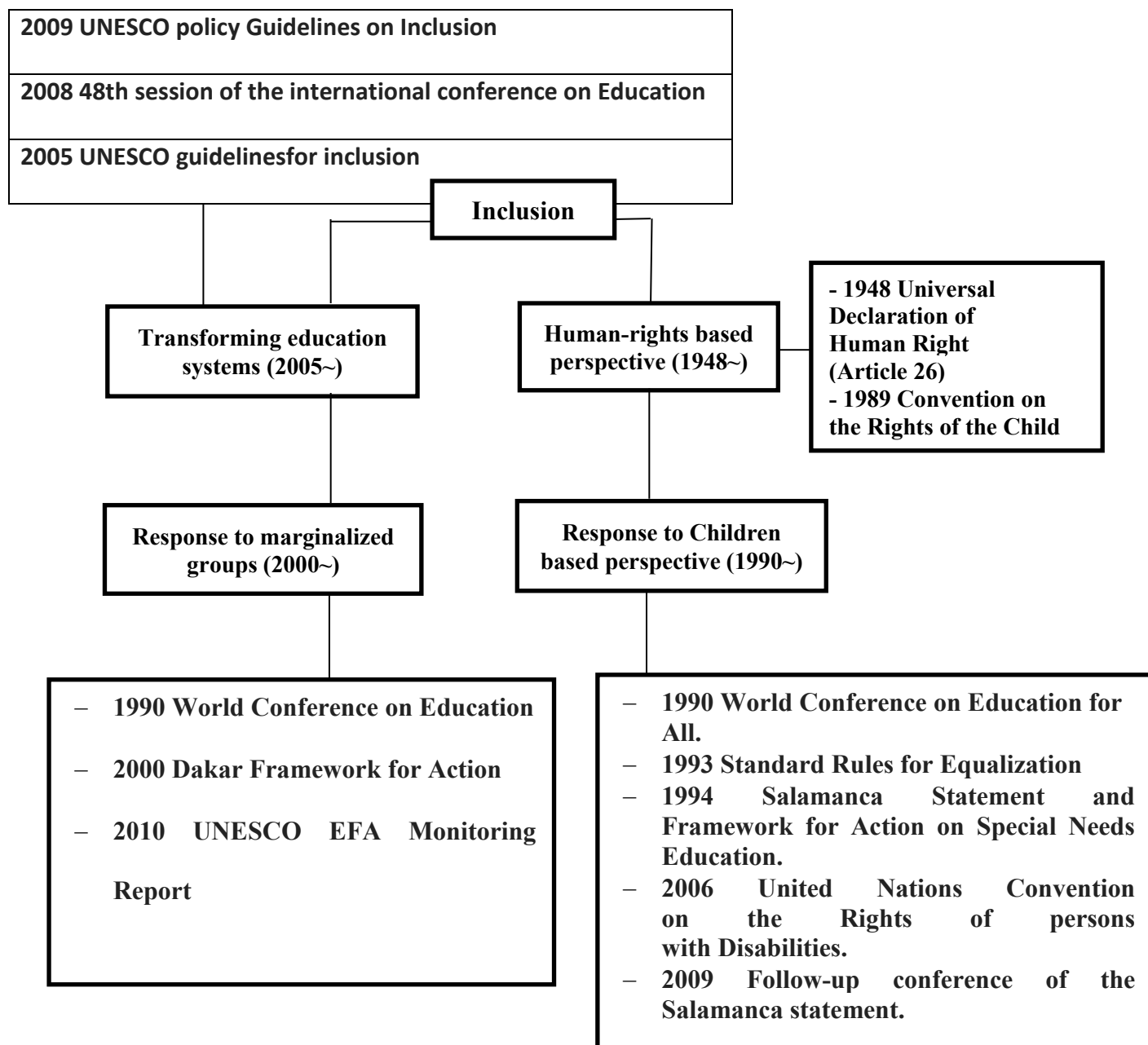


Figure 2.1

Evolution of inclusion from an international comparative perspective

As the concept of inclusion is evolving, "the discourse and practice are moving from the emphasis on the necessity, advocacy and investment for inclusive schools to the recognition, acceptance and promotion that all schools should be inclusive regardless of their contexts and students' profiles" (Operti, Walker, & Zhang, 2014, p. 159).

Inclusion as a Derivative of Social Justice and Equity in Education

Building an inclusive society, in which all people can participate effectively and learn together, entails a broadened understanding, conceptualizing and development of inclusive education as a key overall principle to attain and sustain quality education for all (UNESCO, 2009). Such inclusive societies are a manifestation of the application of social justice theories to education. The term social justice emerged in the mid-19th century by Taparelli who advocated, "People from all levels of society should work together toward meeting everyone's needs without resorting to competition, conflict or violence" (Connor, 2014, p. 112). Recently, Nieto and Bode (2007) defined social justice education as a philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity. Taparelli's original thoughts influenced the conceptualizing of human rights. The Universal Declaration of Human Rights in 1948 alongside with the political and social movements for equity in the Civil Rights movements of the 1960s brought educators to see universal education of good quality as an endeavor for achieving non-authoritarian, equitable and just societies. Such inclusive societies can more be likely to be achieved with education systems, which are genuinely inclusive of all children and with the creation of environments, which celebrate diversity and difference (Shaeffer, 2019). It is therefore important to clarify that inclusive education is a means of shaping an inclusive society; it is not limited to the inclusion of children with disabilities. In an

attempt to accomplish inclusive and equitable societies we need to take into account a broad range of diversity beyond disability.

Inclusion is inclusion of all regardless of race, ethnicity, disability, gender, sexual orientation, language, socio-economic status, and any other aspect of an individual identity that might be perceived different (Polat, 2011, p. 51).

Whether education fosters equity and social justice is debatable, because a commitment to inclusive education is of little impact unless it is translated into actions, as in Nieto and Bode's (2007) definition of social justice education, that enable successful learning outcomes to be achieved. All around the world, many children are not achieving minimum expected levels of learning because of neglect, disinterest, and discriminatory practices, lack of resources and data, and limited access to support systems.

Inclusion has become synonymous with access and participation (Kearney, 2009) from equity access and social justice perspective. An inclusive policy with implications for equity and social justice is often presented as operational process or actions aiming to remove all obstacles to access and learning beyond a focus on children with disabilities. Shaeffer (2019) described these practices as increasing enrolment, attendance, and completion; reducing repetition and drop-out rates, reducing disparities in provision and student; and celebrating diversity and promoting cohesion. However, schools are still far from achieving such inclusive practices. Ryan (2006) noted that students are not just excluded from the school premises but also from learning process and activities because of ability, age, race, class gender and sexuality. One important point scholars make is that social justice cannot be achieved unless students and their parents are included in key educational process (Ryan, 2006).

To reach equitable and just schools, inclusive education should focus on removing complex barriers for learning and participation in schools and create spaces and opportunities for collaboration among professionals, families and students. Fraser (1997; 2008) conceptualized a three dimensional perspective of justice according to which the inclusive education movement will constitute a continuous struggle toward (a) the redistribution of access to and participation in quality opportunities to learn (redistribution dimension); (b) the recognition and valuing of all student differences as reflected in content, pedagogy, and assessment tools (recognition dimension); and (c) the creation of more opportunities for minorities and marginalized groups to advance claims of educational exclusion and their respective solutions (representation dimension). This conceptualizing of justice will help inclusive education deals with how differences are valued, respected and constructed in the social context of education institutions. It will allow inclusive education to deal with students' issues of misdistribution, misrecognition and misrepresentation (Waitoller & Annamma, 2017). Findings using this model by Kilinc (2019) revealed that students with disabilities “had justice struggles in regard to misdistribution of access, misrecognition of their abilities and backgrounds, misrepresentation of their voices, and participation in learning activities” (p. 1296). Sampaio and Leite (2018) concluded that the concept of social justice has been developed from a broad view of equity, which is the process by which students can access quality educational environments in which their different learning rhythms are considered. As actions and processes are essential to achieving social justice in the learning environments, schools' evaluation practices will be a better way to understand how their actions can lead to the implementation of social justice and are a mechanism to engage in school diversity and equity (Sampaio&Leite, 2018).

Beyond a rights-based argument, there are several reasons why promoting inclusive education systems and schools is important (Ainscow, 2005). Education is meant to not only make individuals more knowledgeable, mature, responsible, and open-minded but also make societies more democratic, equitable and just (Shaeffer, 2015). Therefore, children leaving an inclusive education system should be able to develop themselves to their fullest potential and to play a useful role in local and national economic, social and political development leading to a more just, equitable and cohesive society (Shaeffer, 2019).

Inclusion vs. Inclusive Education

On the one hand, it is not easy to define the term inclusion because it has been noticed that narrow conceptualizations have resulted in simply replacing the word special with inclusive without any real change. Thomas (2013) considered that a truly inclusive education cannot be at the core of education if narrowly defined. On the other hand, the definition has become so broad that educationally important differences are being overlooked (Florian, 2008). As such, "The discipline of education still lacks enough coherent theoretical and conceptual proposals that would allow for an extensive, detailed and nuance debate about the fundamentals of inclusion across different theoretical and conceptual positions" (Felder, 2018, p. 55).

Broadly, inclusion is a philosophy based on values aiming to maximize the participation of all in society and education by minimizing exclusionary and discriminatory practices (Booth & Ainscow, 2005). One example of defining inclusion outside the educational context is "The degree to which all residents within a place – especially historically excluded populations– have the opportunity to benefit from and contribute to economic prosperity" (Stacy, Meixell & Sirini, 2019, p.121). Although there seems to be a broad consensus about the value of inclusion in general, there is little agreement on what it actually means in educational contexts (Terzi, 2010).

In fact, the conceptualization of the value of inclusion in general still lacks consensus over its theoretical framework. There are many different understandings of inclusion in the literature on inclusive education (Felder, 2018). Inclusive education refers to all categories when a learning problem, a cultural minority or a student with impairment is not restricted to students with impairment or a categorized learning problem or with a cultural minority background, but refers to all (Nes, 2014).

Inclusion in everyday language is normally used to refer to social inclusion in social contexts as school classes but also in larger structures as societies (Felder, 2018). UNESCO (2009) conceived that building an inclusive society in which all people can participate effectively and learn together, entails a broadened understanding, conceptualized and development of inclusive education as a key overall principle to attain and sustain quality education for all. Therefore, inclusive education is meant to shape an inclusive society and Education For All is meant to accomplish an inclusive and equitable society that takes into account a broad range of diversity beyond disability (Polat, 2011).

The broader definition of inclusion therefore now responds to the diverse needs of all children; it promotes participation not only in learning but also in wider society (inclusion through education); it is concerned both with access and equity (exclusion from education) and quality (exclusion within education); and it demands comprehensive reform of the systems (policies, curricula, structures, and strategies) and of the classroom (content, pedagogy, and learning environments) to make it happen (Booth & Ainscow, 2002)

As such, with the expropriation of the term inclusive education from its focus on disabilities it is seen as a way to help ensure a transformation of education systems and learning

environments towards inclusion to get them to welcome and respond difference and diversity (Schaeffer, 2019).

Inclusion is conceived now as a transformational approach associated with a series of challenges and issues that contribute to progressively moving the inclusive education agenda from diverse and often contradictory visions, approaches and practices structured around categories and groups, to a more holistic perspective based on the idea that understanding, respecting and responding to expectations and needs of all learners within their contexts and circumstances is the pathway to truly attain inclusion (Opertti et al.,2014). In the framework of this transformation approach inclusive education is visualized as a transversal approach to all dimensions and levels of the educational system including formal, non-formal, and informal settings and provisions and from a lifelong learning perspective; personalizing education to understand, address and respond to the diversity of all learners; removing all barriers at the institutional, curricular, pedagogical and teachers' levels; synchronizing between social and educational inclusion policies and programs; facilitating and ensuring the engagement and the welfare of all learners using the triad inclusive curriculum-school-teachers framework; encouraging the active role and participation of learners, their families and their communities by promoting school cultures and environments and equipping teachers with the appropriate competencies to teach and support diverse student populations (Black-Hawkins, 2010).

This transformative meaning of inclusion contrasts with a rather thin understanding of inclusion, which means nothing more than a form of placement, usually in an ordinary school rather than a special school. Norwich (2014) differentiated between this thin understanding of inclusion compared to a boarder and substantial concept of inclusion that can highlight the different tensions and dilemmas resulting from a transformative multidimensional approach.

Justifying Inclusion

According to Florian (2014), "Special education policy framework, which is intended to ensure the right to education for those who would otherwise be excluded from schooling, has paradoxically created problems of inequality within education" (p.9). These problems created by special education policy have been doubled by the fact that categorical descriptions have been used to determine eligibility for special education provision and these categories vary across time and countries, and by the many sources of variation within and between identified groups. In 1994, the Salamanca statement recognized that all children should be educated within an inclusive education system and a shift in focus from differences among learners to learning for all set an agenda to cross to inclusive learning contexts (UNESCO, 1994). Thus, inclusion became no doubt one of the most important values and objectives in today's society, although the consensus about its value is still relatively broad. The justification for the use of inclusive practices in educational contexts is to address inequities in the current school system. These inequities range from the overrepresentation of minorities in special education programs (Harry & Klingner, 2014) to the discrepancies of learning and participation opportunities evident in dual and separate systems (Capper, Frattura & Keyes, 2000). These discrepancies of educational opportunities suggest that such educational systems are unjust. There are groups who are deprived from equal and fair opportunities because of who they are: girls, poor children, non-dominant ethnic, linguistic/religious groups, children with disabilities or impairments, and refugees and migrants. The disproportionate placement of marginalized, disadvantaged or minority groups reflects deep social inequities embedded in the educational system, added to the variability of placement patterns produced outcomes that were seriously questionable and led to re-conceptualization of special education. Actually, "The fact that graduating from special school

significantly reduces the chances of getting a proper job or to even enjoy future education is consequently one important argument in favor of inclusive schooling" (Felder, 2018, p. 58). Beyond enrolment, members of these groups were in school but not learning as they were denied not only an education of good quality but also the opportunity of reaching their full potential and participating fully in future community and national development (Shaeffer, 2019). Consequently, referral for special services was re-conceptualized to mean referral for specialized assistance, not for removal from the mainstream of special education (Harry & Klingner, 2014).

Differences across Countries and Within Countries

As a global movement following the Salamanca Statement, inclusive education has been part of many nations' policy agendas. However, as global ideas travel across borders the meaning of a term takes various forms in local and national discourses because it becomes dependent on nations' socio-cultural, political, and economic contexts, taking different forms in different localities (Artiles, Kozleski, & Waitoller, 2011).

In the United States, inclusive education is defined in terms of access to the general education classroom for students with disabilities, whereas in the international community inclusive education is concerned with a broad equity agenda for all students (Artiles & Kozleski, 2007). Inclusion as a term does not exist in American law, whereas inclusive practice is in the federal law governing special education: Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004). In this framework, provision of inclusive education takes place in the Least Restrictive Environment (LRE) where all students with disabilities have the legal right to be placed in the LRE. General education classroom is the first place to be considered for placing

an SEN student according to LRE before more restrictive choices are considered (Theoharis & Causton, 2014) with provision of appropriate supplementary aids and services.

The interpretation of terms such as special needs education, inclusive education or inclusive schools varies greatly across Europe (Kyriazopoulou & Weber, 2009). These differences are at the level of policies, practices and terminology, and at the level of numbers of students in special education. Between 2000–2004, 0.4% of Spanish students were educated in special settings and 4.9% of German students were educated in special schools (Ruijs & Peetsma, 2009). In addition, in some countries like Denmark, two types of special education models are identified whereas there are more than ten in Netherlands (Meijer & Van den Wittenboer, 2004). In response to this variation, the European Agency for Development in Special Needs Education conducted a project to develop a set of indicators for inclusive education in Europe. In total, 23 countries were involved in the project activities with the nomination of 32 national experts who participated in the project work. The aim was to develop a methodology that would lead to a set of indicators for the national level, yet applicable at the European level (Kyriazopoulou & Weber, 2009). Using this set of indicators and having ratified the Convention on the Rights of Disabled Persons (CRDP), most European countries moved towards creating inclusive school systems but not all of them were successful in developing efficient inclusive education except for those who had the required socio-economic conditions and the necessary services (Kavelashvili, 2017).

Inclusive education to support learning for all is an international phenomenon that is finding its way to the Arab region. Gaad (2011) examined the status of inclusive education in six Gulf Cooperation Council (GCC) countries and in three Middle Eastern countries and found that despite the adaption and ratification of the 2004 UN Convention on the Rights of Persons with Disabilities, the current situation of inclusion seems to be rather vague within countries because

other issues are distracting the attention of decision-makers like fighting terrorism (Kingdom of Saudi Arabia), struggling with daily needs (Egypt) and living in a war zone (Palestine). Other fast-developing and dynamic countries as United Arab Emirates (UAE), Qatar and Oman with big inclusion agendas adopted different inclusive strategies in light of educational reform with more independent schools that are run as private institutions (Gaad, 2011). Although most Arab countries began endorsing policies and guidelines for implementing inclusive education, inclusive education remains at a development stage. These countries are making efforts to educate SEN children within the general education system, yet they are facing challenges in restructuring their education systems into inclusive systems (AlKhateeb, Hadidi, & AlKhateeb, 2016). Challenges are related to social stigma associated with individuals with special needs and disabilities in the region, issues related to terminology and definition, and issues related to policies and legislations (Gaad, 2011). It should be noted that relatively little research has been conducted in Arab countries, with more than two-thirds of research done in the UAE, Jordan and Saudi Arabia (AlKhateeb et al., 2016).

Integration was piloted in Hong Kong in 1997, followed by three development phases of inclusive education until inclusion was achieved by public pressure for improvement of practices instead of policy directions (Poon-McBrayer, 2014). This evolution was not easy in a predominantly Chinese population and a society still under heavy influence of Confucian ideology that emphasizes social harmony, according to which parents prefer to send their children with disabilities to special schools instead of demanding full and appropriate support in general schools (Poon-McBrayer, 2014). The government's adoption of indicators of inclusion adapted from the Index for Inclusion (Vaughan, 2000) to provide schools with guidelines for effective inclusion practices (Education Bureau, 2008) was an apparent paradigm shift from integration to

inclusion (Poon-McBrayer, 2014). These indicators suggest practices which were congruent with what is considered the conceptual framework for inclusion and led Hong Kong to enter the stage of inclusion despite the interplay of various political, social, cultural and economic forces (Poon-McBrayer, 2014).

Having clarified the status of inclusive education within general relevant contexts to this study, inclusion in the Lebanese context will be described in a separate sub-chapter.

Delivery Models

The way in which special educational needs are conceptualized within a culture determines the models of service delivery and forms of provision for children with SEN. The social and cultural context in a society will determine the expectations regarding inclusion, integration, segregation and specialization (Cline & Frederickson, 2014).

Forms of provision differ and range from full-time education in an ordinary class with any necessary help and support provided in class to long-term education in institutions, hospitals and homes. According to IDEA (2004), placement in the general education classroom with supports as needed is an appropriate and required service, and the general education setting should be the first placement considered unless there is reasonable evidence that a student's needs cannot be met in that setting. Following this argument, inclusion and resources are two options special educators consider in what should be a continuum of services for students with disabilities. Services are still being provided in the special education setting for part of their school day as it is difficult to address the needs of some students in the large-group general education setting especially for students with severe disabilities. The intensive small-group instruction may be the rationale for working in the special education setting (McCullough, 2008). However, research has shown that in inclusive settings students have the advantage of

interactions with more capable peers and may be more motivated in the general education setting (Idol, 2006). Building on these findings, more students are receiving special education services in the general education setting where support strategies may include accommodations to enable access to the general education setting, differentiated instructional practices and modified or adapted materials. The inclusive model adapted widely in the world nowadays refers to co-teaching between a general educator and a special educator in the general education setting or a paraprofessional providing direct support to students in the general education setting (Hawkins, 2011) and this was the model adapted by the school involved in the study.

Challenges and New Approaches

Moving through the twenty-first century, it is time now for ideas and policy about inclusion to move forward and question a range of matters concerning learning, community, identity and belonging (Thomas, 2013) to respond to the challenges inclusive education is facing.

Despite the international call for inclusion, some strong voices, for example, Kaufman and Hallahan (2005) and Warnock (2005), argue for the benefits of continuing separate education versus the impracticability of inclusion (Thomas, 2013). It is a challenge and a necessity to engage in those critics of inclusion to escape the ruts of twentieth-century thinking on exceptionality as argued by Thomas (2013).

Another challenge for inclusion is the deficit-based discourse surrounding student learning and intelligence which remained unchallenged despite the shift in providing specialized services in the context of natural environments and general education classroom and the creation of inclusive schools (Nusbaum, 2013). Yet a different discourse still exists rooted in the deep belief that disability is tragic because it is abnormal (Florian, 2014). This discourse is not helpful

in resolving the problems of marginalization and discrimination faced by those who are pointed at as different.

The notion of normality is a key challenge to inclusion as "there is no such things as the normal child; instead there are children with varying capabilities and varying impediments"(Nusbaum, 2006: 210 as cited by Polat, 2011, p. 52). Florian (2014) explains that schools are organized by grouping students according to bell-shaped statistical forms of ability where what is average is normal and in that way, "What is ordinarily provided will meet the needs of most learners, while a few at the tail ends of the bell-shaped distribution may require something additional to or different from that which is ordinarily available" (p.15).

Consequently, students who are different from normal will continue to be marginalized within the classroom by practices that are determined for normal average students. Polat (2011) considers that inclusive education can challenge the notion of normality and values a broad range of diversity beyond disability. As such, the idea of inclusion moves from a one-dimensional landscape, primarily about disability and difficulty, to a three-dimensional one that incorporates a more extensive spectrum of diversity (Thomas, 2013).

An additional challenge that inclusion needs to tackle is to overcome the overrepresentation of minority groups within the special education framework. Many scholars argue that students from particular minority groups are more likely to be identified as having special educational needs than are others (Florian, 2014). Harry and Klingner (2014) justified the use of inclusive practices to address the inequities in the current school system as one which has an overrepresentation of minorities in special education programs, thus inclusion is meant to achieve more equitable educational provision for every student away from the limitations and unintended consequences associated with special education.

Rix (2011) raised an extremely challenging issue about inclusion and highly relevant to this study, stating “In the process of engaging with inclusion, many settings have made changes, but many have also reinterpreted inclusive constructs to suit their established practices” (p. 276). In response to this large and ever-widening gap that exists between the purpose of special education and its practice, school evaluation practices can be a way to understand how their actions can lead to better inclusive settings and thus better implementation of special justice (Sampaio & Leite, 2018). Inclusion as a form of special education must change in response to 21st century concerns about providing equitable and personalized education for all students, no matter how diverse they are.

Vygotsky's Theories as a Theoretical Foundation for Inclusion

The theoretical bases of research, programs and practices in special education are often neglected in favor of an emphasis on intervention outcomes and efficient service delivery (Mallory & New, 1994). Many scholars (e.g., Miller, 1991; Spodek & Saracho, 1994) have reported this emphasis on applied over theoretical concerns. This led to the belief that practitioners often carry out actions without a clear theoretical framework that explains children's learning and development. This does not mean that educators did not succeed in improving the lives of young children with SEN – in fact, they often did – but their actions were indeed more pragmatic than reflective. On the other hand, in many cases applications had little effect or may even have created unintended consequences because "earlier models of intervention neglected to take into account such factors as the ecological contexts of children's lives" (Mallory & New, 1994, p.323). Reviewing early childhood special education literature shows that little more contemporary, post-Piagetian models are presented (Richmond & Ayoub, 1993). As the field of special education is moving towards inclusion, a more sophisticated understanding of the

ecological context and socio-cultural dimensions of children's learning is needed to transform schools into inclusive equitable communities that nurture learning for all.

Inclusive practices and students' performance investigated in this study will be based on progressive educators' views that learning is social. From Dewey (1915), Vygotsky (1934; 1978) to Johnston (1985), Hart, and her colleagues (Hart, 1996; Hart, Dixon, Drummond & McIntyre, 2004), it has been realized that learning depends on the milieu, the context and culture for learning: if context is wrong, learning does not happen (Thomas, 2013).

As inclusive education deals with how differences are constructed in a social context (Gallagher, Connor, & Ferri, 2014), findings reveal that students with disabilities struggled for justice in regard to misdistribution of access, misrecognition of their abilities and backgrounds, misinterpretation of their voices and participation in learning activities (Kilinc, 2019). These findings emphasize how inclusion is not about participation only but involves a deep sense of connectedness to one's community (Budd, 2016). Framing inclusion as such makes the socio-cultural theory as the best attempt to provide a complex description of the dynamic contexts in which and the process through which learning and development of children with SEN take place (Valenzuela, 2014).

The theoretical framework for this study is based on Vygotsky's socio-cultural theory. Vygotsky (1962) proposed that learning takes place through social interaction and engagement with the environment (Robert, 2005). Vygotsky's theory relates to this study in assuming that inclusion of students with SEN in general educational setting will have impact on developing their functioning and performance according to the socio-cultural theory as it emphasizes “the active bi-directional interaction of individuals with their environments and with others around them and the changes in these relationships over time” (Valenzuela, 2014, p.299).

Vygotsky is considered to be the founder of cultural psychology, a theory in which the human being is the subject of cultural, rather than natural processes (Ratner, 1991). "Lev S. Vygotsky formulated a unique theoretical framework for perhaps the most comprehensive, inclusive, and humane practice of special education in the 20th century" (Gindis, 1999, p.333). Vygotsky's work shifted the understanding of human behavior from being biologically based to the socio-cultural explanation of human activity by discovering "the connecting links between socio-cultural processes taking place in society and mental processes taking place in the individual" (Gindis, 1999, p.333).

Instructional Approaches of Sociocultural Theory in Inclusion

Instructional activities under a socio-cultural framework focus on development rather than simply skill attainment (Valenzuela, 2014). Vygotsky asserts that instruction can lead to development of higher psychological processes influenced by social, cultural and historical factors. This approach to educating children involves a major attitude shift in terms of difference rather than deficiency. Cognitive development can be fostered in inclusive setting through social interactions using the following instructional approaches.

Scaffolding. The distance between problem-solving abilities exhibited by a learner working alone and that learner's problem-solving abilities when assisted by or collaborating with more experienced people is what defines scaffolding according to Vygotsky's view of teaching (Daniels, 2008). Scaffolding provides mediation in the development of higher psychological functions (Valenzuela, 2014). In this mediated learning experience, an adult or older child indirectly helps a child learn through competent assistance and support. Scaffolding supports cognitive, socio-emotional and behavioral forms of development (Feurestein, Vig & Rand, 1980). Researchers have identified three scaffolding agents: expert, self and peer involved in the

development of higher psychological functions of a student (Holton & Clarke, 2006 as cited in Sternberg & Williams, 2010). In developing interventions according to scaffolding instructional approach, we need to consider context and culture.

Zone of proximal development. Vygotsky formulated a theory known as the zone of proximal development (ZPD). “Vygotsky (1978) defined the zone of proximal development as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under capable peers” (p. 86 as cited in Bassot, 2012, p.8). A teacher's job according to ZPD will be viewed as to assess each student's current level of ability and to create challenges within their zone of proximal development in order to promote their cognitive development irrelevant to dis/ability of students.

When it comes to inclusive education within socio-cultural context, it becomes important to consider each child's unique ZPD and incorporate ways to further their learning in appropriate social and cultural context. This is applicable to all children within the spectrum of special needs including the gifted children. Zambo (2009) considered that gifted students have unique zones of proximal development that often exceed a one-size-fits-all packaged curriculum or traditional grade level objectives, consequently, inclusive settings are expected, theoretically, to create challenges within their zone of development to promote gifted student's cognitive development. From another inclusive perspective, Gindis (1999) found that ZPD offers a qualitative distinction between children with developmental cognitive delay and educationally neglected, temporarily delayed, bilingual students or children from impoverished families. Those children who appear similarly backward in their functioning according to known standardized testing may indeed

differ dramatically in their ability to benefit from an adult's help as Vygotsky and his followers in Russia showed (Sattler, 1992).

Joint productive activity. All populations with SEN in inclusive settings social learn by interaction between a more competent person and a less competent person on a task such that the less competent person becomes independently proficient at what was initially a jointly accomplished task (Robert, 2005). The socio-cultural theory in general and the ZPD in particular assume that a person is able to perform a greater number of tasks in collaboration compared to what he is able to perform alone and that the notion of ZPD exceeds the traditional meaning of a learning situation to a more advanced interaction between experts and children in the form of cognitive apprentices. Zambo (2009) found that a cognitive apprenticeship occurs when an expert brings a novice into students' world of work using cultural tools and knowledge of local nature.

Tharp (1997) identified joint productive activity grounded in socio-cultural theory as ideal for supporting diverse learners in the classrooms. "This is critical for all students, even those with the most significant needs for supports" (Valenzuela, 2014, p.306). In joint productive activity, learners are allowed to influence the development of the learning context. In such contexts, learning becomes collaborative and allows students to contribute their world knowledge to move their community ahead (Zambo, 2009).

Instructional conversation. Language and forms of discourse are the cultural tools used for learning and cognitive development, as reasoned by Vygotsky for whom the ZPD embodies a concept of readiness to learn that emphasizes upper levels of competence and which are constantly changing with the learner's increasing independent competence (Daniels, 2008), taking into account that readiness level and upper levels of competence vary greatly among

diverse learners. In Vygotsky's framework, the learner becomes an active participant in a project which is socially negotiated and constructs his or her own sense from socially available meaning (Daniels, 2008). This conception of a teaching and learning process based on instructional conversation is what Vygotsky called dialogue. This dialogue may be mediated by a variety of tools and signs, which Vygotsky referred to as "psychological tools" or cultural artefacts (Daniels, 2008). If educated in a segregated setting, students with disabilities will lack the opportunities to use, refine and acquire communication abilities initiated by instructional conversation (Valenzuela, 2014).

To conclude, learning in Vygotsky's theory is considered as a shared - joint process in a responsive social context where "children are capable of far more competent performance when they have proper assistance (scaffold learning) from adults" (Gindis, 1999, p.334). This approach is not unique to any category of learners but to all of them, since it is known by educators that a child is capable of more learning with proper assistance from an adult or a more advanced peer than on his or her own, especially when instruction is happening within the child's zone of proximal development and using the appropriate dialogue.

The index of inclusion, from which indicators for inclusion used in the study were derived, adopted the concept "barriers to learning and participation" rather than the term "*special educational needs*" to frame inclusive practices, policies and cultures in the setting of the study. This is part of the social model where "barriers to learning and participation can exist in the nature of the setting or arise through an interaction between students and their contexts" (Booth & Ainscow, 2002, p.6). These barriers to participation become a cause of concern given that Vygotsky argues that cultural tools and practices have formative effect on development (Daniels, 2008). Barriers may be of different forms. The solution could be to seek alternate forms of

participation through transforming social practices within the inclusive setting in such a way as not to marginalize those children with SEN and where social complications of the disability and the giftedness are minimized.

Vygotsky, who lived in the early decades of the twentieth century, should be conceived of in his cultural and historical context. Thus, his comments on inclusion are not informed by today's organizational and pedagogical advances, but by his unique vision for the future model of special education: "Inclusion based on positive differentiation" (Vygotsky, 1995, p.24 as cited in Gindis, 1999, p338). For him, only a truly differentiated learning environment can fully develop the higher psychological functions and overall personality of a child with special needs. This is the framework utilized by this study to understand the impact of inclusion on student's performance.

Performance of Students with and Without Special Needs in Inclusive Settings

The primary focus for research on inclusion services has to be whether those services are effective in increasing student performance. Initial research examining inclusion focused on the social, emotional and motivational factors, but more researchers are turning toward evaluating the effect of inclusion on student achievement as well (Yell, Shriner & Katsiyannis, 2006). Although inclusive settings seem to affect learning outcomes both academically and non cognitively, results were contradictory (Dell'Anna et al., 2019) and the number of studies was limited. Inclusion's impact on student performance was different between its two components, academic and affective (socio-emotional), and among populations (with and without SEN).

In the debate for inclusion promotion, the perspective of efficacy (Lindsay, 2007) may enrich better scholarly discourse on inclusive education than the perspective of social justice and provide more relevant arguments (Szumski, Smogorzewska, & Karwowski, 2017). Therefore, the

mere placement of children with SEN in general classrooms will not induce beneficial influence on student's performance, it is rather the manner of implementation of inclusion and the inclusive practices involved that will affect its efficacy. Research in the field of inclusive education is focusing more on the development of those practices that can support teaching and learning for all students with and without SEN (Nusbaum, 2013).

Inclusion Practices Affecting Performance

Inclusive education can be regarded as a transformative approach to education, inducing changes at the school level and at the classroom level. This change reached the philosophy and organization of schools, and inclusive policies, cultures and practices are an expected potential of inclusive education (Booth & Ainscow, 2002). It seems that strategies adapted for students with SEN such as frequent feedback, cooperative learning, control of task difficulty, focus on concepts, teaching in small collaborative groups in addition to positive classroom climates and sensitive teachers work effectively for all students, including those without SEN.

Inclusive practices can affect performance when implemented on school level: "Importantly, changes on a school level can improve students' school achievement as well". (Szumski et al., 2017, p. 35). Therefore, school-wide application is a way of rethinking inclusion because in transforming schools into inclusive institutions, teachers receive support to improve their competencies and on the optimal use of resources that increases their sense of security and offers skills. As inclusive education requires competencies other than those required in traditional educational systems, especially that teachers make important instructional decisions in inclusive classrooms, preparation of general education teachers can play a key role in school achievement of all students (Szumski et al., 2017). In addition to the transformative change at the

school level and the preparation of general classroom teachers for inclusive teaching strategies, other factors affect deeply the impact of inclusion on students' performance and students' perceptions of issues related to special education, these are as follows.

Gender. According to studies, gender is the most relevant individual variable influencing peers' attitudes and beliefs in an inclusive setting (Dell'Anna et al., 2019). Many studies revealed gender differences in which more positive attitudes were attributed to females (Dare, Nowicki, & Felimban, 2017). However, examining different other studies, it is found that exceptional gender differences were noted related to type of disability and age. For example, Nadeau and Tessier (2006) reported that females would reject students with physical impairment more than males.

Types of disability. Perceptions of students without SEN of their classmates with disabilities were found to differ depending on the nature of student's impairments. It was found that students with different impairments experience different barriers to inclusion depending on its nature (Edwards et al., 2019). Moreover, other studies investigating type of disability impact on students' perceptions found it to be more positive when peers had physical disabilities than intellectual disabilities (Dell'Anna, 2019).

Age. The impact of age on how students without SEN perceive their peers with SEN is also important because it was shown that certain intervention approaches may be more appropriate at different ages (Edwards et al., 2019). Lund and Seekins (2014) found that a high amount of exposure in primary school was negatively correlated with attitudes of the same students at the age of college, but results regarding age were contradictory as in other studies, where older pupils had more negative attitudes towards peers with disabilities (Dell'Anna, 2019).

Country where inclusion is implemented. Three factors make the impact of inclusive practices on student's achievement differs: the length of experience in the implementation of

inclusive education, the consistency of educational policy promoting inclusion and the way inclusion is defined (Szumski et al., 2017).

Students with behavioral disorders. Since students with behavioral problems are among the most difficult categories of SEN (Avramidis, Bayliss & Burden, 2000), their presence creates a challenge for inclusive education because they make classroom management difficult and take up a considerable amount of teacher's attention (Szumski et al., 2017).

Educational stage. As said earlier, improving instruction strategies for students with SEN in inclusive settings may improve the learning of all students in the classroom. Students without SEN may have better access to individual help from assistant teachers in elementary and in middle school while in high school, general education teachers and special education teachers rarely cooperate to change teaching strategies in the classroom where direct instruction for whole class teaching is often used (Szumski et al., 2017). Moreover, there is a much stronger emphasis on content knowledge in high school than on instructional skills (Boe, Shinn & Cook, 2007). This is not the case for children disabilities only, as Davis et al. (2014) found that faster and slower students are segregated most often in high school and least in elementary school.

Ratio of students with SEN attending regular classes. One of the parameters impacting the effectiveness of inclusive practices on all students' performance is the ratio of students with SEN attending regular classes (Nepi et al., 2013). According to Szumski et al. (2017), three main factors could be the reason for true decreases of school achievement when the percentage of students with SEN increases: 1) Students with SEN often display disruptive behaviors, 2) They need more instructions directed to them and 3) They may cause burnout of general classroom teachers and decrease therefore their work engagement.

Degree of the disability or of the giftedness. Students with mild to moderate disability are integrated more easily in regular classrooms than those with severe disability. Mackie (2007) found that the inclusion of moderately learning disabled students could be more effective than the inclusion of severely disabled students. It is well known that students with severe SEN require intensive help in learning including one-to-one tutoring; therefore teachers in inclusive classrooms have less time and fewer opportunities to use more effective co-teaching strategies (Scruggs, Mastropieri & McDuffie, 2007). Furthermore, highly gifted students were found to be difficult to integrate within regular classrooms no matter how learning is differentiated.

Inclusion delivery models. Different delivery models exist in different settings where general education teachers cooperate with special education teachers. However cooperative practices range from "one teach, one assist" model to alternative teaching model or parallel teaching model. Different models present different effectiveness levels (Szumski et al., 2017). As education policies are more and more shifting towards inclusive education, the effect on students with and without SEN should be an important factor in designing future models, practices and policies of inclusion.

Performance of Gifted Students in Inclusive Settings

Although inclusion is meant to address the needs of all students in the classroom, the gifted population is often excluded from funding and differentiated support (Borders et al., 2014). Unfortunately, it was found that there are currently more written ways to make gifted students fit into regular classrooms and much less on ways to differentiate instruction within a social context (Zambo, 2009), with an increasing call by scholars in gifted education for grouping gifted children in special classes or schools to maximize their performance (Davis et al., 2014). Relying on Vygotsky's theory of ZPD, Zambo (2009) stated, "In social settings, gifted

students have unique zones of proximal development that often exceed a one size-fits-all packaged curriculum" (p. 274).

Research on gifted students' performance mainly compared their performance when placed in regular heterogeneous classes versus when placed in all forms of grouping by ability or special classes (Davis et al., 2014), they were found to perform better and achieve higher when grouped with peers of high ability. Indeed, it was argued that the reform movement of the 1980s in the US, which aimed at abolishing ability grouping, yielded bad consequences (Davis et al., 2014). The same authors claim that research indicates that achievement of gifted students is higher when they are in classes grouped by ability and "that gifted students benefit tremendously from grouping with gifted peers for advanced work" (p. 30). All studies' results showing better academic performance of gifted students when placed in special settings did not compare these special settings to truly inclusive settings for the gifted as they rarely exist. As effective inclusion is characterized by the awareness and celebration of student strengths and weaknesses as well as the diversity across students in the classroom (Borders et al., 2014) away from the mere placement of students in general classrooms, it is subjective to discuss gifted students' performance in general education settings unless these are effectively inclusive for them. Until enough research is conducted, one might say that performance of gifted students in inclusive settings is still unidentified.

Moreover, it is unclear whether gifted children are more or less likely than other children to experience socio-emotional difficulties in inclusive classrooms. Pfeiffer and Stacking (2000) reported that there are no large-scale, longitudinal or comparative studies on the social emotional problems among gifted children in general, so little evidence is found on their affective development in different settings. Although gifted children may have difficulties with their peer

groups when placed in general settings because of their advanced critical thinking and leadership skills (Davis et al., 2014), the impact of inclusion on social-emotional functioning of the gifted is not reported and outcomes are more ambivalent, making it difficult to derive (Rodgers, 1991). In many studies comparing regular students' social position and sense of belonging to those of students with abilities it was found that high-proficiency student learners were much more accepted than both students with medium or low proficiency (Ruijs & Peetsama, 2009; Nepi et al., 2013) but those high-proficiency students are not identified as gifted in the research, therefore, these studies are of low relevance to describing gifted students performance at the social and affective level.

Students who are gifted and talented are a population with diverse needs, who should be served in truly inclusive classrooms, and only then can research on the impact of inclusion on academic and affective performance of the gifted be conducted and inclusive practices are accordingly evaluated.

Performance of Students with Learning Disabilities in Inclusive Settings

As they are more integrated into general education, students with LD are increasingly taught the same curriculum and held to the same standards as students without LD (Vaughn et al., 2014). One longitudinal study carried out in Norway pointed out that the students could keep up with the requirements of the common curriculum in the integrated settings more often than students in the non-integrated settings (Gebhardt, Schwab, Krammer & Gasteiger, 2012). However, results about performance, academic and affective, were contradictory. Wiener & Tardif (2004) found that pupils with mild to moderate learning disability scored better in inclusive settings than children in special education settings, although differences failed to reach statistical significance. Ruijs and Peetsam (2009) reported that empirical evidence as to the

benefits of inclusion on the academic and socio-emotional development of children with LD is controversial.

Literature prior to 2000 does not give clear results as there was little evidence for the effectiveness of inclusive education at the level of academic achievement, most of the meta-analyses conducted showed positive but small effect size for inclusion (Lindsay, 2007). Looking at the literature between 2000 and 2005, most of the studies showed positive effect or neutral one of inclusive education (Lindsay, 2007). In 2001, Karsten, Peetsma, Roeleveld and Vergeer found few differences between children with LD in regular and the paired children in special school at the level of their academic functioning.

In a study later than 2000, 5th grade students with LD in inclusive classes achieved results comparable to average 4th grade students whereas 5th grade students with LD taught in special classes accomplished outcomes comparable to 2nd grade students (Gebhardt et al., 2012). Other studies showed consistent findings that students in inclusive forms of education had a better general level of academic achievement than students in special schools (Lindsay, 2007; Rea et al., 2002; Szumski & Karowski, 2014). Other studies investigating whether students with LD performed better in an inclusive setting or in a setting where they had their reading lessons in separate classes found negative and /or mixed findings about the impact of inclusion on the performance of students with LD (Cole, Waldron & Majd, 2004; Rogers & Thiery, 2003). Ruijs and Peetsma (2009) concluded in their review on the academic achievement of students with LD in inclusive settings that the majority of the studies found positive or neutral results and it appears that these students achieve better in inclusive settings.

However, it is not enough to study academic achievement to evaluate the impact of inclusion. Many researchers argue that it is necessary to study both academic and psychological

functioning of the students with LD in order to evaluate the effects of inclusive education on students performance especially that they are highly interconnected, and that children and adolescents with LD may be particularly vulnerable to emotional problems and school maladjustment (Martinez & Semrud-Clikeman, 2004). Knowing that there is consensus in the literature that having LD predisposes a person to social and emotional difficulties (Mishna, 1996), social participation is seen as a key area for the educational development of students with LD beside the school performance.

The results of studies investigating social position, peer acceptance and sense of belonging of students with LD show that they struggle to gain a good social position, felt more unpopular and rated themselves as less accepted than the non-integrated students (Gebhardt et al., 2012; Nepi et al., 2013). Learning disabilities constitute a major cause of social exclusion in regular schools (Pijl & Frostad, 2010) and a significant difference exists between students with LD and regular students at the level of social interaction (Gebhardt et al., 2012). A study conducted in schools in Tehran showed higher levels of peer acceptance in inclusive schools compared to non-inclusive schools only when the disability interferes minimally with participations (Adibsereshki & Salehpour, 2014). In a Canadian study, Wiener and Tardif (2004) found that children in more inclusive settings seemed to score better at the level of social acceptance, number of friends, quality of relationship with the best friend, loneliness, self-concept, social skills and depression. Another study conducted by Karsten et al. (2001) found no clear differences.

Nepi et al. (2013) found that the amount of time that SEN students spend with their regular classmates does not influence significantly the quality of their relationship, therefore, the sense of belonging and social position do not correspond with the increasing time spent in

regular classrooms. In reviewing the literature on the effects of inclusion on children with disabilities Ruijs and Peetsma (2009) found that the impact of inclusion on their academic achievement to be slightly positive, however, these students are in less favorable social position than children without SEN. Therefore, it is not possible to draw conclusions about the effect of inclusive education on the social development or affective performance of students with LD.

Performance of Regular Students in Inclusive Settings

Both proponents and skeptics of inclusive education raise the question about the impact of inclusion on the performance of students without SEN: To what extent do regular students achieve academically and develop effectively when taught in homogeneous classes? The shortage and limited quality of empirical studies on the effectiveness of inclusive education becomes particularly valid when it comes to analyses of the performance of students without SEN meant to be regular students of the general education setting.

Two reviews conducted by Ruijs and Peetsma (2009) and Kalambouka et al. (2007) led to the same findings: It is difficult to draw conclusions from the literature about the effects of inclusive education on the academic achievement regular students. Some studies showed positive results, others found neutral results, and others found no effect. However, the qualifications of the studies reviewed need to be considered with regard to these findings at the level of the design, the delivery model, and the time spent in inclusive classroom. It is worth mentioning also that differences between schools seem to be more important than inclusive or non-inclusive schools (Ruijs & Peetsma, 2009). A main finding of a more recent study by Szumski et al. (2017) showed that inclusive education may be beneficial for regular students and that "attending inclusive classrooms is positively, though weakly, associated with the academic achievement of

students without SEN"(p.49).The effects obtained from this meta-analysis support the concept of inclusive education as effective school for all.

A review issued in 2019 showed that "concerning academic achievement, results are in certain cases alarming" for students without SEN (Dell'Anna et al., 2019, p.9). Learning outcomes in mathematics were lower and affected by the presence of peers with a special disability: emotional and behavioral disorder (EBD). The category EBD is found to have a negative impact on peers especially if there are more than two classmates with these difficulties. Therefore, it can be suggested that only when LD is associated with serious emotional and behavioral problems, it can affect the learning outcomes of regular students.

Up to 2009, there was little research about the affective development or social emotional functioning of students without SEN. In the two reviews cited earlier (Kalambouka et al., 2007; Ruijs&Peetsma, 2009), mostly positive or neutral effects of inclusion were found. Studies results indicated that regular students in inclusive classes are more positive about children with SEN, but they are still less positive about them than about their regular peers. This result was confirmed by a subsequent study in 2013 by Nepi et al., who argued that in Italian schools, "The relationship between both sets of students among themselves within their respective groups is much more relevant than the relationship concerning SEN vs. TD (typically developing) students" (p.330).

The most recent review in this study aimed at exploring studies investigating regular students' perspectives of social inclusion towards students with SEN. Results showed that regular students report interacting less with students who have disabilities and harbor more negative attitudes toward students with SEN compared to other regular peers (Edwards et al., 2019). However, the same study argued "that more positive interactions, greater peer acceptance

and friendship development are critical and meaningful outcomes of social inclusion in pre-school, primary and secondary schools" (Edwards et al., 2019, p.316). It is worth mentioning that the disability subject of this review was physical impairment, however, it might help predict or hypothesize about the effect of inclusion on regular students. One can conclude that the only physical presence of students with and without SEN is not enough to ensure social interaction, specific inclusive strategies and practices need to be established to support the needed goals of inclusive education.

No single study was found comparing the performance of gifted, LD and regular students in an inclusive setting. One study conducted in Italy investigated compound peer acceptance and sense of belonging to levels of proficiency: high, medium in an inclusive setting. In this study, Nepi et al. (2013) summarized the results as such:

Within the group of typically developing students, the findings demonstrate that it pays to be proficient. Indeed, the higher the proficiency, the higher the peer acceptance and the sense of belonging to their own school. Within the group of SEN students, the results support the idea that they struggle to gain a good social position, are less accepted and more peripheral within the class and feel quite distant from their school (p.319).

Research and Students Voices

Historically, the emphasis of research involving children was to conduct it on children. A recent call by researchers argues that children and students should have a major role in informing thinking, policies and practices in education (Messiou, 2019). Central to this argument is the fact that inclusion is a dynamic process and not a static position: it happens at the interface between teacher and student, students and peers and student and school environment (Adderley et al., 2015). Therefore, children's voices are considered a challenging starting point for developing

more inclusive practices within schools (Messiou, 2006). Since children are the first to experience the impact of inclusion or exclusion within educational settings, listening to their voices becomes an extremely crucial part of inclusive practice. This in line with the United Nation's Convention on the Rights of the Child (1989) calling to "assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child" (UNHCR, 1990, article 12). Following this announcement, children's views in matters that concern them were heard on many initiatives worldwide. As inclusion is seen as a social model removing all barriers to learning and participation, "More importance is placed on the views and ideas of children because their contributions are seen as a starting point for moving towards more inclusive practices rather than just having a view point on issues that adults consider to be of importance" (Adderley et al., 2015, p. 108) Although some practical challenges in addition to age and maturity are logistical difficulties to be overcome conducting research with children, children have the potential to be involved in each stage of the research design with an emerging need for ground rules and for flexibility in styles (Porter, 2014).

Children's voices are meant to be their thoughts, emotions as well as their actions for bringing about change (Messiou, 2019) especially in an era of child-centered pedagogy. In an earlier study, Messiou (2006) stated, "Listening to children's voices is a manifestation of being inclusive"(p. 769) when inclusion is seen as the presence, participation and achievement of all learners (Ainscow, 2005). For this reason, hearing student's voices should not be understood as to hearing voices of students with disabilities only but to focusing on all students.

Messiou (2019) found in a study investigating students as a catalyst for promoting inclusive education that "student's voices were a determining factor in bringing about change in practices" (p. 777), and that these voices are valuable resources across countries and resources. It

was found also that in order to create welcoming communities, schools need to value their students' voices and act upon them through meaningful dialogues. We can go further by arguing that it is a dialogue with the children themselves that is mostly helpful in revealing these particular practices (Adderley et al., 2015).

Lebanese Context in Special Education and Inclusion

Key factors as the length of experience in the implementation of inclusive education, the conception of inclusion adapted and the consistency of educational policy promoting inclusion play a role in explaining the effectiveness of inclusive education in a specific country (Szumski et al., 2017). Therefore, to understand the Lebanese context it is suggested to know the length of the Lebanese experience in inclusion, Lebanon's conception of inclusion and the educational policies and practices promoting inclusion.

Length of implementation of inclusion in Lebanon

Lebanese education system. The Ministry of Education and Higher Education (MEHE) is responsible for overseeing the education system in Lebanon, and for the approval of national educational policies and for learning supervision and evaluation in public schools, with less authority on private schools although they cater for more than 50% of the Lebanese students. Education in Lebanon is split into three phases: pre-school, basic and secondary. Basic education for children 5-14 is compulsory and divided into 3 cycles of 3 grade-levels each. At the end of cycle 3 Lebanese students take on official exam, "Brevet," which helps to determine a student's placement in one of two secondary school (grades 10-12) tracks: academic or technical. After grade 12, students take their second official exam called the "Lebanese baccalaureate," required for admission to universities. Academic institutions are divided into public, semi-private and

private schools. Earlier than 2018, children with physical and intellectual disabilities were not part of the public school system except for rare schools undergoing reforming projects by external funding (e.g. TAMAM project at the American University of Beirut). Historically, all children with SEN are placed in specialized institutions under the authority of the Ministry of Social Affairs (MOSA).

MOSA supported institutions. Lebanese law 220 guarantees equal opportunities for persons with disabilities to be enrolled in public and private educational institutions and states that MEHE is charged with financing their schooling. However, children with physical and intellectual disabilities are not part of the MEHE school system. According to Human Rights Watch (2018), "The vast majority of children with a disability who were receiving any educational support from the government were securing it through the MOSA funded institutions" (p.16). MOSA funded institutions are of limited capacity, thus children with SEN attend one of the 103 segregated private institutions funded through contracts by MOSA (HRW, 2018). Consequently, one can expect that the prevailing situation in Lebanon has been the provision of care rather than the provision of adequate education to children with SEN. Most of these private institutions funded by MOSA are religiously affiliated or politically affiliated and vary greatly depending on the type of the disability, the type of services and the number of children. Although these institutions might offer academic services, they are not, however monitored or supervised by MEHE.

MEHE and learning of children with SEN. Children with disabilities and their families are excluded from public schools in Lebanon because of disability (HRW, 2018) due to discriminatory admission policies, lack of necessary accommodations, unavailability of trained staff and lack of inclusive policies curricula. These children, depending on their economic-

financial status, might choose to join one of the few inclusive private schools in Lebanon or stay un-enrolled in any educational program when they cannot afford it, which will further marginalize children with disabilities from poor families. This has left the door open to non governmental organizations, activists in civil society and private institutions to develop special education services ranging from specialized segregated institutions to full inclusive establishments depending on the readiness of the institution and how wealthy it is.

In May 2018, UNICEF launched a pilot program in 30 public schools in Lebanon with the partnership of MEHE aiming at ensuring quality education for all children, including children with disabilities and LD in inclusive contexts (UNICEF, 2018). However, there is limited information on the program as it is newly being implemented. Relying on the available information, it is easy to conclude that the length of the experience in implementing inclusion in Lebanon is extremely short, especially when targeting inclusive practices specifically and not special education generally. The experience is more or less restricted to the private sector in Lebanon and varies at the level of services and delivery models.

Lebanese Conception of Inclusion

Disability has been defined historically using one of two approaches: "the medical model" and the "social model". "Definition is important because they lead to different understanding of the scope of the problem" (Article 19, 2015, p. 4). Article 19 stated that the disability prevalence rate in the country is two percent of the total population, much lower than international rates and this low rate can be explained by Lebanon's official statistics body which uses medical definitions of disability."Lebanon still adheres to an outdated medical model that regards disability as an impairment that needs to be treated, cured, fixed or at least rehabilitated" (HRW, 2018, p. 19). It is clear then that the Lebanese definition is affected by the World Health

Organization (WHO) definition of disability, thus excluding definition of disability in relation with social and legal barriers that impede the capacity of a person with disability to live normally (UNESCO, 2013).

The latest law on disability issued in Lebanon dates to 2000 when Lebanon adapted Law 220 on the Rights of Disabled Persons (Law 220/2000) which was considered a major step forward for disability rights in Lebanon and the wider Middle East region. Disability was defined as:

Person whose capacity to perform one or vital functions, independently secure his personal existential needs, participate in social activities on an equal basis with others, and live a personal and social life that is normal by existing social standards is reduced or non-existent because of a partial or complete, permanent or temporary, bodily, sensory or intellectual functional loss or incapacity, that is the put come of a congenital or acquired illness or from a pathological condition that has been prolonged beyond normal medical expectations. (HRW, 2018)

Social and economic rights are the core of law 220/2000 aiming to integrate citizens with disabilities, however, implementing decrees needed for these rights to be translated into policies have not been issued because of final austerity and a lack of political will (UNESCO,2013).This unique law “defines persons with disabilities as registered card holders who meet the International Classification of Impairment, Disability and Handicap(ICIDH) definition” (HRW, 2018, p.10).

In 2012, The National Educational Plan for Persons with Disabilities developed by the Center for Educational Research and Development of MEHE stated goals that reflect a wide inclusion perspective into the education sector. It was the first time the terms persons with

special education needs and inclusive schools are used with the term disability in an official document. The inclusion strategy launched by MEHE in 2012 was not implemented due to the unavailability of funding, but a National Day for Students with learning difficulties was launched on Monday 22 April 2013. Consequently, until 2013 inclusion was not an option in the public sector even at the social level and all clauses of the law 220/2000 related to education were not yet implemented all these years after the promulgation of the law (UNESCO, 2013).

In the absence of a governmental official definition of inclusion or of children with special needs, few private schools adopted the definitions stated in the international conventions considering that Lebanon signed onto most of them, and are developing policies and practices accordingly and they were pioneers serving children with SEN inspired by western approaches.

Educational Policies and Practices

Under the law, all Lebanese children should have access to education free from discrimination. The government agency charged with registering persons with disabilities states that in 2018, 8,558 children aged between 5 and 14 are registered as having a disability, of these, 3,806 are in care institutions funded by the government that cannot be considered as educational institutions. The rest are spread among public and private schools. However, according to UNICEF and WHO and the World Bank, at least 5 percent of children below 14 have a disability, thus it is estimated that at least 45,000 children in Lebanon have a disability (HRW, 2018). "This discrepancy raises concerns that tens of thousands of Lebanese children with disabilities are not registered as such and many of these may not have access to education" (HRW, 2018, p. 2). It is worth mentioning that these statistics do not include other categories of children with special educational needs as children with emotional and behavioral disturbances

and gifted children because the conception of special education in Lebanon is correlated with disability.

Moving away from statistics, it was found that teachers and school principals have the final say as to whether include a child with disability because of a lack of reasonable accommodations in public schools, educational material and trained staff. As for private schools, many of these are not committed to integrating children with SEN although they can afford establishing the necessary accommodations and recruit trained staff, but they consider this choice as a burden that might threaten their financial profits. Other private schools accepted the enrollment of children with SEN who were required to pay discriminatorily higher fees than other students (HRW, 2018).

Another challenge to inclusion practices in Lebanon is the poor and unethical identification process. Reports produced by MOSA are simply a doctor's classification of a child's disability. Outside MOSA institutions, private institutions are offering assessment services with no certified license or scientific qualifications to conduct assessment, very rare assessment centers in Lebanon with high standards follow the western and international procedures assessment, however these are very expensive and can be accessed only by elite people.

One official exam policy related to disability was developed recently to help students with SEN undertake the official exam by end of grade 9 and grade 12. Special centers or classes were assigned for students identified as having a disability by a committee from MEHE who meet with the students few months before the exam, examines their portfolios prepared by their schools (most of which are private) and make their decision about their eligibility to benefit from exams with accommodations and extra time during exams. The great challenge inclusion is

facing in Lebanon is the lack of legislation, which opens the door largely to unethical practices in assessment, teaching and funding of special education projects especially when left to private sector and non governmental organizations.

Gifted education in Lebanon. The emphasis in the national school curriculum remains on mainstream education, a reason why Lebanon still lacks any formal system of education for gifted students (Al-Hroub & El Khoury, 2018). As for children with disabilities, few private schools cater for high-achieving students although their services are limited to enrichment activities, limited in content and scope and incomparable at all levels to enrichment programs offered in Western countries (Al-Hroub, 2016; Srouphim, 2009). Catering for students with special needs has been made compulsory in the latest revision of the Lebanese curriculum in 1995, however did not include any reference to services of any kind intended for gifted students (Al-Hroub & El Khoury, 2018). Additionally, the law 220/2000 discussed earlier included no reference to the education of the gifted students but was centered on issues of disability. Al-Hroub and Al Khoury (2018) identified many challenges to gifted and talented education in Lebanon and future opportunities among which is the increasing number of research projects on issues related to giftedness (this study is one of these), however, many barriers related to definition, identification challenges, legislation, socio-economic factors and services are still opposing an authentic effective implementation of truly inclusive schools for gifted children.

Indicators for Inclusion

The practical implications of the Salamanca Statement on Principles, Policy and Practice in Special Needs Education (UNESCO, 1994) are deeply challenging to practitioners in mainstream and inclusive schools. The complex nature of these challenges inspired the development of the Index for Inclusion in England by Booth, Ainscow and Kingston (2006).

“Breaking down the barriers: The Index for Inclusion”, was first printed in Education Journal in March 2000 as a result of over 10 years of collaborative action research in many countries (Ainscow, 2014). This index "enables schools to draw on the knowledge and views of staff, students, parents/carers, and community representatives about barriers to learning and participation that exist with their existing cultures, policies and practices in order to identify priorities for change" (Ainscow, 2014, p. 182). The Index for Inclusion has been translated and adapted for use in many countries, inspiring agencies and ministries of education around the world developing their own indicators for inclusion.

Following the publication of the Index for Inclusion, "Quality Indicators in SNE" were published covering aspects of educational inputs and resources processes and results (Kyriazopoulou & Weber, 2009). Later, in 2005, a multilevel framework for evaluating educational inclusion of students with SEN at local, school, national and international level was developed by Peters, Johnstone and Ferguson: The Disability Rights in Education Model (DREM). "The DREM is a tool for use by educational policy makers, educators, community members and disabled people's organizations" (Kyriazopoulou & Weber, 2009, p. 19). In 2009, a project conducted by the European Agency for Development in Special Needs Education yielded the "Development of a set of indicators for inclusive education in Europe" to be used as a tool for monitoring European countries development in country based inclusive policy and practice (Kyriazopoulou & Weber, 2009). Other guidelines on quality indicators of inclusion have been developed in the last ten years such as "Quality Indicators for effective Inclusive Education" in 2010 by New Jersey Coalition for Inclusive Education and "Quality Indicators for Inclusive Education" by School Inclusive Education Development Initiative.

In 2017, in response to the Global Education 2030 Agenda, UNESCO published a guide for ensuring inclusion and equity in education to support government education policy-makers, practitioners and implement inclusive policies, programs and practices that meet the needs of all learners (UNESCO, 2017). This document is the most recent guidance on indicators for inclusion (L. Florian, personal communication, April 21, 2018). Of all these sets of indicators and guidelines, Index of Inclusion by Booth and Ainscow (2011) is considered the most well-known tool, translated widely into a range of languages and adapted for use in many countries; it concerns all pupils and students and is not disability specific (European Association of Service providers for persons with Disabilities [EASPD], 2012). EASPD (2012), analyzed of the use and value of the Index for Inclusion and other instruments to assess and develop inclusive education practice in p2i partner countries, found that the Index for Inclusion is mostly used at national level and less at school level, and its use gives clear support and is helpful for creating a better dialogue on inclusive education and identifying actions to be taken. It was recommended by this analysis that "carefully designed, developmental self-evaluation tools, such as the Index for Inclusion, can play a valuable role in schools and education focused institutions to support the process of moving towards inclusive education" (EASPD, 2012, p. 19).

Indicators for Inclusion, Hong Kong

Similar to other countries who adapted the Index of Inclusion to develop a self-evaluation tool of inclusion, the index has been the major reference in the course of preparing the Hong Kong version of "Catering for Students Differences - Indicators for Inclusion" (Education Bureau, 2008). Driven by a desire to provide high-quality education for all children, the document was developed as a school instrument to assess attitudes, beliefs, behaviors and actions within inclusive schools. This tool "is a systematic way of school development planning, setting

priorities for change, implementing developments and reviewing progress" (Education Bureau, 2008, p. 1). Communicating with the Hong Kong Education Bureau, it was found that a team of educational psychologists reviewed the descriptors in the Indicators for Inclusion, selecting those, which represent and are more appropriate to the Hong Kong scene (D. Lee, personal communication, April 12, 2018).

The functions of the Indicators for Inclusion are as listed in the document:

(1) A self-evaluative tool for critical analysis and reflection in all areas of life of the school, (2) a highly interactive tool to facilitate collaborative team approach in the school; (3) an agent of change in educational culture, policy and practice; and (4) a set of support materials designed to assist schools to set targets and success criteria in the schools self - evaluation and school development process (Education Bureau, 2008, p. 2).

Three inter-connected dimensions are explored in the Indicators for Inclusion to assist and support the identification of pathways towards inclusive education: a) inclusive cultures; b) inclusive policies; and c) inclusive practices. In the Hong Kong context, these three inter-connected dimensions are re-organized under the four domains of the Hong Kong quality Assurance Framework of School Evaluation:

- I) Management and organization
- II) Learning and teaching
- III) Student Support and School Ethos
- IV) Student performance

Indicators under each domain contain observable features, which can help schools set targets and define success criteria for school self-evaluation and school development (Education Bureau, 2008).

In monitoring the evolution from integration to inclusion in Hong Kong, Poon-McBrayer (2014) stated that the government's adoption of indicators of inclusion adapted from the Index for Inclusion is an apparent paradigm shift from integration to inclusion as they suggest practices congruent with what is considered the conceptual framework of inclusion. The Hong Kong adaptation of the Indicators for Inclusion was adopted as the framework for this study.

Use of Indicators for Inclusion in Lebanon

Except for the law 220/2000, Lebanon has no policies regarding inclusive education. In recent years, some private schools have taken steps in the right direction and made significant efforts to include children with SEN in classrooms by providing them with a shadow teacher and additional supportive material. These schools have no governmental or any official means to evaluate their practices – a needed and necessary action to remove barriers to learning and participation of all students.

There are two main reasons why Hong Kong Indicators for Inclusion were used to assess inclusive practices at the site of this study. First, despite the international shift in thinking from special education for children with disabilities to all learners, this shift had limited impact upon policy and practice in the field (Ainscow, 2014). The adapted external agendas were mediated by the norms and values of the communities of practice leading to non-inclusive outcomes. Therefore, the study of the existing practices set within the internal social dynamics of schools may open up new possibilities for moving inclusive practice forward (Ainscow, 2014). Second, as Lebanon has no indicators for inclusion, practitioners have to adapt international indicators or those of a similar country. No Arab country has developed indicators for inclusion, so the researcher looked at indicators of other Asian countries. The Hong Kong model includes clear and direct observable features of student's performance in an inclusive setting. Performance of

all learners is a research question of this study and consequently, this school self-evaluation tool was found to be appropriate for the purpose of the study in the absence of a local one. Referring to the country comparison within Hofstede Insights model it was found that Lebanon and Hong Kong had similar estimates on five out of six cultural dimensions.

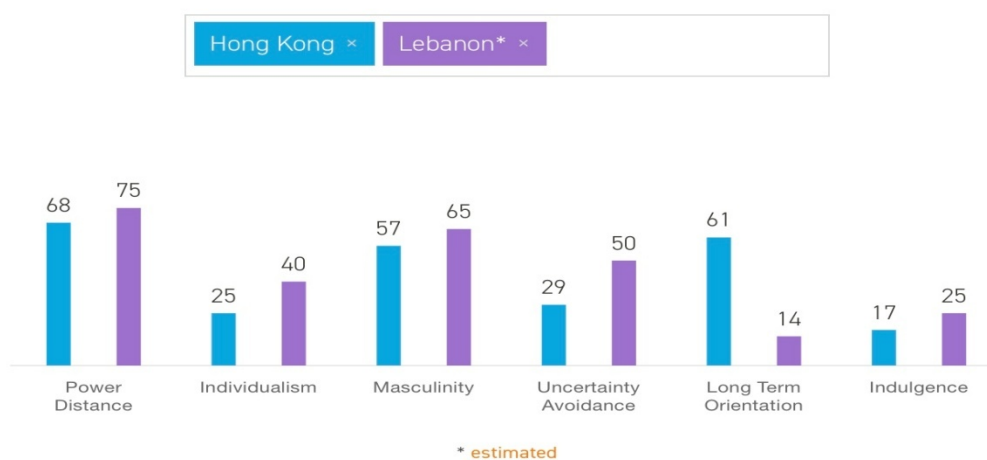


Figure 2.2.

Comparing Lebanon and Hong Kong using Hofstede Insights Model

According to the G-D model of national culture by Geert Hofstede, the two countries scored similarly on the following dimensions:

- a) Power distance defined as the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally. Both countries believe inequalities are acceptable.
- b) Individualism defined as the degree of inter-dependence a society maintains among its members. Both countries are considered collectivist culture.
- c) Masculinity where high scores of Lebanon and Hong Kong reflect a somewhat masculine society driven by competition, achievement and success. This ranking is very important in such societies.

d) Indulgence defined as the extent to which people try to control their desires and impulses.

Both countries scored low reflecting a society with tendency to cynicism and pessimism.

As for the Uncertainty Avoidance dimension, defined as the extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these, Hong Kong scored low whereas Lebanon scored 50 showing no clear preference. It is only at the level of long term orientation dimension a discrepancy has been noted, a low score of Lebanon showing that Lebanese culture is normative whereas Hong Kong society is considered pragmatic (<https://www.hofstede-insights.com/>).

Lebanon views societal change with suspicion while Hong Kong society encourages thrift and efforts in modern education as a way to prepare for the future. This last dimension might further explain why Lebanon is facing challenges moving away from normative education specifically that "supporting a culture shift in education's normative centre is necessary work for the field of special needs education" (Florian, 2014, p. 20).

For the above reasons, Indicators for Inclusion developed by Hong Kong Education Bureau and issued from the worldwide used Index of Inclusion was selected to assess inclusive practices at the site of the study.

Conclusion

Considering how special educational needs are understood from historical and socio-cultural perspectives, inclusion and inclusive education were defined as a model for meeting educational needs of all learners in the context of "Education for All", an international movement promoting universal access to basic education for everyone. Conventions in the recent years brought us to see inclusion as being about diversity and social justice away from being only about mainstreaming and disability. For inclusive ideals to be realized in education, inclusive

educators need to focus on the nature of learning in schools, to explore ways in which children learn or fail to learn at school away from a resolutely deficit-oriented history of exceptionality and towards a new psychology of difference (Thomas, 2013). Following this important argument, the effects of inclusion on students become a crucial factor when designing policies and developing inclusive cultures. Therefore, empirical evidence on the effects of inclusion for both regular students and students with special educational needs (SEN) becomes important for decision making on inclusive education (Ruijs & Peetsma, 2009). Only then, it is possible to design and develop inclusive practices based on evidence instead of the ideals in the human rights debate only. In line with these recommendations in addition to the increasing research trend for hearing students' voices, research questions of this study were raised:

- What are the perceptions of the students with and without special needs of their performance in an inclusive school?
- Which group of the three populations is best served by inclusion from students' perceptions? Why?
- What are the inclusive practices that the students' performance?
- Which indicators contributed most positively to faster students' performance as perceived by them?

CHAPTER THREE

METHODOLOGY

Introduction

This study compares the impact of inclusion on students' performance of three groups of students, two with special educational needs (students with learning disabilities or gifted), and one without special educational needs (regular students) as perceived by students themselves. It further examines the educational practices and indicators that affect students' performance in the investigated inclusive setting as perceived by them. Ultimately, it aims to improve the inclusive practices in these three domains and sustain them in an attempt to improve the performance of all students within an inclusive school. As such, this chapter presents the research questions, justifies the use of the Index for Inclusion indicators as a theoretical framework, and describes the methodology used. Following the introduction, the chapter is organized into: (1) site of study; (2) research aims and questions; (3) theoretical framework; (4) research design; (5) methodology including population, procedure and instrumentation; (6) data analysis procedure; and (7) summary of the chapter.

Site of the Study

The school where the study is conducted has been an inclusive school for more than ten years. The school is a K-12 school in South- Lebanon, and is one of a large network of religious schools. The number of its students exceeds two thousands from both genders and it was established in 2001. The school's infrastructure is made to be inclusive as students with motor disabilities can have access to all places and facilities using the lift or slopes. The school is a private school with affordable low tuition as it is part of a non-governmental organization.

Orphans are enrolled in the school without having today any fees as they have full unconditioned scholarships, in addition to financial aid offered to other unprivileged students. Although the school is relatively a new one, it grew quickly to be the largest school in the region for the fact that it is inclusive on many levels. The school is very well known in the region for participation in activities and competitions, they plan and celebrate many national and international days and they have hired a group of experts in arts and sports who engage talented students from all categories.

The vision and the mission statement of the school advocate for equal opportunities and ensuring education for all. In its early years, many orphans and students from low socio-economic status were enrolled in the school, among whom were many with physical (motor or/and sensory) and learning disabilities. The school responded to their special educational needs and started offering special educational services inside and outside the classroom, hiring occupational, psychomotor and speech therapists and establishing their special education team. As they were the first in the region to cater for students with special needs, the school was attracting SEN students more and more until they constituted 16% of its students. Teachers' attention was driven to those students at the expense of regular children, and over time, the general education level in the class decreased. Gifted students were less and less challenged and they started dropping out of the school joining other more challenging ones, which had more competitive classes. This left the school with one option: extending their services to respond to gifted students' needs. They developed a program for the gifted offered from grade 1 to grade 12. As teachers' awareness about differences between people and their skills in adjusting learning and teaching increased, with the presence of teacher assistants in classes the school was able to respond to many categories on the spectrum of special education such as students with autistic

spectrum disorder, developmental syndromes or twice-exceptional. During the study, 15% of the school students are identified as students with disabilities among which are the students with mild to moderate LD, and 8% are identified as gifted.

Identification Protocol

The school has a written policy on the identification process that will be introduced in this section. This process includes the identification of LD or gifted students through two major processes: referral and identification. The referral process is done completely at the school and includes collecting data using screening tests, observations, interviews, portfolio examination with rubric for every type of data (checklist of pre-referral لائحة ما قبل الاحالة, pre-referral checklist of speech and language skills, pre-identification support خطة الدعم قبل التشخيص), while the diagnostic process is completed at an outside psycho-educational assessment center affiliated with the school and approved by the ministry of education.

The identification process for students with LD in the school involves the following:

1. Intervention in tier 2 and tier 3 within the Response to Intervention (RTI).
2. Pre-referral process where an expert special educator observes the student in classroom for three separate sessions and then fills a pre-referral checklist.
3. A multidisciplinary evaluation by two therapists, usually psychomotor and speech therapists.
4. An assessment at a psycho-educational assessment center using only the Woodcock Johnson Test of Intelligence Third Edition and following two criteria: a borderline IQ index or discrepancy among subtests (Documents provided by the school).

Following assessment, identified students are catered for in four levels of service. Students of levels 1 and 2 are carefully integrated in regular classrooms with limited pull-out sessions (two out

of each 35 teaching sessions), whereas students of level 3 and level 4 are integrated 60% of the time in regular classrooms (about 11 sessions out of 35 are pull-out sessions). Level 1 and 2 include students who have a borderline IQ index (full scale IQ 70-85) or learning difficulties, whereas level 3 and level 4 are for students with low IQ index (below 70) or with severe developmental delay in more than one area. According to school policy, students from levels 1 and 2 receive support in regular classrooms by support assistants, they take more time to perform academic tasks, their exams are usually adapted according to their abilities with changes that do not exceed 20% mainly in the form of the exam rather than the content, and during exams they are eligible for few clarification questions.

The identification process for gifted students is as follows:

1. Teachers' nomination using a specific rubric to highlight why they consider the student as gifted and eligible for enrichment program. Students move to the next step when at least two teachers from those who have known the student for more than 6 months have nominated him/her.
2. Use of the Gifted Rating Scale (GRS), which identifies giftedness beyond intelligence as it, has subtests on creativity, leadership and motivation. When a high or moderate probability for a student to be gifted is the result of the test, the student is nominated for an administration of an intelligence test. The school uses the American version of GRS.
3. Assessment at the psycho-educational assessment center using the Woodcock Johnson test of cognitive abilities and achievement tests. The result of the IQ tests will make a child eligible for gifted program when the score is above 120. Those students are offered options for enrichment inside the regular classrooms; they are clustered into

groups and pulled out for 2 sessions per week to work on individual projects independently.

The identification process ensures the consistency of the results as the IQ tests are done using the same test and at the same center the number of pull-out sessions is the same for the two populations with SEN.

The school has developed written policies and procedures on inclusion to monitor and evaluate the inclusive practices. The school also developed its own accreditation system for inclusion and it is supervised by an external expert who visits the school once a month. Two educational counselors work at the school with the children who have educational and behavioral disturbances in addition to a religious counselor.

Research Aims and Questions

This study is a descriptive group comparison research used to explore possible relationships between inclusive practices in three domains and students' performance of three different populations of an inclusive school as perceived by them. For this purpose, the researcher intended to: (a) compare the impact of inclusion on gifted students, students with LD (as two populations with SEN) and regular students; and (b) investigate the practices that affected best students' performance in an inclusive school. Thus, four research questions guided the study:

1. What are the perceptions of the students with and without special needs of their performance in an inclusive school?
2. Which group of the three populations is best served by inclusion from students' perceptions? And why?
3. What are the inclusive practices that affected the students' performance?

4. Which indicators of inclusion in the domains of management and organization, teaching and learning, student support and school ethos contributed most positively to foster students' performance as perceived by them?

Conceptual Framework

To study the impact of inclusion on students' performance, I adopted a conceptual framework that defines inclusion as removing all barriers to learning and participation, and defines expected students' performance within an inclusive school to be in the zone of his/her proximal zone of development. Indicators for assessing inclusion and its impact on students' performance were derived from an international self-evaluation tool. The Index for Inclusion: developing learning and participation in schools, which is a "comprehensive resource to support the inclusive development of schools" (Booth & Ainscow, 2002, p. 1) and a self-review approach which "draws on the views of staff, governors, students and parents" (Booth & Ainscow, 2002, p.1). This Index forms the conceptual framework of the study in which the researcher compared the impact of inclusion on students' performance as perceived by students themselves using the indicators derived from this index. This is particularly important because the authors of the index explained, "There is no right way of using the Index... any use is legitimate which promotes reflection about inclusion and leads to greater participation of students in the cultures, curricula and communities of their schools" (Booth & Ainscow, 2002, p.2). The index adopts the concept "barriers to learning and participation" rather than the "term special educational needs" as stated by Booth and Ainscow (2002). This conception stems from the social model where "barriers to learning and participation can exist in the nature of the setting or arise through an interaction between students and their contexts" (Booth & Ainscow, 2002, p.6). In this index, inclusion and exclusion are explored along three interconnected

dimensions of school improvement: “(a) Creating inclusive cultures;(b) producing inclusive policies; and (c) evolving inclusive practices” (Booth & Ainscow, 2002, p.6) as illustrated in Figure 3.1.

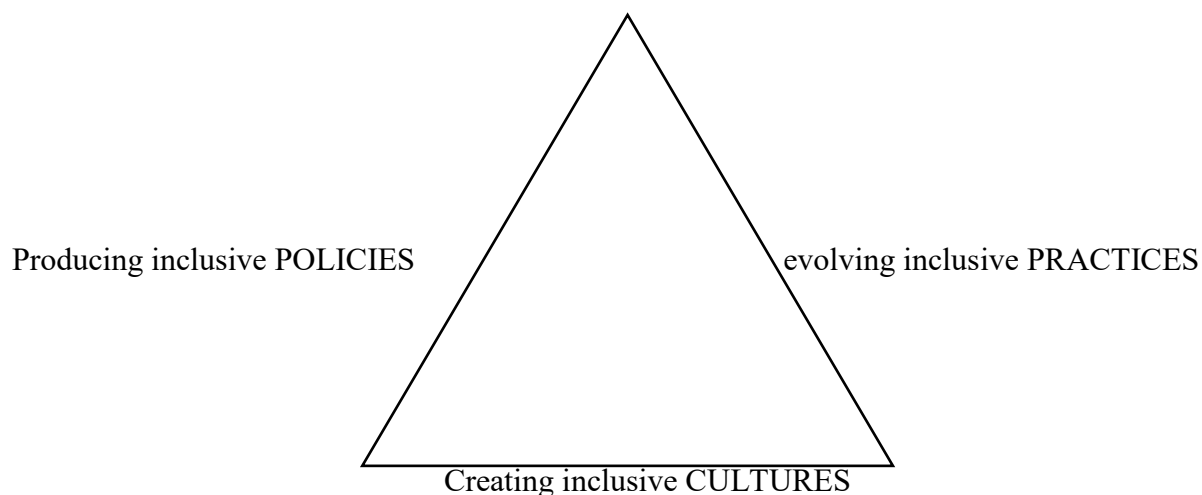


Figure 3.1

Interconnected Dimensions of Inclusion

The Three Dimensions of the Index

The three dimensions of the index provide together a review framework to structure a school development plan as follows:

Dimension A: Creating inclusive cultures.

- Building community.
- Establishing inclusive values.

Dimension B: Producing inclusive policies.

- Developing the school for all.
- Organizing support for diversity.

Dimension C: Evolving inclusive practices

- Orchestrating learning
- Mobilizing resources.

This Index for Inclusion has been the major reference in the course of preparing the Hong Kong version of “Catering for student Differences-Indicators for Inclusion” (Education Bureau, 2008). The Indicators for Inclusion is a self-evaluation tool, a highly interactive tool and a set of support materials designed to enhance the capacity of schools in catering for students’ differences in order to provide high-quality education for all students (Education Bureau, 2008). In The Indicators of Inclusion, the indicators of the three dimensions of the Index for Inclusion are re-organized under four domains: (I) Management and organization; (II) learning and teaching; (III) student support and school Ethos; and (IV) student performance.

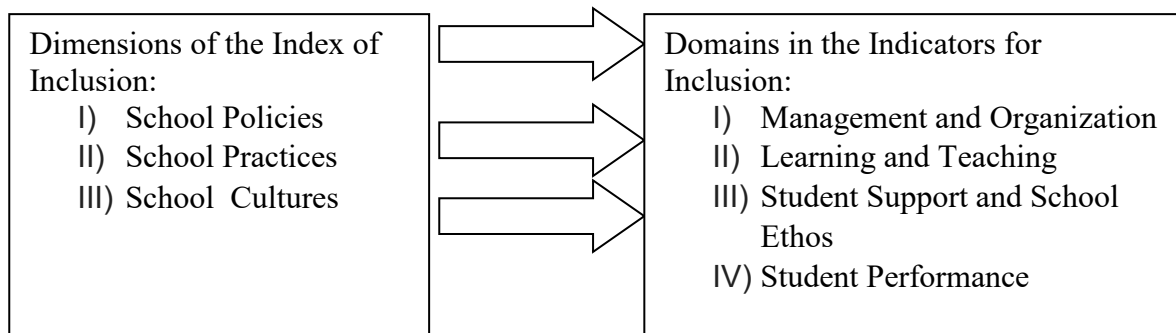


Figure 3.2

Transformations of Dimensions into Domains

Each of these domains includes a number of indicators, and each indicator contains a number of observable features that were transformed into items of the survey as suggested by the tool itself, which offers also a group of focus questions for each domain or group of indicators (Education Bureau, 2008). These were used to design this study’s focus group questions.

Research Design

The mixed method approach was used in this study to compare the impact of inclusion on students' performance for students with and without special needs as perceived by them and to identify the practices that were of greater impact on their performance. The researcher opted to combine quantitative and qualitative approaches as she believes that the two methods are complementary “and that researchers who use a combination in mixed-methods research studies are in the best position to give a full picture of educational practices and problems” (Gall, Gall & Borg, 2014, p.16). Mixed-methods research entails incorporating quantitative and qualitative techniques for data collection and analysis concurrently to address research related questions (Gall et al., 2014).

Method

As a methodology, this research aimed at mixing qualitative and quantitative approaches and is thus composed of focus group discussions (FGDs) (qualitative data) and a survey made of Likert scale items (quantitative data). The two methods are conducted in a convergent concurrent mode where quantitative and qualitative data are collected in parallel, analyzed separately and then merged. The reason for collecting both quantitative and qualitative data is to ensure capturing the breadth and depth of inclusive impact on students' performance. The rationale for implementing the mixed-method approach is that the researcher equally values the two forms of data and handled them accordingly. Data, therefore, and the results of analysis were used simultaneously to comprehend the research questions through the comparison of findings from the quantitative and qualitative analysis.

Quantitative method. Quantitative research is characterized primarily by an epistemological belief in an objective reality (Gall et al., 2104). The researcher employed a quantitative method aiming to be objective and independent of her personal bias, principles, and

individual assumptions. The quantitative approach was used to give numbers and statistics describing the three populations of the study while addressing three of the four research questions:

- 1) What are the perceptions of the students with and without special needs of their performance in an inclusive school?
- 2) Which group of the three populations is best served by inclusion from students' perceptions?
- 3) Which indicators contributed most positively to foster students' performance as perceived by them?

Qualitative method. Qualitative research is carried out by researchers who believe that scientific inquiry must focus on the study of the different social realities and practices, and because of the complexity of these realities, qualitative researchers usually study single individuals or situations and determine the applicability of findings to other individuals and situations (Gall et al., 2014). The qualitative approach was important in this study because researcher sought to understand the inclusive practices that most affected students' performance by addressing the research questions:

- 1) Why a certain population was best served by inclusion?
- 2) What are the inclusive practices that affected the students' performance?
- 3) Which indicators contributed most positively to foster students' performance as perceived by them?

The focus group therefore serves as a member check to validate the findings from the survey utilized in the quantitative component of this study, as well as offer a more well rounded

understanding of the questions at hand through full consideration of the emic perspective through the voices of the children themselves.

Participants

Quantitative Study

Sampling procedures. I used purposive sampling to recruit the study participants where all students of the target population had equal chance to participate. The school had 22 sections in middle and high school levels of which 18 were inclusive classes. The 18 inclusive classes included either LD, gifted or both and were the target population. The survey was offered to all the students of these 18 inclusive classes, although some of the students did not fit the criteria but they were not excluded during the administration of the survey as to maintain nondiscriminatory inclusive practices.

The target population of the 18 inclusive classes was of 483 students of which six were absent during the administration of the survey, six refused to participate and 22 students were new to the school. The new students were excluded because the researcher tried to minimize the random error and assumed that new students might lack clear perception of impact of inclusion on their performance. As the school accepts students who are not Arabic or English speakers, three students who do not speak English or Arabic fluently had the chance to take the survey but they were later on excluded from the data. Another four surveys were excluded from the data as they belonged to LD students with severe disabilities at level 3 support who are unable to read and fully comprehend without assistance. Only students of levels 1 and 2 were included in the study as they are able to read and understand as assumed by the head of the support department

at the school. After applying the exclusion criteria, 443 surveys were left for analysis, of which 11 were incomplete or invalid (multiple answers) and were excluded later by the researcher. The clear data included 432 surveys.

Participants. The sample size was 432 middle and high school students, as shown in Table 3.1, of whom 217 (50.2%) were males and 215 (49.8%) were females. The lowest class level of participants was grade 7 and the highest class level was grade 12. Of the 432 students participating in the quantitative phase, 356 (82.4%) were middle school students and 76 (17.6%) were high school students. Regular students were 352 (81.3%) of the sample size, gifted students were 30 (6.9%) and students with LD were 51 (11.8%).

Table 3.1

Characteristics of the sample

Characteristics	N (%)
Type of student	
Regular	352 (81.3)
Gifted	30 (6.9)
With learning difficulties	51 (11.8)
Gender	
Males	217 (50.2)
Females	215 (49.8)
School Class	
Middle school	356 (82.4)
High school	76 (17.6)

Qualitative Study

Sampling. The researcher visited the 18 inclusive classes and asked for volunteers for FGDs after explaining the procedures and ensuring the confidentiality of all the information collected. Of the 483 students enrolled in inclusive classes, 166 students volunteered for the FGDs distributed as in Table 3.2.

Table 3.2

Number of volunteers for FGDs per level and per population

	School Level	Gifted	Regular	LD
Number of students	Middle School	10	128	9
	High School	8	8	4

All groups' volunteers were recruited to participate in the FGDs except for the largest group, which is the regular students group in middle school. For this group, a stratified random sample design was used to draw a sample of nine middle school students from the group of regular volunteers in the middle school in order to have a focus group of appropriate size compared to the other groups.

The sample size was therefore 46 students distributed over six FGDs, three of them conducted for the 26(56.5%) middle school students as separated by the levels of SEN, and three FGDs conducted with the 20 (43.4%) high school students as separated by the levels of SEN. Of these participants, overall 21 (45.6%) were males and 25 (54.4%) were females, 8 (17.4%) were orphans (17% of school students are orphans) and 1 (2.1%) had a physical motor disability (1.7% of school students have physical motor disability).

Table 3.3

Number of Participants in the Qualitative Data Collection

		Number of students	Percent %
Gender	Males	21	45.6%
	Females	25	54.4%
	Total	46	
Middle school	Gifted	8	
	Regular	9	
	LD	9	
	Total	26	56.5%
High School	Gifted	8	
	Regular	8	
	LD	4	
	Total	20	43.4%

Data Collection Procedures

Permission to conduct the study was obtained from the school principal following Institutional Review Board (IRB) approval procedures. The researcher obtained parental consent for all students that participated. The data collection procedures will be described in turn for the quantitative and qualitative components of the study.

Instrumentation for Quantitative Study

Development of the survey. The data for the quantitative study was collected using a survey of five parts: Student Performance in Inclusive Settings. The survey is based on the

chosen conceptual framework for this study, Hong Kong's *Catering for student Differences-Indicators for Inclusion* (Education Bureau, 2008). The survey was developed by the researcher following different stages as described below.

Stage 1. Choice of the items. All items were chosen from the observable features in the Indicators for Inclusion. All indicators and observable features representing the student's performance domain in the original tool were included in the survey. Indicators and observable features of management and organization, teaching and learning, student support and school ethos domains were partly included in the survey, as students cannot perceive them all. The indicators and the observable features that can be perceived by students were chosen by the researcher then validated by an expert researcher in educational leadership.

Stage 2. Conversion of observable features into survey items. All items were converted into positive statements. Each observable feature was converted from third plural person to first singular person, example:

Table 3.4

Example of Conversion of Observable Features into Survey Items

Observable feature in the original tool	Students recognize their own strengths & weaknesses
Item as converted in the survey	I recognize my own strengths and weaknesses

Stage 3. Translation of the survey. The survey was translated by the researcher from English to Arabic, and then it was given to the school counselor to make sure that the translated survey uses the language that is appropriate to the school context. The researcher is bilingual in English and Arabic. The school counselor has a BA in social work from the Lebanese University, has been working at the school for over ten years during which she developed and administered many surveys used by the counseling department for multiple reasons. She has experience with

the language level of the students and cultural context of the school. Following that, the survey was backtranslated by an expert to make sure it is reproducing what is meant to be, and then few changes were done. The expert is a certified translator who has been working in the field for six years.

Stage 4. Pilot study. The researcher conducted a pilot study in grade six to validate the survey. Grade six was selected for two reasons. First, the plan was not to shrink the target population by using one of the inclusive classes in middle and high school for the pilot study, thus, a class was selected outside these target population. Second, pilot survey was implemented with sixth grade students who are able to read the survey and answer the questions. The pilot study was conducted in one inclusive class, which included gifted students and students with LD. I tested the items and the length of survey administration. The students were asked to answer the survey in a blue pen but to circle with a red pen the items that they found ambiguous or difficult. The pilot study showed that two items, as they were found difficult by the majority of the class, and four items required modifications guided by the questions students asked during implementation. The survey implementation lasted between 50 and 65 minutes.

Description of the survey. The final survey consisted of 104 items in total. It is a 4-point Likert type scale ranged from: (1) "I strongly disagree", (2) "I disagree", (3) "I agree" and (4) "I strongly agree". The first 33 items (1 to 33) measure how the student perceives the impact of inclusion on his or her performance, and the remaining 71 items (34 to 104) measure the inclusive practices in three domains that affected students' performance. The survey produces a total score obtained by adding the value of responses on each item. The value of the total score may range from 104 to 416. A score in the upper 30% of each domain indicates that the impact of inclusion was positive.

Part I. Demographic Information: The first part of the survey elicited limited demographic information from the participants. Students were asked to provide information about two variables: (a) gender; and (b) class in school. This section of the survey is not considered part of the 104 questions and is not scored.

Part II. Indicators of student performance. The second part was used to explore students' conceptions of their performance in an inclusive school. It consisted of 33 items representing all the observable features of students' performance as they appear in the Indicators for Inclusion.

Part III. Indicators of inclusive practices in the domain of management and organization. It consisted of five items representing five observable features chosen among 59 in the Indicators for Inclusion as they can be answered from students' perspectives.

Part IV. Indicators of inclusive practices in the domain of teaching. It consisted of 39 items representing 39 observable features chosen among 112 observable features in the Indicators for Inclusion, they were chosen because it is assumed they can be answered from students' perspectives.

Part V. Indicators of inclusive practices in the domain of student support and school ethos. It consisted of 25 items representing 25 observable features chosen among 137 observable features in the Indicators for Inclusion, they were chosen because it is assumed they can be answered from students' perspectives.

Data collection. The researcher administered the questionnaire in the 18 inclusive classes with no one else other than the principal in the classroom after giving a full explanation of the study, assuring the anonymity of responses and ensuring the confidentiality of all the information collected. Participants were given the option to take the survey in either English or Arabic. All

participants elected to use the Arabic version. The students completed the survey using paper and pencil. The administration of the test in each class lasted approximately 40 to 55 minutes.

Instrumentation for Qualitative Study

Development of focus group discussion questions. Focusgroup discussion questions (FGDs) were designed to particularly address inclusive practices in the domains of management and organizations, teaching and learning, and student support and school ethos as informed by the Indicators for Inclusion. The rationale for using FGDs was to obtain explanatory narratives on how students perceive their performance in an inclusive school. This rationale stems from the definition of a focus group as "a type of group interview in which individuals, led by a skilled interviewer, can talk to each other, perhaps expressing feelings and opinions that might not emerge if they were interviewed individually" (Gall et al., 2014, p. 383). A set of seven semi-structured questions were inspired by and aligned with the focus group questions as suggested in the Indicators for Inclusion (Education Bureau, 2008) by domain. The researcher modified the items to be more age appropriate as demonstrated in Table 3.5.

Table 3.5.

Converting Focus Questions in the Indicators for Inclusion into Age Appropriate Questions

Domain	Performance Indicator	Focus questions in Indicators for Inclusion	Question by the researcher
Student performance	Social development	How good are student's interpersonal relationships; social and leadership skills?	How can you describe your relationships with others and your leadership skills?

Data collection. The researcher conducted and moderated six FGDs for the 46 participants selected. Students of middle school were separated from high school students as the

age difference might intimidate grade seven students in presence of grade 12 students. Also, the FGDs were separated population so that regular, gifted or LD students would feel comfortable expressing themselves within their group of peers.

The FGDs were conducted in a private office at the school with no one other than the researcher present in the office. Each FGD lasted 50-70 minutes and was recorded with consent from all participants. As the FGDs were conducted in Arabic, the language of choice for the participants, data collected were transcribed from the recording into Arabic and then translated into English by the same researcher that conducted the FGDs for the purposes of analysis.

Data Analysis

In order to interpret the data collected to answer the research questions, analyses of quantitative and qualitative data were conducted.

Survey Analysis

The items of the survey are intended to describe student performance in inclusive school in addition to inclusive practices in the domains of Management and organization, teaching and learning, and student support and school ethos as perceived by the students. Descriptive analysis was used to determine test reliability using Cronbach Alpha mean test (Gall et al., 2014). For analysis of Part II of the survey on how students perceived their performance, analysis was conducted using the Kruskal-Wallis test, which is “used to determine whether the mean scores of three or more groups on a variable differ significantly from one another” (Gall et al., 2014, p. 208). To compare the different populations, Dunn's post hoc tests (Gall et al., 2014) were carried out on each pair of populations: gifted, regular and students with LD where significant difference was found. Analysis was done on the level of every indicator and on the level of students' performance domain. Results for the other three domains as represented in Parts III – IV of the

survey were obtained using the same tests. Additionally, the Mann-Whitney U test "used to determine whether two uncorrelated means differ significantly from each other" (Gall et al., 2014, p 208) and independent sample t-test were used to compare results between the two genders. All statistical data analysis was conducted by the researcher and checked by an educational researcher to determine the accuracy of the analysis.

Focus group discussions analysis. The FGDs audio tapes were transcribed in Arabic then translated into English by the researcher. For the sake of thorough familiarity with the data prior analysis, the researcher listened to all FGDs twice, read each transcription and translation as each was completed and re-read all FGDs transcripts after completion. Analysis was then carried out using the Indicators for Inclusion as a coding system whereby the researcher relied on interpretational analysis by means of constant comparison as presented by Corbin and Strauss (2008) in order to confirm the codes listed and discover larger patterns and themes. This was done whereby the researcher constructed a table with all the indicators of the four domains from the Indicators for Inclusion in the first row and the three compared populations on the first column. Segments from the FGDs scripts were then compared to the indicators with the purpose of explaining the quantitative results and determining commonalities or differences among domains and populations and were distributed accordingly in the table.

As a mixed methods study, the final stage of the data analysis occurred as the researcher then merged results from quantitative and qualitative data into main findings to answer the research questions.

Quality Criteria

Without evidence on measures validity and reliability, educators will not be able to determine the soundness of research findings obtained by using the measure (Gall et al., 2014), thus the credibility of the study requires the researcher to address the standards of reliability and validity. Validity refers to the accuracy of scientific findings whereas reliability is concerned with the replicability of scientific findings (LeCompte & Goetz, 1982).

In this study, the researcher ensured the reliability and validity of the findings through several methods. The items of the survey are the observable features in the Indicators for Inclusion: a tool for school self-evaluation and school development that was derived from the Index for Inclusion written by Booth and Ainscow (2002).

In addition, and to ensure construct validity, both items of the survey and questions of the FGDs are derived from the same source, and then adapted to make it age-appropriate. The survey had a 0.9 Cronbach's alpha mean according to the results of this study, which shows that it is highly reliable.

Credibility of the study was ensured at different levels. First, population validity, which is defined as "the degree to which the sample of individuals in the study representative of the population from which it was selected" (Gall. et al., 2014, p. 102), was established as all the target population was the sample population. Second, the survey was developed, tested and then revised before using it for the purpose of the study. Pilot testing "suggests that a measure is likely to have some level of validity and reliability" (Gall et al., 2014, p. 195), and the pilot study was conducted in two inclusive classes similar to target inclusive classes of the study. Third, the consistency of administration to reduce measurement errors was taken into consideration since the researcher herself administered all the surveys in the 18 inclusive classes always before the 5th period to avoid fatigue and during math or language classes avoiding students' distress for

missing arts or sports classes. All surveys were administered in a period of two weeks in an attempt to avoid occurring of any particular event that might cause a discrepancy between students' perceptions.

The researcher also ensured internal validity by collecting data from the participants themselves. Additionally, collecting data from all categories of population inside an inclusive school including gifted, regular, students with LD, orphans and students with sensory and or motor disabilities ensured the external validity of the research investigating the impact of inclusion, especially that surveys of level 3 students, non-Arabic and non-English speakers and new students were excluded leaving us with relevant accountable population.

In my investigation of the impact of inclusion on student performance as perceived by students, I was also concerned about the adequacy of the process and the results. Triangulation, which is "the use of multiple data collection methods, data sources, analysts or theories to increase the soundness of research findings" (Gall et al., 2014, p. 393), was a way to ensure validity and accuracy. Patton (2002) encourages the use of triangulation by confirming that it strengthens a study by combining both quantitative and qualitative research approaches. Because the study used both approaches, biases by the researcher or her prejudices have been reduced, and triangulation was useful to verify the data about the inclusive practices affecting students' performance.

At all stages of the study, research ethics were taken into considerations. The school was a voluntary participant in the study. Informed consent was obtained from students and parents. They were given a full explanation of the study, were assured of the anonymity of their responses and were ensured confidentiality of all information collected. The research method approved by IRB to recruit participants for FGDs was by volunteering while ensuring equal

opportunity to all students to volunteer. Participants were allowed to stop participation at any point during either the survey or the focus groups for any reason. FGDs were audio taped on two devices after obtaining students approval following IRB approval procedures. The Principal Investigator and Co-Principal Investigator protected the identity of all participants by changing their names in the transcribed FGDs, and surveys were conducted anonymously.

The study complies with the American Psychology Association's ethical standards in the treatment of the sample and ethical approval was obtained from the Institutional Review Board at the American University of Beirut. For all data collected using tools designed for quantitative methods, data were stored in a safe place where it cannot be accessed by unauthorized people and it will be destroyed three years upon the conclusion of the study.

CHAPTER FOUR

FINDINGS

The following section outlines the results of the data analysis in order to address the four research questions posed in this study:

1. What are the perceptions of the students with and without special needs of their performance in an inclusive school?
2. Which group of the three populations is best served by inclusion from students' perceptions? And why?
3. What are the inclusive practices that affected the students' performance?
4. Which indicators of inclusion in the domains of management and organization, teaching and learning, student support and school ethos contributed most positively to foster students' performance as perceived by them?

All these findings were reached by analyzing data collected in this mixed method study through statistical analysis of the quantitative results of the Student Performance in Inclusive Settings survey developed for this study and by analyzing the qualitative results of the focus group discussions by comparing to the chosen framework, the Indicators for Inclusion. As a mixed method study relies on both quantitative and qualitative results, the findings will therefore be presented together as they are related whereby the findings from the two methods are considered simultaneously as a means to validate the other. This chapter therefore presents the findings of the study under four main sections: student performance; inclusive practices; primary findings; and secondary findings.

Student Performance

Students Perception of the Impact of Inclusion on their Performance

Table 4.1 presents minimum and maximum scores, mean, standard deviation, mean rank, percentage, p-value and direction of the perception of two populations with SEN (gifted and with LD) and one regular population of the impact of inclusion on their performance as derived from the survey results from Part II of the survey, Indicators of Student Performance. Allgifted (82.5%), regular (77.7%) and students with LD (76.7%) perceived inclusion as positively (percentage ≥ 70) impacting their performance at the school. A significant difference (p-value < 0.01) in impact of inclusion was noted between gifted population and the other populations (regular and with LD) whereby the impact of inclusion was higher for gifted students. There was no significant difference in impact of inclusion on students' performance as perceived by them between males and females for the three populations, and therefore the results of this test are not reported here. This suggests that there is no discrimination at the level of gender and that inclusive practices aim to integrate all students equally.

Table 4.1

Impact of inclusion on student performance among the three populations (regular, gifted, and with learning difficulties)

	Minimum	Maximum	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value ^a
Regular	59	130	102.45	11.51	178.68	77.7	Positive	0.019 [^]
Gifted	93	129	108.86	10.22	231.23	82.5	Positive	*
With LD	82	131	101.35	11.14	161.51	76.7	Positive	

^a Kruskal Wallis test

[^]p<0.01 → 99% Significance

* p< 0.05 →95% Significant → Check next table for paired comparisons

Note: direction is considered positive when percentage is higher than 70%

This finding was confirmed by verbal statements from FDGs. A regular high school student, for example, said, *"Inclusive environment has an extremely positive effect on me... I am very satisfied in an inclusive school"*, and a gifted student in middle school explained, *"In an inclusive school there is more than one student's performance level, we learn how to balance these levels, how to mainstream with them in a way that benefits all of us."* A student with LD from middle school considered that inclusive school helped him be clever, excellent and energetic. All the 46 students interviewed in the FDGs expressed that they preferred to be and to stay in an inclusive school, except of two gifted who expressed their desire to try special school. These two students were in grade 9 and grade 12 and related their desire for being in a special school specifically to the fact that they are in an official exam year when enrichment activities decrease and special educational services are less to allow for exam preparation.

Identification of the Population that is Best Served by Inclusion

Table 4.2 presents standardized test statistics and p-value to compare between pairs of populations' perceptions. Results from Part II of the survey show that a significant difference exists between perceptions of gifted and regular students ($p\text{-value}=0.032<0.01$) from one side and between perceptions of gifted students and students with LD ($p\text{-value}=0.023<0.01$) from another side. There was no significant difference identified between regular students and LD students. Although all three populations perceived of inclusion as positive, the impact of inclusion was higher for gifted students compared to regular and students with LD. This significant difference can be explained at the level of indicators as described below.

Table 4.2

Paired comparison for students performance

		Standardized Test	p-value ^a
		Statistics	
Students performance	With LD vs. Regular	0.944	1.000
	With LD vs. Gifted	2.669	0.023*
	Regular vs. gifted	-2.548	0.032*

^aDunn's nonparametric comparison test

[^] $p<0.01 \rightarrow 99\%$ Significance

* $p<0.05 \rightarrow 95\%$ Significant

Findings at the Level of Indicators of Students' Performance

Table 4.3 presents three populations' perceptions of the six indicators representing students' performance domain. In the table, minimum and maximum scores, mean, standard deviation, mean rank, percentage, p-value and direction are presented and show that all

the indicators of students' performance domain were positively perceived by the three populations with significant difference at the level (p -value <0.01) of two indicators, as shown in Table 4.4., which can explain the total positive impact of inclusion on students' performance.

Table 4.3

Student performance among the three populations (regular, gifted, and with learning difficulties)

		Min.	Max	Mean	SD	Mean Rank	Percentage (%)	Direction	p-value ^a
Students possess positive self-concept	Regular	13	32	26.08	3.22	204.61	81.5	Positive	0.052
	Gifted	15	32	27.97	3.61	242.14	87.4	Positive	
	With LD	16	32	27.27	3.34	174.25	85.2	Positive	
Students are motivated to learn	Regular	5	16	12.84	1.98	210.64	80.3	Positive	0.588
	Gifted	8	16	13.14	2.29	230.64	82.1	Positive	
	With LD	6	16	12.67	2.26	201.73	79.2	Positive	
Academic performance of students has improved	Regular	3	12	9.33	1.56	206.57	77.8	Positive	0.096
	Gifted	6	12	9.97	1.81	255.67	83.1	Positive	
	With LD	5	12	9.34	1.77	210.19	77.9	Positive	
Multiple intelligence of students is developed	Regular	8	20	16.19	2.24	210.98	81.0	Positive	0.092
	Gifted	13	20	17.07	2.23	254.98	85.4	Positive	
	With LD	11	20	15.96	1.92	194.08	79.8	Positive	
Students actively participate in school life	Regular	9	28	20.31	3.46	200.45	72.5	Positive	0.013*
	Gifted	14	28	22.14	3.04	267.88	78.9	Positive	
	With LD	14	28	20.54	3.26	203.05	73.4	Positive	
Students have grasped a repertoire of learning skills	Regular	7	24	17.38	3.12	203.17	72.4	Positive	0.002 [^] *
	Gifted	15	24	19.41	2.31	281.91	80.9	Positive	
	With LD	11	24	17.40	3.08	197.35	72.5	Positive	

^a Kruskal-Wallis test

[^] $p < 0.01 \rightarrow 99\%$ Significance

* $p < 0.05 \rightarrow$ Significant

Note: direction is considered positive when percentage is higher than 70%

Table 4.4 presents standardized test statistics and p-value of the paired comparison for the two indicators of students' performance out of the six listed in Table 4.3 showing significant discrepancies between the three populations. Results show that gifted students perceived better these two indicators than the two other populations of regular and students with LD.

Table 4.4

Paired comparison for indicators of students performance showing significant differences

		Standardized Test statistics	p-value ^a
Students actively participate in school life	Regular vs. with LD	-0.137	1.000
	Regular vs. gifted	-2.952	0.009 ^{^*}
	With LD vs. gifted	2.297	0.065
Students have grasped a repertoire of learning skills	With LD vs. regular	0.316	1.000
	With LDvs..gifted	3.013	0.008 ^{^*}
	Regular vs. gifted	-3.140	0.002 ^{^*}
^a Dunn's nonparametric comparison test			
^ p<0.01 → 99% Significance			
* p< 0.05→95% Significant			

Students possess positive self-concept. Gifted (87.4%>70), regular (81.5%>70) and students with LD (85.2%>70) perceived positively the impact of inclusion on theirself-concept without significant difference (p-value=0.052>0.05). A gifted student in high school stated, "*I appreciate myself because I am appreciated by the school, and when I appreciate myself I get motivated to reach my goals*". Another gifted student in high school said that their self-esteem and their self-concept are not correlated to grades because the school helped them

know themselves better; they know where they are gifted and where they are not. Regular students said that they are satisfied with the social-emotional learning offered by the school, and that their personality got stronger. A regular student who has a sensory impairment stated, “*The school supported me a lot in trusting myself especially that I use special device*”. Students with LD claimed that the school supported them socially, that they have better self-awareness, and that they interact now and give suggestions. One student in high school who has learning difficulties reported “*I feel as I am complete and do not need someone's help.*”

Students are motivated to learn. Gifted (82.1%>70), regular (80.3%>70) and students with LD (79.2%>70) positively perceived the impact of inclusion on their motivation to learn without significance difference (p-value=0.588>0.05) among the three populations. Gifted students explained that they considered that the goal of the enrichment program is to be responsible to motivate oneself, that they are accountable for making the necessary efforts and that the school’s environment cares about the gifted. Students with LD stated that teachers motivated them to challenge themselves; one student said that he used to feel anxious when entering his previous non-inclusive school, but that now he wakes up early and feels encouraged to come to school. However, the focus groups revealed some responses from students that did not completely align with the positive impact on motivation to learn. Some gifted students complained that they are seen by regular students or students with LD as people who care about grades and this is not true, and that it reduces sometimes their motivation to study.

Academic performance of students has improved. Gifted (83.1%>70), regular (77.8%>70) and students with LD (77.9%>70) perceived positively the impact of inclusion on their academic performance without significant difference (p-value=0.092>0.05) among them. Gifted students from middle school reported that the enrichment program offered to them is very

successful at the academic level and that it affected their grades positively. Gifted students in high school confirmed the positive impact especially that they were taught by teachers of the enrichment program to work on weaknesses and not only on their strengths, they also reported that they solve exams offered outside the school easily as they are trained on higher level exams at the school. However, gifted students raised an important issue about the feedback they get on their work. They said that corrective feedback is limited as teachers do not pay attention to their little gaps, they give feedback for students with big achievement gaps which can deprive them from improving, and most of the time they have to make the effort themselves to improve.

Regular students all agreed on the positive impact of inclusion on their academic level with statements such as: "*The school improved my abilities a lot...*", "*My academic level is excellent...*", "*They support us during exams...*", "*They work with us on areas where we didn't achieve well. They give us worksheets of higher level than our level to detect where the barriers are to upgrade our level*". Students with LD described the positive impact as they used to take modified exams, now they take the same exams as their classmates and still they are getting good grades. Moreover, they sometimes overpass their classmates using the knowledge and skills they learned.

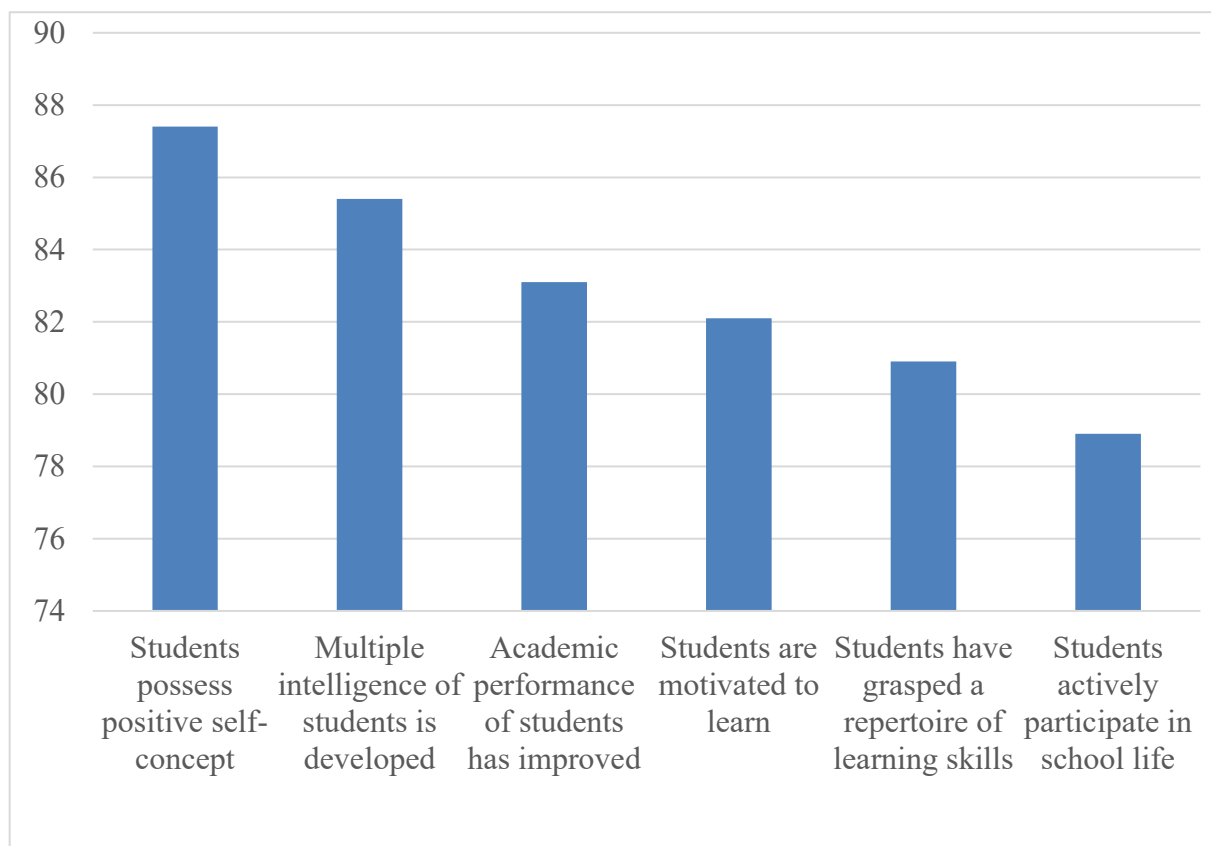
Multiple intelligence of students is developed. Gifted (85.4%>70), regular (81.0%>70), and students with LD (79.8%>70) positively perceived the impact of inclusion on developing their multiple intelligences without significant difference ($p\text{-value}=0.092>0.05$) among the three populations. Gifted students explained in the focus groups that the school does a variety of activities that cover everything, including scientific and linguistic activities in addition to sports and arts. A student with LD stated, "*At school, they identify your level and type of intelligence and strength and they work on it to develop it where it needs development and growth*". No

relevant verbal statements were identified in interviews with regular students about the impact of inclusion on developing their multiple intelligences, although it was perceived as positive as the other two populations in the survey.

Students actively participate in school life. Gifted (78.9%>70), regular (72.5%>70) and students with LD (73.4%>70) positively perceived the impact of inclusion on their participation in school life, however there was a 95% significant difference($p\text{-value}=0.013<0.05$) in perception of this impact between regular and gifted populations. Regular perceived the impact significantly less than it is perceived by the gifted. This finding can be understood by the contradictory verbal statements of the regular students in FGDs. Some regular students reported that because of the activities they do at school, they were able to learn how to manage their emotions and gain self-confidence and that teachers will not accept that you do not participate in activities. Other regular students stated, "*You feel isolated and excluded, you hate all people and won't bear anyone, all others become friends with the gifted students*". This statement explains the significant difference in perceptions of regular and gifted students as regular students feel that gifted have higher opportunity to engage in school life. Furthermore, this significant difference is also explained by statements revealed in FGDs with the gifted who said that their school participates in lot of activities and because they are gifted, they have the priority to participate. As for students with LD, they stated that they participate inside and outside the school, they visit each other to prepare for these activities, and that these affected them positively as they are better prepared to face the community outside the school. In conclusion, although the three populations considered the impact of inclusion on their active participation in school life positive, regular students were less satisfied than gifted and students with LD.

Students have grasped a repertoire of learning skills. Gifted (80.9%>70), regular (72.4%>70) and students with LD (72.5%>70) positively perceived the impact of inclusion on students' acquisition of a repertoire of learning skills, however there was a 99% significant difference ($p\text{-value}=0.002<0.001$) in perceiving inclusion's impact between gifted and the two other populations whose perception was significantly lower. In seeking validity of this finding, FGDs showed that the three populations reported acquisition of time management skills and working within the deadlines, however, gifted students reported acquisition of other learning skills as critical thinking, creative writing, visual discrimination, research methods, and working methodology. There was abundance in listing the skills that were part of their enrichment program; they further mentioned that during projects they write reflective papers at the end to document the challenges and the learned lessons. Only one student with LD reported having developed his innovation and creativity skills whereas all other examples given by LD and regular were limited to time management skills. In conclusion, although the impact of inclusion on students' acquisition of a repertoire of learning skills was positive for the three populations in the inclusive school, it was significantly higher for gifted students as perceived by them compared to regular and LD students.

Comparison of indicators. When comparing the students' performance indicators arranged from highest perceived to least perceived for the three populations as shown in Figure 4.1, the researcher found that the three populations had the same indicator as best perceived "*students possess positive self-concept*" and the same two indicators as least perceived "*students have grasped a repertoire of learning skills*" and "*students actively participate in school life*". This common finding suggests that the school adapts the same policy and the same inclusive



practices to foster students' performance for the three populations: gifted, regular and students with LD.

Figure 4.1

Arrangement of students' performance indicators from highest perceived to least perceived

Inclusive practices

The three populations at the school perceived positively the impact of inclusion on their performance as explained in the above results of both surveys and FGDs. To understand this positive impact and the significant difference in its impact on the three populations, inclusive practices were studied in three domains: management and organization, teaching and learning, and student support and school ethos. Table 4.5 presents minimum and maximum scores, mean,

standard deviation, mean rank, percentage, p-value and direction of the perceptions of the three populations of inclusive practices in three domains as tested in Parts III – V in the survey. No significant differences were identified between genders in any of the three domains. Gifted, regular and students with LD perceived inclusive practices positively (percentages of all population in all domains above 70%) with a 99% significant difference ($p\text{-value}=0.009<0.05$) at the level of management and organization domain.

Table 4.5

Inclusive practices by domains among the three populations (regular, gifted, and with LD)

		Min.	Max.	Mean	SD	Mean Rank	Percentage (%)	Direction	p-value ^a
Management and Organization Domain	Regular	8	20	15.72	2.50	211.15	78.5	Positive	
	Gifted	11	20	16.37	2.43	241.68	82.0	Positive	0.009 ^{^*}
	With LD	5	20	14.44	3.21	161.78	78.0	Positive	
Teaching and Learning Domain	Regular	42	160	117.58	19.1	177.00	73.5	Positive	
	Gifted	72	157	124.50	18.7	214.90	77.8	Positive	0.203
	With LD	97	154	119.49	18.8	179.61	73.9	Positive	
Student Support and School Ethos Domain	Regular				12.63	191.13	73.1	Positive	
	Gifted	65	101	81.30	9.29	239.78	78.2	Positive	0.094
	With LD	54	94	76.35	10.09	190.99	73.5	Positive	

^a Kruskal Wallis test

[^] $p < 0.01 \rightarrow 99\%$ Significant

* $p < 0.05 \rightarrow 95\%$ Significant \rightarrow Check next table for paired comparisons (Table 5A)

Note: direction is positive when percentage is above 70%

When comparing the perceptions of each population of the inclusive practices in each domain, we find that gifted students best perceived inclusive practices in all domains. This finding validates the previous finding where gifted population was the best population served by inclusion from their perceptions. Figure 4.2 shows that gifted students perceived inclusive practices in the three domains better than the two other populations and that inclusive practices in management and organization domain were perceived as best impacting students' performance.

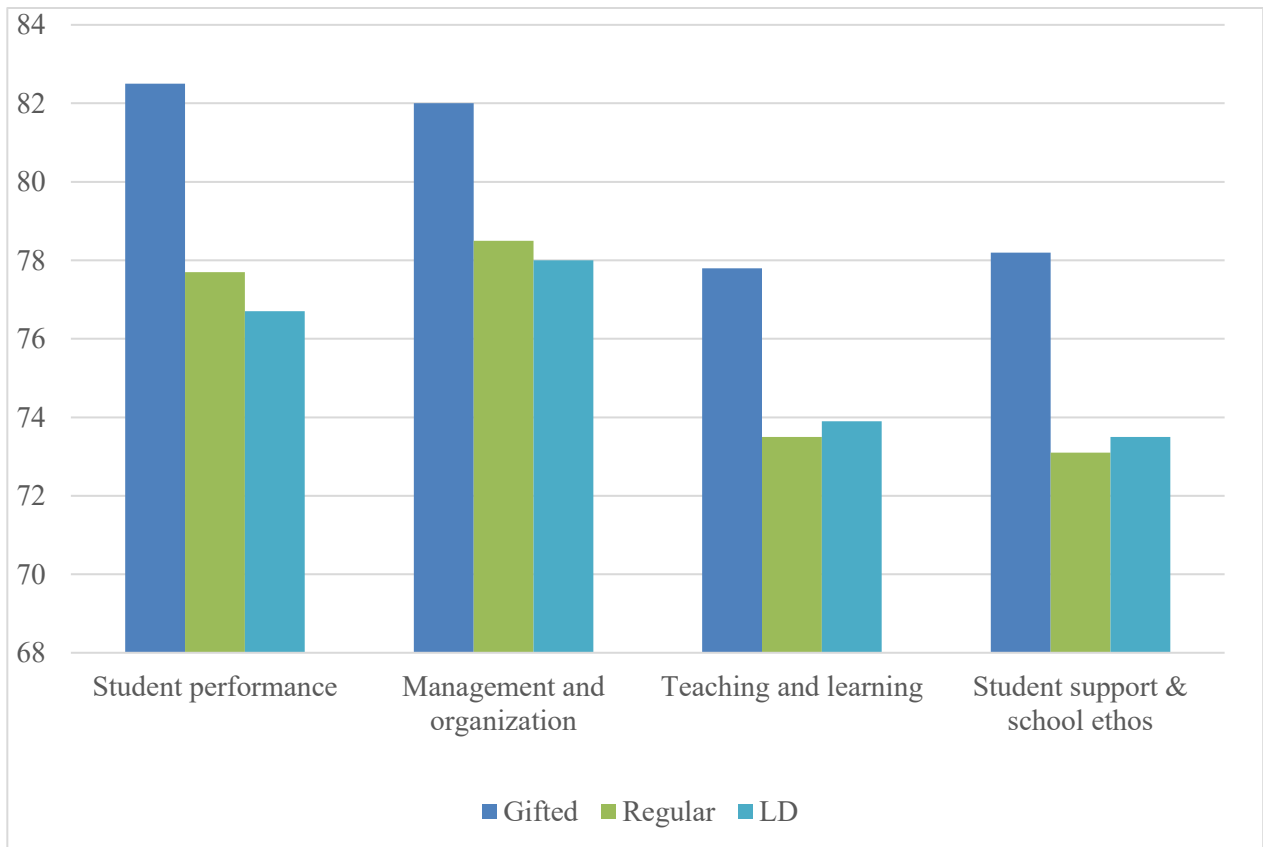


Figure 4.2

Results of the three populations in all domains

Management and Organization Domain

All the three populations perceived inclusive practices in management and organization as positively impacting their performance according to the results from Part III. Table 4.6 presents standardized test statistics and p-value of the paired comparison of populations in the management and organization domain. Paired comparison showed that a 95% significant difference was found when comparing perceptions of regular and students with LD (p-value=0.027<0.05) and a 95% significant difference found when comparing perceptions of gifted and students with LD (p-value=0.013<0.05) on the level of inclusive practices in the domain of management and organization.

Table 4.6

Paired comparison for domain of management and organization

		Standardized Test	p-value ^a
		Statistics	
Management and	With LD vs. regular	2.614	0.027*
Organization Domain	With LD vs. gifted	2.847	0.013*
	Regular vs. gifted	-1.347	0.534

^aDunn's nonparametric comparison test

^ p<0.01 → 99% Significance

* p< 0.05→95% Significant

These significant differences can be explained at the level of indicators as show in in Table 4.7. Inclusive practices for two out of the five indicators tested were found significantly

different among the three populations. The order of indicators in the domain of management and organization from best contributing to least contributing to student performance was the same for the three populations, which might suggest reliability of students' perceptions and consistency of school inclusive practices.

Table 4.7

Management and organization domain indicators among the three populations (regular, gifted, and with learning difficulties)

		Min.	Max.	Mean	SD	Mean Rank	Percentage (%)	Direction	p-value ^a
All forms of support are coordinated	Regular	1	4	2.95	0.87	219.46	72.5	Positive	0.018 *
	Gifted	1	4	3.07	0.83	233.70	77.5	Positive	
	With LD	1	4	2.51	1.08	171.72	62.5	Neutral	
Everyone is made to feel welcome	Regular	1	4	3.03	0.85	218.52	75.0	Positive	0.039 *
	Gifted	1	4	3.17	0.87	239.63	80.0	Positive	
	With LD	1	4	2.71	0.96	179.10	67.5	Neutral	
Special needs policies are inclusion policies	Regular	4	12	9.71	1.60	208.41	80.8	Positive	0.071
	Gifted	5	12	10.13	1.72	247.37	84.2	Positive	
	With LD	3	12	9.16	2.13	183.24	76.7	Positive	

^a Kruskal Wallis test

^ p<0.01 → 99% Significance

* p< 0.05 → Significant → Check next table for paired comparisons (Table 9A)

Note: Direction is considered positive when percentage is above 70%

All forms of support are coordinated. Both regular (72.5%>70) and gifted (77.5%>70) students perceived the inclusive practices within the indicator "all forms of support are coordinated" as positively impacting their performance, while students with LD (62.5 %<70) perceived their impact as neutral on their performance with a 95% significant difference (p-value=0.018<0.05) among populations. This finding matches students' verbal statements in FGDs where both gifted and regular students reported that the school cares and follows up with them... They are getting more support from all administrators, teachers, supervisors and head teachers to work on their educational needs. These statements validate the positive perception of inclusive practices in the domain of management and organization as perceived by gifted and regular students. As for students with LD, they explained that support is offered on many levels at the school such as the religious counselor, the staff at the inclusion department, and the floor supervisor, however, they considered that heads of other departments (other than the inclusion department) don't care that much about them. Therefore, students with LD were significantly less satisfied with the inclusive practice "all forms of support are coordinated" than gifted and regular students.

Everyone is made to feel welcome. Both regular (75%>70) and gifted (80%>70) students perceived the inclusive practices within the indicator "everyone is made to feel welcome" as positively impacting their performance, while students with LD (67.5%<70) perceived their impact as neutral on their performance with a 95% significant difference (p-value=0.039<0.05) among the three populations. Gifted and regular students verbalized this positive perception in FGDs: *"You feel at home here in the school, everybody greets everybody, teachers, employees and students..."*, and, *"They are integrating people at all levels, our school*

does not accept only students with special needs but they care about students who have talents too..., as well as, *“Orphans will never be dismissed from the school...”*.

Students with LD who perceived this indicator as neutrally impacting their performance in the inclusive school didn't report any negative perception during FGDs, however, they gave very general statements as *"the religious school cares a lot about the person..."* and, *“ethically they are very good...”* and, *“In the class we all respect each other because everyone has a special case...”*. The findings then show that students with LD were less satisfied with the inclusive practice “everyone is made to feel welcome” than gifted and regular students.

Special needs policies are inclusion policies. Gifted, regular and students with LD perceived the indicator “special needs policies are inclusion policies” as positively impacting their performance with no significant difference among the three populations. Moreover, this indicator was perceived as the best contributing indicator in the domain of management and organization to students’ performance by the three populations and this was reflected in the abundance of verbal statements during FGDs and which will be exemplified by the following:

Gifted students stated, *“For everyone there is a special program according to his/her abilities...The school offers programs that cover all what students needs at all levels”*. Regular students commented, *“[we are at the school as a big family that has a basic goal in which we all improve... it didn't affect me that I had a handicap (severe motor impairment) everything was available for me even in sports]”*. Students with LD said, *“..... inclusion at school support us facing social problems not only academic problems... We don't mind when they refer to us as inclusion students because even gifted students are called inclusion students and we have students on the wheelchair in the regular class”*.

However, there were few statements especially from the regular students complaining that students are taken into the enrichment program because of their grades and their ranking and not because of their talents, especially when these talents are not seen in classrooms. Even a gifted student reported, "*All focusing is just on the gifted student*". This may explain why gifted students perceived inclusive practices in the domain of management and organization better than the other populations.

Teaching and Learning Domain

Table 4.8 presents minimum and maximum scores, mean, standard deviation, mean rank, percentage, p-value and direction of the perceptions of the three populations of inclusive practices in the domain of teaching and learning. For all the three populations, students perceived indicators of inclusion in the teaching and learning domain as positively (percentage>70%) impacting their performance without significant discrepancy among them except for three indicators: (a) Staff seek to remove all barriers to learning and participation in school, (b) Student difference is used as a resource for learning and teaching; and (c) Students learn collaboratively.

Table 4.8

Teaching and Learning domain indicators among the three populations (regular, gifted, and with learning difficulties)

		Min.	Max.	Mean	SD	Mean Rank	%	Direction	p-value ^a
Staff seek to remove all barriers to learning and participation in school	Regular	1	4	3.22	0.80	218.13	80.0	Positive	0.002 [^] *
	Gifted	2	4	3.50	0.68	259.10	87.5	Positive	
	With LD	1	4	2.78	1.07	169.94	70.0	Positive	
The school arranges teaching groups so that all students are valued	Regular	3	12	8.40	1.94	207.63	70.0	Positive	0.210
	Gifted	3	12	8.93	2.22	245.38	74.2	Positive	
	With LD	4	12	8.65	1.73	223.32	71.7	Positive	
Student difference	Regular	3	38	9.05	2.49	213.98	75.0	Positive	0.044*

is used as a resource for learning and teaching	Gifted	5	12	9.70	1.95	257.62	80.8	Positive	
	With LD	5	12	8.63	2.01	187.43	71.7	Positive	
Staff develop resources to support learning and participation	Regular	3	12	8.77	2.26	211.88	75.0	Positive	0.851
	Gifted	3	12	8.60	2.14	198.97	71.7	Positive	
	With LD	4	12	8.87	2.16	212.22	74.2	Positive	
Lessons are responsive to student diversity	Regular	6	24	17.62	3.45	202.80	73.3	Positive	0.075
	Gifted	11	24	19.10	3.42	255.17	79.6	Positive	
	With LD	7	24	17.79	3.27	207.40	74.2	Positive	
Lesson develop an understanding of difference	Regular	3	12	8.82	2.13	209.23	74.2	Positive	0.163
	Gifted	4	12	9.50	2.01	249.60	79.2	Positive	
	With LD	4	12	8.69	2.03	192.89	72.5	Positive	
Teachers are concerned to support the learning and participation of students	Regular	2	8	5.75	1.42	209.75	72.5	Positive	0.538
	Gifted	3	8	6.11	1.40	235.48	76.3	Positive	
	With LD	2	8	5.84	1.25	214.45	72.5	Positive	
Learning support assistants are concerned to support the learning and participation of all students	Regular	3	12	8.75	1.97	206.93	72.5	Positive	0.847
	Gifted	6	12	9.03	1.90	219.26	75.0	Positive	
	With LD	3	12	8.69	1.96	204.39	72.5	Positive	
Students are actively involved in their own learning	Regular	7	28	20.29	4.18	210.21	72.5	Positive	0.938
	Gifted	10	28	20.41	3.88	210.69	72.9	Positive	
	With LD	10	28	20.28	3.72	203.60	72.5	Positive	
Students learn collaboratively	Regular	4	16	12.37	2.22	207.76	77.5	Positive	<0.001 ^*
	Gifted	9	16	13.80	1.71	289.53	86.3	Positive	
	With LD	7	16	11.94	2.20	108.65	74.4	Positive	
All students take part in activities outside the classroom	Regular	3	12	8.39	2.28	207.85	70.0	Positive	0.829
	Gifted	3	12	8.60	2.25	219.07	71.7	Positive	
	With LD	5	12	8.65	1.86	215.57	72.5	Positive	
Assessment facilitates the achievement of all students	Regular	2	8	5.82	1.47	207.85	72.5	Positive	0.147
	Gifted	4	8	6.37	1.25	219.07	83.8	Positive	
	With LD	2	8	5.68	1.42	215.57	71.3	Positive	

^a Kruskal Wallis test
[^] p<0.01 → 99% Significance
^{*} p< 0.05 → Significant

Table 4.9 presents standardized test statistics and p-value to compare perceptions of students of inclusive practices in domain of teaching and learning for the indicators differing significantly between the three populations.

Table 4.9

Paired comparison for indicators of teaching and learning domain using Post hoc

		Standardized Test	p-value
		statistics	
Staff seek to remove all	With LD vs. regular	2.750	0.018*
barriers to learning and	With LD vs. gifted	3.347	0.002 [^] *
participation in school	Regular vs. gifted	-1.874	0.183
Student difference is used as	With LD vs. regular	1.434	0.454
a resource for learning and	With LD vs. gifted	2.495	0.038*
teaching	Regular vs. gifted	-1.890	0.176
Students learn	With LD vs. regular	1.464	0.429
collaboratively	With LD vs. gifted	3.895	<0.001 [^] *
	Regular vs. gifted	-3.575	0.001 [^] *

^aDunn's nonparametric comparison test

[^] p<0.01 → 99% Significance

* p< 0.05 → 95% Significant

Teaching and learning inclusive practices were perceived as positively impacting the performance of gifted, regular and students with LD, however, gifted students perceived them better than regular and students with LD.

All three groups rated, "*students learn collaboratively*" as best first or second indicator of inclusive practices impacting their performance which gives evidence of an inclusive collaborative environment. Both gifted and students with LD rated, "*staff seek to remove all*

barriers to learning and participation in school" as the least indicator in teaching and learning domain contributing to their performance, whereas regular students rated it as the best indicator which indicates that students with special needs (gifted or with LD) still find barriers to learning and participation and that inclusive practice at this level is not responsive enough.

Staff seeks to remove all barriers to learning and participation at school. Gifted (87.5%>70), regular (80%>70) and students with LD (70%=70) perceived the indicator "staff seek to remove all barriers to learning and participation at school" as positively impacting their performance, however, there was a 99% significant difference ($p\text{-value}=0.002<0.01$) among populations. Students with LD perceived this indicator as significantly less impacting their performance than did both regular ($p\text{-value}=0.018<0.05$) and gifted ($p\text{-value}=0.02<0.05$) students. Regular students considered in the FGDs that barriers to learning are the students who have behavioral problems and if they are excluded from the school it will be better because they trouble the school's climate.

Gifted students reported that they fear to participate as others might think that they are showing off. Students with LD did not state any evidence of staff seeking to remove all barriers which explains the discrepancy with the other two populations. On the other hand, regular students mentioned teachers working to let everybody feels the same in the class and that they work hard to make students participate, as they do not accept to have students with low academic level.

Student difference is used as a resource for learning and teaching. Gifted (80%>70), regular (75%>70), and students with LD (71.7%>70) perceived the indicator "student difference is used as a resource for learning and teaching" as positively impacting their performance, however, there was a 95% significant discrepancy ($p\text{-value}=0.044<0.05$) among the three

populations. LD students perceived this indicator significantly less impacting their performance than did the gifted ($p\text{-value}=0.038<0.05$) students who explained in the FGDs that they benefit a lot from each other in an inclusive school, there is intellectual exchange between gifted students and students with LD who might have hidden abilities. Students with LD were not able to state any relevant evidence of using difference as a resource for learning and teaching. Regular students considered the presence of gifted students in class as upgrading the academic level.

Students learn collaboratively. Gifted (86.3% >70), regular (77.5% >70), and students with LD (74.4% >70) perceived the indicator "students learn collaboratively" as positively impacting their performance, however, there was a 99% significant discrepancy ($p\text{-value}=0.001\leq 0.001$) among the three populations. Both students with LD and regular students ($p\text{-value}=0.001\leq 0.001$) perceived this indicator significantly less impacting their performance than did gifted students. This finding can be justified by what gifted students said in the FGDs about their preference to work individually and not in-group: "*Personally, I do not prefer a group work...*", and "*I like and I trust my own work more than others' work...*", and, "*I am more accountable for the tasks*". Regular students reported that they learn more from gifted students and from students with LD certain aspects, whereas students with LD did not report any evidence of learning collaboratively with other groups.

Staff develops resources to support learning and participation. Gifted, regular and students with LD perceived the inclusive practice "staff develop resources to support learning and participation" as positively impacting their performance with no significant difference among populations. Gifted students were satisfied with the enrichment program where everyone can find him or herself in a specific field as creative or excellent. Regular students complained that sometimes they are disappointed as they might wait for someone who did not finish his work

as he is late. Students with LD did not verbalize any supportive statement how staff develop resources to support their learning and participation.

Lessons develop an understanding of difference. Gifted, regular, and students with LD perceived the inclusive practice "lessons develop an understanding of difference" as positively impacting their performance with no discrepancy among populations. However, students did not give evidence or examples of such practice in FGDs; therefore, this practice needs further investigation.

Lessons are responsive to student diversity. Gifted, regular and students with LD perceived the inclusive practice "lessons are responsive to student diversity" as positively impacting their performance without significant discrepancy among populations who reported equally enough evidence on this practice in the FGDs. They reported that they understand now why someone might be studying something different depending on his needs. Regular students explained "*We are divided into three levels to revise and prepare for the mid-year exam, each knows his /her level and knows that what is happening is for reaching your potential...*" gifted students continued "*Here in our school when you finish an exercise they give you a harder one and it continues as such*".

Assessment facilitates the achievement of all students. Gifted, regular and students with LD perceived the inclusive practice "assessment facilitates the achievement of all students" as positively impacting their performance with no significant discrepancy among populations. Surprisingly students with LD considered that the school prepares them better for exams than they do with regular students. Moreover, they stated that exams have a positive side as they make them recognize their skills and their weaknesses. Regular students confirmed that assessment facilitates their achievement: "*If we do not do well in the exams they work with us, they repeat the*

correction then repeat the exam, one of the same level to see if there is improvement before passing a harder exam later". Both regular and students with LD reported being anxious because of the exams even if they know they are good.

Teachers are concerned to support the learning and participation of students. Gifted, regular and students with LD perceived the inclusive practice "teachers are concerned to support the learning and participation of students" as positively impacting their performance without significant discrepancy among populations. Abundant evidence supporting this practice has been revealed in FGDs, yet with some contradictory and significant insights. On the one hand, the three populations reported ideas such that their teachers are caring ones, ready to help even at the recess or on Whats App, deal with students as friends, follow students to finish their work, work on students gaps or give students extra work sheets to support them. They also reported that teachers support students at the moral and the psychological level, prefer that students with LD stay in regular classrooms and not be pulled out and that teachers are seen as idols for them.

On the other hand, gifted students reported that "*Sometimes teachers work on minimizing us...*", and they "*don't accept you as a distinguished student...*" or, "*They exclude us from support although we need sometimes academic support*". In addition, regular students complained that, "*They give enrichment worksheets only for the gifted and this bothers me...*" or, "*They give positive feedback only to gifted students so regular students feel as if they are less.*" We can conclude that both gifted and regular students expect more from teachers in supporting their learning despite how caring they are.

Students are actively involved in their own learning. Gifted, regular and students with LD perceived the inclusive practice "students are actively involved in their own learning" as

positively impacting their performance without any significant discrepancy among populations. Gifted and regular students verbalized practices confirming their positive perception, such as, “*We learn from others faults and mistakes...*”, and, “*We look at other schools projects to see these to learn their mistakes and learn from them...*”, or “*In class I like to discover and learn, the level of enthusiasm and energy attracts you and keeps you interested to always learn something new*”. Students with LD stated generally how they like learning without stating particular practices.

Learning support assistants are concerned to support the learning and participation of all students. Gifted, regular and students with LD perceived the inclusive practice “learning support assistants are concerned to support the learning and participation of all students” as positively impacting their performance without any significant discrepancy among populations, although FGDs showed that support assistants are engaged in working only with students who have learning disabilities. Students with LD reported that support assistants repeat the lesson for them many times; they help them on how to study and focus. They added, “*Support teacher is all the time monitoring our learning and assessing it*”. They even considered themselves luckier because classroom teachers monitor regular students’ learning generally and are unable to respond to every students learning needs. However, they raised an important issue: “*When support teacher is absent we find difficulties keeping up with the class especially in Math*”. Alternatively, gifted and regular students did not report any evidence of any relationship with support assistants and they might have responded in the survey from observing what happens in classroom between support assistants and students with LD, which indicates that this practice is to be further investigated for gifted and regular population.

The school arranges teaching groups so that all students are valued. Gifted, regular and students with LD perceived the inclusive practice "the school arranges teaching groups so that all students are valued" as positively impacting their performance without significant discrepancy among all populations. However, students' verbal statements in FGDs revealed contradictory perceptions. From one side, gifted students spoke about how they are divided into groups of all levels and that is a successful experience, yet on the other side, regular students pointed out some discriminatory practices: *"During certain exams we feel the difference when a student with learning disability goes out sometimes to take his exam..."* and, *"We regular students criticize the fact that gifted students go out for enrichment projects, when they are back we feel they are enemy"*. Another regular student stated, *"When you give a high-level student enrichment worksheet and you give a regular student an average level worksheet, he will think that he is categorized as regular while the other is gifted regardless of the talent that we might have as regular students"*.

All students take part in activities outside the classroom. Gifted, regular and students with LD perceived the inclusive practice "all students take part activities outside the classroom" as positively impacting their performance without significant discrepancy among populations. FGDs showed that the school participates a lot in activities and competitions, locally, regionally and internationally. They also considered these activities and competitions as opportunities to invest in their learning and develop social and self-management skills. All students stated that they participate and they work with students from all levels and that it affected them positively. However, regular students complained that there are students who are talented in some subjects but they are not given the chance to participate in activities. This claim was confirmed with what

a gifted student reported, "15% of the activities are directed to regular students while 85%are directed for gifted".

Student Support and School Ethos Domain

Table 4.10 presents minimum and maximum scores, mean, standard deviation, mean rank, percentage, p-value and direction of students perceptions of inclusive practices in the domain of student support and school ethos with a comparison among the three populations. All the three populations'perceived indicators in the student support and school ethos domain as positively impacting their performance without significant discrepancy among them except at the level of two indicators: (a) Students are equally valued, and (b) The school strives to minimize discriminatory practices.

Table 4.10

Student Support and School Ethos Domain indicators among the three populations (regular, gifted, and with learning difficulties)

		Min.	Max.	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value ^a
Students are equally valued	Regular	4	16	11.36	2.40	211.66	71.3	Positive	0.003 ^{^*}
	Gifted	7	15	12.34	2.02	267.86	76.9	Positive	
	With LD	5	16	10.48	2.42	170.18	65.6	Neutral	
Bullying is minimized	Regular	4	16	12.08	2.42	211.99	75.6	Positive	0.513
	Gifted	7	16	12.31	2.17	221.86	76.9	Positive	
	With LD	6	16	11.81	2.22	192.96	73.8	Positive	
Classroom discipline is	Regular	3	12	8.58	1.92	208.40	71.2	Positive	0.382
	Gifted	6	12	9.17	1.60	239.35	76.7	Positive	

based on									
mutual	With LD	5	12	8.80	1.81	216.18	73.3	Positive	
respect									
The school	Regular	2	8	5.61	1.63	209.94	70.0	Positive	
strives to	Gifted	4	8	6.33	1.06	264.63	78.8	Positive	
minimize									0.016*
discriminatory	With LD	2	8	5.29	1.59	185.55	66.3	Neutral	
practices									
Students	Regular	5	20	15.07	2.76	205.62	75.0	Positive	
help each	Gifted	10	20	16.00	2.39	246.02	80.0	Positive	0.172
other	With LD	8	20	14.89	3.05	193.75	74.5	Positive	
There are	Regular	8	32	23.05	5.07	201.82	71.9	Positive	
high	Gifted	15	31	25.17	4.41	255.73	78.8	Positive	
expectations									0.053
for all	With LD	11	32	23.24	4.31	199.48	72.5	Positive	
students									

^aKruskal Wallis test

[^] p<0.01 → 99% Significance

* p< 0.05 → Significant → Check next table for paired comparisons (Table 11A)

Note: direction is positive when percentage is above 70%

The indicator "*students help each other*" ranked first or second for the three populations, which reflects the support culture found at school for all students regardless of their abilities. It also resonates with the indicator "*students learn collaboratively*" in teaching and learning domain ranked first also, which suggests consistency in inclusive practices in the school. Table 4.11 presents standardized test statistics and p-value of the two indicators showing significant discrepancy among the three populations in the domain of student support and school ethos.

Table 4.11

Paired comparison for indicators of Student Support and School Ethos Domain

		Standardized Test	p-value
		statistics	
	With LD vs. regular	2.190	0.086
Students are equally valued	With LD vs. gifted	3.414	0.002 ^{^*}
	Regular vs. gifted	-2.409	0.048*
The school strives to minimize discriminatory practices	With LD vs. regular	1.336	0.544
	With LD vs. gifted	2.855	0.013*
	Regular vs. gifted	-2.404	0.049*

^aDunn's nonparametric comparison test

[^] p<0.01 → 99% Significance

* p< 0.05 → 95% Significant

Students are equally valued. Gifted (76.9%>70) and regular (71.3%>70) students both perceived the inclusive practices of the indicator "students are equally valued" positively impacting their performance while students with LD (65.9 %<70) perceived its impact as neutral on their performance. There was a significant difference (p-value=0.003<0.05) in perceiving the impact of this practice on performance among gifted and regular students (p-value=0.048<0.05) and among gifted and students with LD (p-value=0.002<0.05).

This result is confirmed with findings in FGDs where gifted students perceived that everyone is valued giving an example that 105 students of different levels participated in the central spring festival and in lot of subjects. Yet regular students were frustrated by the presence of the gifted, saying, "*I prefer to have students with LD in the class but not gifted students...*"

and, *“They care especially about the gifted...”* or, *“I feel wrong in this class, our rights are not given to us, gifted students are happier, and they participate better and are less pressured.”* Moreover, regular students were upset for having talents in drama and sport and not being asked to participate in related activities because grades are the criteria for giftedness. Also, they considered that teachers have sometimes negative conceptions about students with LD. Students with LD, whose perception of the impact of this indicator on their performance was neutral, expressed frustration because other students accuse them of getting better grades because they learn differently and in easier subjects although most of the time their exams are not modified as they reported.

The school strives to minimize discriminatory practices. Gifted (78.8%>70) and regular (70%=70) students perceived the inclusive practice "the school strives to minimize discriminatory practices" as positively impacting their performance with significant difference (p-value=0.013<0.05) among the two populations whereas students with LD (66.3 %<70) considered the same practice as neutrally impacting their performance. Moreover, both students with LD and regular students perceived this indicator as significantly of less impact on their performance than did gifted students (p-value=0.016<0.05). Verbal statements in FGDs confirmed these findings: gifted students stated that teachers give equal chance to all students to participate and they try to reduce discrimination when it occurs. Regular students considered that there are discriminatory practices since gifted students are always the main actors in school plays and they are the core of the class and that teachers like them more than other students. Regular students claimed also that students with LD are taken sometimes out of the class for pull-out sessions and this makes them feel different from regular students. Students with LD stated that

teachers sometimes stand with the regular students more than with those receiving special services. Thus, FGDs confirmed results from the quantitative study.

Students help each other. Gifted, regular and students with LD perceived the inclusive "students help each other" as positively impacting their performance without significant difference among the three populations. FGDs confirmed this result where a student reported being helped by friends and that sometimes "*a friend might help better and understands more what you mean.*" However, gifted students in high school raised two important issues: first, that they like to learn, and second, that they like to teach and those teachers need to increase situations and activities where they lead learning and therefore help other students.

There are high expectations for all students. Gifted, regular and students with LD perceived the inclusive practice "there are high expectations for all students" as positively impacting their learning without any significant difference among the three populations. Findings from the FGDs confirmed this result. Students with LD reported that, "*They work with us to maximize our strengths,*" whereas gifted students reported that all people at school are considered outstanding, and that there are no limits for a level they want to reach because all the rest are giving, "*so you feel that you have no way to stop, you always have things to do and you are asked for them*".

Bullying is minimized. Gifted, regular and students with LD considered the inclusion indicator "bullying is minimized" as positively impacting their performance with no significant discrepancy among the three populations. FGDs revealed contradictory insights regarding bullying however reflected high awareness of the topic. They stated that the school forbids bullying and that teachers and administrators teach students how to behave when bullied, which explains the positive impact. However, students did report bullying in the form of "*making fun*

of" others. Regular students reported that gifted students make fun of them when they participate in class and students with LD reported that regular students make fun of them and this was the only form of bullying reported in all groups.

Classroom discipline is based on mutual respect. Gifted, regular and students with LD perceived the inclusion practice "classroom discipline is based on mutual respect" as positively impacting their performance without significant difference among the three populations. FGDs revealed contradictory insights between high school and middle school regular students. In high school regular students reported that there is respect in the relationship between a student and a teacher, stating, "*They consider us friends and brothers,*" and that they "*deal with us as mature students*", whereas middle school regular students reported that students who have behavioral problems don't get punished and the school is not taking any measures with them and that gifted and students with LD provoke them.

Conclusion

Student performance was overall positively impacted by inclusion for all students regardless of the SEN status or gender as demonstrated in the analysis for each part of the survey: student performance, management and organization, teaching and learning, and student support and school ethos. Gifted students were the best served population within this inclusive setting according to the findings. Inclusive practices in all domains impacted positively students' performance with some identified discrepancies among the populations and domains.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The researcher has divided this chapter into five sections: (a) summary of key findings, (b) analysis and discussion, (c) limitations, (d) conclusion and (e) recommendations.

Summary of Key Findings

This study used a mixed research design, employing qualitative and quantitative methods to collect and analyze data about the impact of inclusion on the performance of students with and without SEN at a school in Lebanon and to identify the inclusive practices affecting their performance. The collected data portrays the impact of inclusion and the relevant inclusive practices affecting students' performance. The study aimed to answer four research questions: (a) identify the perceptions of the students with and without special needs of their performance in an inclusive school, (b) identify the population that is best served by inclusion from students' perceptions, (c) identify the inclusive practices that affected students' performance, and (d) identify the indicators which contributed most positively to foster student's performance as perceived by them. To meet the purpose of the study, the researcher analyzed the results of 432 questionnaires conducted in eighteen inclusive classes and carried six FGDs with 46 students with and without SEN. The findings of this research study included four main sections.

What are the Perceptions of the Students with and Without Special Educational Needs (SEN) of their Performance in an Inclusive School?

The impact of inclusion on the performance of students with and without SEN was found to be positive; all gifted, regular and students with LD perceived inclusion as positively impacting their performance with a significant difference among the three populations. The three populations perceived six indicators representing expected students' performance in an inclusive

school according to Indicators for Inclusion positively impacting their performance. Students performance indicators are: (a) students possess positive self - concept, (b) students are motivated to learn, (c) academic performance of students has improved, (d) multiple intelligence of students is developed, (e) students actively participate in school life; and (f) students have grasped a repertoire of learning skills. Qualitative data confirmed quantitative results.

Which Group of the Three Populations is Best Served by Inclusion from Students' Perceptions? Why?

Results show that gifted population is best served by inclusion from students' perspectives as a significant difference in impact of inclusion was noted between gifted population and the two other populations (regular and with LD): impact of inclusion on students' performance was higher for gifted students compared to regular and students with LD. Looking closely at indicators representing students' performance, gifted students participated more actively in school life than other populations and have grasped a broader repertoire of learning skills. Gifted students participated in 85% of school activities and competitions and stated that they had higher opportunity to engage in school life. The gifted students reported a long list of learning skills in the focus groups, compared to two or three reported by the other populations. Looking at more data to explain why gifted students were best served by inclusion, results show that for all indicators in domains of management and organization, teaching and learning, and student support and school ethos, gifted students were the population perceiving best these inclusive practices as impacting their performance. Therefore, the findings show an alignment in how gifted students perceived both their performance and the inclusive practices affecting it.

What are the Inclusive Practices that Affected Students' Performance?

To understand the positive impact of inclusion on students' performance as perceived by them and the significant difference on its impact on the three populations, the researcher studied the inclusive practices in three domains: (a) management and organization (b) teaching and learning, and (c) student support and school ethos.

Inclusive practices in the domain of management and organization. All students perceived inclusive practices in the domain of management and organization of greater impact on their performance than inclusive practices in other domains. Although the three populations perceived inclusive practices in management and organization as positively impacting their performance, a significant difference was noted at the level of the practices within the domain. "Special needs policies are inclusion policies" was seen as an indicator affecting positively all three groups, whereas "all forms of support are coordinated" and "everyone is made to feel welcome" were found to affect better the performance of the gifted and regular students and less the performance of the students with LD.

Inclusive practices in the domain of teaching and learning. All the three populations perceived inclusive practices in the domain of teaching and learning as positively impacting their performance without significant discrepancy at the level of the following inclusive practices:

- a) The school arranges teaching so that all students are valued.
- b) Staff develop resources to support and participation.
- c) Lessons are responsive to student diversity.
- d) Lessons develop an understanding of difference.
- e) Teachers are concerned to support the learning and participation of students.

- f) Learning support assistants are concerned to support the learning and participation of all students.
- g) Students are actively involved in their learning.
- h) All students take part in activities outside the classroom.
- i) Assessment facilitates the achievement of all students.

However, there was a significant difference among the three populations on the impact of three inclusive practices on their performance. "Staff seek to remove all barriers to learning and participation in school" was perceived by students with LD as less impactful on their performance than did both regular and gifted students. "Student difference is used as a resource for learning and teaching" was perceived by students with LD as less impactful on their performance than did gifted students. Finally, "students learn collaboratively" was perceived by both students with LD and regular students as less impactful on their performance than did gifted students.

Inclusive practices in the domain student support and school ethos. All the three populations perceived inclusive practices in the domain of student support and school ethos as positively impacting their performance without significant discrepancy at the level of the following inclusive practices:

- a) Bullying is minimized.
- b) Classroom discipline is based on mutual respect.
- c) Students help each other.
- d) There are high expectations for all students.

However, there was a significant discrepancy among the three populations at the level of two inclusive practices: "Students are equally valued and "the school strives to minimize

discriminatory practices”. Both students with LD and regular students perceived these two inclusive practices significantly of less impact on their performance than did gifted students.

Which Indicators Contributed Most Positively to Foster Students' Performance as Perceived by them?

Inclusive practices that were perceived as most contributing to fostering students' performance and could be considered causal factors of the positive impact of inclusion on the performance of all three populations are those listed in each of the three domains as without significant differences between groups. They are listed again as follows:

- a) Special needs policies are inclusion policies.
- b) The school arranges teaching groups so that all students are valued.
- c) Staff develops resources to support learning and participation.
- d) Lessons are responsive to student diversity.
- e) Lessons develop an understanding of difference.
- f) Teachers are concerned to support the learning and participation of students.
- g) Learning support assistants are concerned to support all students.
- h) Students are actively involved in their own learning.
- i) All students take part in activities outside the classroom.
- j) Assessment facilitates the achievement of all students.
- k) Bullying is minimized.
- l) Classroom discipline is based on mutual respect.
- m) Students help each other.
- n) There are high expectations for all students.

There was no discrepancy at the level of populations, and domains between males and females.

Analysis and Discussion

The impact of inclusion on students' performance was perceived positively by gifted, regular and students with LD. This finding is valuable on multiple levels. First, previous research showed controversial empirical evidence as to the benefits of inclusive education on the academic achievement and affective development of children with and without SEN (Farrell 2000; Ruijs & Peetsma, 2009) or showed better achievement without being statistically significant (Nepi et al., 2013). Second, scholars highlighted the limited research on the topic. The findings add empirical evidence to the suitability of inclusion as a choice to improve the learning for all, especially that this right to inclusive education needs is being supported by empirical data (Dell 'Anna et al., 2019). In this study, all students with and without SEN perceived their performance as positively fostered by inclusion and therefore offers empirical evidence on the potential of inclusive practices. Results showed that similar indicators in the three domains such as "*special needs policies are inclusion policies*" in the domain of management and organization, "*students learn collaboratively*" in the domain of teaching and learning, "*students help each other*" in the domain of student support and school ethos were perceived as the best practices impacting performance by the three populations. This consistency among populations in perceiving inclusive practices showed that all students were interacting with each other in a real equitable inclusive setting.

The impact of inclusion on students' performance was significantly higher for gifted students compared to regular and students with LD. This finding can be considered surprising at the academic level as previous research favored the placement of gifted students in special classes or schools arguing that the academic and cognitive needs of gifted students are generally not met in heterogeneous classes where the focus is most often on struggling learners (David et

al., 2014). However, at the social level, earlier research results showed that gifted students had better peer acceptance and sense of belonging to their own school than a group of typically developing students (regular) or a group of students with disabilities who were found struggling to gain a good social position and are more peripheral within the class (Nepi et al., 2013). This shows that setting high expectations for all and removing barriers to learning and participation are rather the key factors to maximize learning outcomes and not the mere placement of the students in whatever setting. It appears that the enrichment program adapted by the school in response to gifted students' needs was sufficiently engaging gifted students in their zone of proximal development and those barriers to their learning were removed. Looking at the results of the particular inclusive practice "*student difference is used as a resource for learning and teaching*", gifted students were the population who perceived better the impact of this practice on their performance. Therefore, as the school was able to use student difference as a source for learning and teaching, gifted students were given appropriate opportunity to improve their performance in this inclusive school. This finding resonates with what Borders et al. (2014) found,

A truly differentiated classroom in which there were choices and options provided for gifted students would be beneficial for gifted students because such instruction has the benefit of regular contact with their peers of all ability levels, together with an appropriate education for all (p. 136).

The FGDs findings have shown that gifted students were challenged and engaged in less structured learning activities and they were able to lead their own learning to a certain extent. These practices are at the base of this significant high perception of their performance rather than the simple mainstreaming in general classrooms.

Inclusive practices in the domain of management and organization were perceived as best impacting positively students' performance. This finding resonates with other research results showing that absence of principals' support can be a primary reason why change regarding inclusion does not always take place. In a study on effect of leadership on inclusion, *"teachers viewed their principal as being supportive of them and as being an instructional leader"* (Idol, 2006, p. 91). Lewis (2016) stated that inclusive schools need inclusive leaders because effective, equity-oriented leadership is crucial for establishing inclusive learning environments. Therefore, this study's finding emphasizes the relevance of leadership and management in impacting students' performance in inclusive settings.

All inclusive practices were perceived as positively impacting students' performance of gifted, regular and students with LD except for four inclusive practices that were perceived of neutral impact on performance of students with LD: *"all forms of support are coordinated"*, *"everyone is made to feel welcome"*, *students are equally valued"*, and *"the school strives to minimize discriminatory practices"*. These practices are in the domains of management and organization and in the domain of student support and school ethos, which suggests that inclusive practices in teaching and learning are not sufficient to impact student performance without producing inclusive policies and creating inclusive cultures. This finding matches the *"focus on issues of participation that go beyond learning to include being valued, recognized and accepted as a fully participative member of society"* (EASPD, 2012, p. 7). Mallory and New (1994) argued that practice is informed by individual and shared values as well as the broader socio-cultural context, so unless values shift to emphasize the full participation of people with disabilities in the natural learning environment in which they are enrolled, students with SEN

will be found struggling to gain a good social position, are less accepted and more peripheral within the class and felt quite distant from their school (Nepi et al., 2013)..

Previous research found gender was a variable influencing significantly and differently the acceptance of a student with SEN within an inclusive setting (Adibsereshki & Salehpour, 2014; Dell 'Anna et al., 2019; Edwards et al., 2019). However, in this study, there was no significant discrepancy in perceiving the impact of inclusion on performance by males and females. One can suggest that this finding can be understood in a context where all populations perceived inclusion as positively impacting their performance and where inclusive practices such as *"the school arranges teaching groups so that all students are valued"*, *"students are equally valued"*, and *"the school strives to minimize discriminatory practices"* were found to affect positively their performance. Thus, practices, policies and cultures might neutralize other factors' effects when they are truly inclusive.

"Staff seek to remove all barriers to learning and participation in school" was seen as the best inclusive practice in the domain of teaching and learning impacting positively regular students' performance, whereas it was perceived as the least indicator impacting gifted and students with LD performance. This resonates with research findings that most curricula, content and skills, teaching materials and practices are designed for the typical student and that the current school system is either engaging students below their potential (as the gifted) or will make them struggle to keep up with the learning process (Osin & Lesgold, 1996). It was found that both gifted and regular students expect more from teachers in supporting their learning despite how caring they are.

In earlier research Nepi et al. (2013) found that it pays to be intelligent; indeed, the higher the academic proficiency, the higher the peer acceptance. One finding of this study correlated

with Nepi et al. (2013) findings as regular students showed negative attitudes towards gifted students for many reasons. One stated, "*Gifted have higher opportunity to engage in school life and they are much happier, they are the core of the class*". Another student added, "*They receive positive feedback from the teachers who like them more*". One student stated that he prefers to "*have a student with LD than to have a gifted student in the classroom*". This is because the school organizes and participates in lot of activities, and since most of these are competitions, school chooses mostly gifted students to participate. Actually, gifted students reported that other populations participate in 15% of the activities whereas they participate in 85% of them.

Inclusive classrooms with and without students with emotional behavioral disorders were considered a factor that may moderate the academic achievement of students without SEN in inclusive classrooms (Szumski et al., 2017). Earlier, Fletcher (2009) specifically refers to students with emotional behavioral disorders and concludes that peers' level of achievement can be lower if more than one student with this type of difficulty is present (as cited by Dell 'Anna et al., 2019, p. 9). Similarly, all students, gifted regular and students with LD, complained from the presence of students with behavioral problems regardless of their educational status. This challenge is common with most regular schools where behavioral problems constitute a major cause of social exclusion (De Monchy et al., 2004 as cited by Nepi et al., 2013, p. 322). It was found also that youth with emotional disturbances averaged more than 65 percent dropout rate in 1993 and that they still a major challenge for inclusive learning (Hehir, 2012).

Support assistants were found according to the qualitative data collected to be engaged in the learning of students with disabilities with no evidence of engagement in the learning of gifted or regular students although the three populations in the questionnaire approved that support assistants are meant to help all students. Students with LD stated that general classroom teachers

are less engaged with their learning. Idol (2006) found in his evaluation of eight schools inclusive programs that nearly "everyone favored using instructional assistants to help all students, not just the students with disabilities" (p. 77). Giangreco, Doyle and Suter (2014) investigated challenges and roles of teacher assistants in a review to conclude that addressing role clarification is seemingly straightforward issue and should be addressed in a broader school-wide context to proactively develop inclusive school-wide models of service delivery. This finding calls for more rotating roles between support assistants and classroom teachers and to engage in the learning of all students away from the only one model of co-teaching in which general education teachers teach the whole classroom and support assistants teach mostly students with disabilities (Szumski et al., 2017). This model is unlikely to bring explicit profits for students without SEN or gifted.

Gifted students complained about being excluded from support although they need it sometimes. They stated that teachers do not pay attention for their little gaps and they are given limited corrective feedback. They claimed that classroom teachers were more involved with the learning of regular students and this deprives them from moving towards higher level of excellence. This finding suggests that gifted students' learning should take place using a joint productive activity model by interaction between a more competent person and a less competent person on a task such that the less competent person becomes independently proficient at what was initially a jointly accomplished task in a socio-cultural context as described by Vygotsky (Robert, 2005).

Grades and ranking were barriers to inclusive practices as reported by students on many levels. Regular students were unsatisfied with enrichment activities as they are offered only to those who have good grades and ranking and claimed that many students have talents that cannot

be seen in classroom and that school and teacher overlook them. Students with LD were accused by regular students of getting good grades because they are taught differently and have easier exams. One student with LD who stopped receiving special educational services, as he became an independent learner complained that his mother wanted him to go back receiving these services as his grades declined although he passes the exams. Even gifted students were complaining that other students see them as only seeking to get grades. These findings correlate with research that suggests that grades and ranking are barriers to reach better inclusive environment:

Assessment has the potential to act as a force against inclusion, contributing to the process of labeling, categorizing and excluding learners. It can also be a force for inclusion as evidenced in the potential of assessment for learning as an inclusive policy to support the learning of all learners (Hayward, 2014, p. 533).

At this site, assessment is acting as a force against inclusion and this might explain the test anxiety reported by regular and students with LD.

All gifted students interviewed preferred to be in an inclusive school except for two who stated that they would like to try a special school. Both students were in a grade level where there will be an official state exam at the end of the year, a challenge to which the school responds by canceling all the enrichment activities and by focusing only on the curriculum oriented activities. This finding suggests that in the absence of differentiated instruction and response to special educational needs, students prefer to be with competent peers with whom they share similar needs and the absence of these services is a barrier to inclusion.

Pullout sessions in the form of academic intervention for students with LD or in the form of clustering learning for gifted students were perceived as a non-inclusive practice by regular

students impacting negatively their learning and the classroom. "This model does not bring explicit profiles for students without SEN (regular) because it does not lead to implementing effective strategies and teaching methods or individualization, in the classroom" (by Szumski et al., 2017, p. 38). Thus, finding of this study resonates with earlier research on delivery models evaluation.

Bullying is minimized in the inclusive setting except of one type which is “making fun of” and this was reported by all gifted, regular and students with LD. This explains that bullying is not associated with one group of students and was found positively correlated with impact of inclusion in the study.

Inclusive practices in the domain of management and organization were perceived as best impacting positively students’ performance which resonates with many research findings about the relevance of leadership and policies in affecting students’ performance.

Findings suggest validity and reliability of the tools used in this study and which were derived from indicators for Inclusion. First, items of the survey and questions of the FGDs were developed based on the same source to ensure construct validity and this was reflected in the findings: gifted population perceived their performance as best fostered by inclusion was the population, which perceived better inclusive practices in all domains impacting their performance. Second, FGDs revealed the same perception of performance and of inclusive practices impacting it as in the survey results. On the other hand, both tools were transparent enough to show significant differences among populations. Furthermore, there was inter-reliability as similar indicators were perceived the same, example "*students learn collaboratively*" and "*students help each other*" were ranked first in two different domains by the three populations.

Additional Findings

In meeting the educational needs of learners with disabilities, Kelly (2009) interpreted curriculum as the way in which schools and education systems attempt to reach a match between the needs of learners and the needs of society and so fulfill the aims of education. "*Curricula are designed to ensure that learners emerge from schooling with the skills that society needs them to have, and which they need in order to function and to experience a good quality for life*" (Ware, 2014, p. 491). However, the Lebanese curriculum was found to be a barrier for learning in an inclusive setting because it is over loaded. The students reported that teachers are enthusiastic to work with them but are all the time rushing because of the curriculum; *they have to finish, they are always pressured to finish the curriculum*. Students also stated that the overloaded curriculum inhibits teachers from offering support and leads to decline in motivation to learn, teachers try to be responsive to our talents but the curriculum is very dense.

Gifted students are seen by other classmates that they care only about grades and this reduces their motivation. One student stated, "*I wish sometimes the teacher wouldn't choose me and chooses someone else. I got sad for others when I am selected and this makes me feel guilty*". This finding is supported by literature where it was found that "sixty-six percent of the gifted students considered peer pressure to be the primary force against their getting good grades (Davis et al., 2014, p.314) in addition to the relative intensity and frequency of envy towards gifted and talented students by non gifted peers as it was found by Masse and Gagne in 2002.

The findings suggest that the religious counselor is more effective than pedagogical counselors in the site school. The school has three counselors, two of whom are educational counselors and one is a religious counselor. Students in FGDs talked how supportive s/he is and to what extents he/she influences them, without stating any evidence of the impact of the other

two non-religious counselor. On the contrary, one student stated that he does not like to go to school counselor's office.

Inclusive settings develop extensively leadership skills within gifted population. This can be understood as an application of Vygotsky's ideas on cognitive apprenticeship where learning is situated in the setting, which includes adult models and peers who contribute to learning with their encouragement and support (Zambo, 2009). Gifted students have been found to thrive in apprenticeship roles because they enjoy leadership roles and have particular talents that need to be nurtured and furthered with the tools that their culture affords (Zambo, 2009). Abundant evidence was reported on how advanced were their leadership skills in this inclusive culture and on the opportunities they were given within the inclusive school to be leaders: "*I find myself in position of leadership regardless that the teacher puts me in charge, I have this ability on my own ...Even if the work is in groups of all levels you would be selected to be the leader automatically, why, because you are able to be in charge over others and be able to organize and connect thoughts*". The inclusive setting was perceived contributing to these skills in addition to being gifted students' characteristics:

They train us to become leaders in our school and to know how to communicate and build relations with normal people and people who have difficulties....the base for my leadership is the school; here was a suitable atmosphere where I had the chance to express my skills and to evaluate them.

Limitations

Research results should be always considered within the limitations of the study. In this study, the absence of a Lebanese conception of inclusion with the corresponding set of indicators and the use of the indicators issued by the Education Bureau of Hong Kong is a major limitation

to this study. Second, the study has no control over the methods for identification of SEN at the school, and therefore depends on the processes already put into place. Two specific concerns that should be mentioned include the fact that during identification of students with special education needs at the school, students are not assessed using a comprehensive battery. In addition, the school uses the American version of the GRS, therefore it has not been adjusted to fit the Lebanese context. The researcher relied on the identification done by the school to recruit participants with SEN, this identification process can be questionable for both gifted and students with LD in terms of the reliance on intelligence tests as main indicator for the special educational needs.

Additionally, students with severe disabilities were not included in the FGDs nor their surveys were considered in the quantitative data as they need assistance and this was beyond the design of the study, so results on impact of inclusion on their performance might not be in the same direction of students with SEN participating in the study.

The disproportionate number of participants of the three populations is a limitation for the study but one cannot expect to find proportionate number of students with and without SEN in the same inclusive setting and the purpose of the study was to compare their performance within the same inclusive school.

At the level of procedures, one limitation is noted as the FGDs were conducted in Arabic, a language different from the one used to report the study which created a burden on the degree to which the results could be confirmed or supported by the participants.

Conclusion

Inclusion at the site of the study appears to be more than an isolated set of practices; it is a guiding principle and a belief system informing all decisions and practices within the school.

The inclusive model requires for all students in the class to feel comfortable and accepted (Gebhardt et al., 2012). The results of this study validate this aim as all students preferred to be in and to stay in an inclusive school as they perceived that their performance was positively impacted by inclusion regardless of the educational status or gender. Gifted students were the best served population within this inclusive setting, and this is not achieved by their mere placement in the inclusive school, but by the differentiated and enriched practices in an appropriate socio-cultural context. Regular students' performance was also positively impacted by inclusion, however, perceived negatively the pull-out practice done for students with SEN (gifted and with LD). Students with LD also perceived inclusion as positively impacting their performance, however, cultures and policies are to be equally inclusive to them as they are to others, and it appears that inclusive practices in teaching and learning are not sufficient to maximize learning outcomes and social inclusion.

This study offers empirical evidence on the positive effects of inclusion for both regular students and students with SEN opposed to earlier reviews and research which focused on children with disabilities or, although less, on children without SEN. Findings show that different categories of students can be successfully integrated in an inclusive school while benefiting all of them and that children with EBD present a possible greater challenge to inclusion rather than children with disabilities.

Thus, following results of this study, inclusive education might not be treated as a concept of special education but as a more radical concept of educational system transformation (Opertli et al., 2014) to build a school that ensures access and high achievement for all (Ainscow et al., 2012).

Recommendations

To Inform Research

Extensive research is to be conducted in Lebanon and in other Arab countries to construct an empirical basis that adequately conceptualizes inclusion, policies and practices relevant to the Lebanese context earlier to further research on models or effectiveness or any other components or variables. This conceptualization will be challenged by the plurality of values in Lebanon.

Additional research investigating the impact of inclusion on student's performance need to be conducted in other inclusive settings to determine the key factors influencing the performance and in which domains especially that education in Lebanon is offered in two proportionate but different sectors: public and private. These key factors should be identified at the level of policies, cultures and practices in the two settings to draw an authentic picture on inclusion in Lebanon.

Factors found to be moderating the impact of inclusion in research as the gender, type of SEN, severity of disability or teaching models need to be investigated at the level of our general context. Also, although the results showed positive impact of inclusive education for children with mild to moderate learning disabilities, it is still very important to investigate the effects of inclusion for the children with severe learning disabilities. In addition, research concerning the role of teacher assistants in the wide-school context is a crucial subject to be investigated as the role is still not clearly defined in terms of removing barriers to the learning of all. Moreover, research on the correlation between inclusion and grading/ranking system is to be investigated as it is suggested to be a barrier to access and participation. Finally, research using students' voices of different categories of SEN are to be encouraged as for their relevance to develop inclusive practices responsive to children' needs.

To Inform Practice

Research results are to be communicated to the school to reinforce the inclusive practices found to be effective and fostering students' performance in the three domains and to reconsider the practices found to be less effective.

The findings suggest reconsidering the pull-out practice to respond to regular students' needs and not only to the ones with SEN and to differentiate learning more responsively to students with SEN as they were less satisfied than regular students at the teaching and learning levels. The school needs also to reconsider the redistribution of access to activities to ensure equitable opportunities to everyone as the gifted showed higher rate of participation. Additionally, it was found that differentiation and enrichment for gifted is minimized in grades of official state exams(grades 9 and 12) which declined their desire to be in an inclusive school, therefore school needs to pay attention to this and maintain an adequate level of challenge in the class.

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Appendices

I. APPROVAL

APPROVAL OF RESEARCH

May 29, 2019

Anies Al Hroub, PhD
American University of Beirut
01-350000 ext.: 3060
aa111@aub.edu.lb

cc: Rima Karami Akkary, PhD
American University of Beirut
01-350000 ext.: 3060
ra10@aub.edu.lb

Dear Dr. Al Hroub,

On May 29, 2019, the IRB reviewed the following protocol:

Type of Review:	Initial, Expedited
Project Title:	The Impact of Inclusion on The Socio-Emotional and Academic Functioning of the Students with and without Special Needs.
Investigator:	Anies Al Hroub
IRB ID:	SBS-2019-0032
Funding Agency:	None
Documents reviewed:	<p>Received May 29, 2019:</p> <ul style="list-style-type: none"> • IRB Application • Proposal and Abstract • Student Survey Assent Form (English and Arabic versions) • Parent Survey Consent Form (English and Arabic versions) • Student Focus Group Assent Form (English and Arabic versions) • Parent Focus Group Consent Form (English and Arabic versions) • Student Survey aged 12 Assent Form (English and Arabic versions) • Student Focus Group aged 12 Assent Form (English and Arabic versions) • School Principle Consent Form (English and Arabic versions) • FGD Scripts (English and Arabic versions) • Survey Script (English and Arabic versions)

	<ul style="list-style-type: none">• Survey for learners in middle and high school (English and Arabic versions)• FGD questions for survey for learners in middle and high school (English and Arabic versions)
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The IRB granted you approval from May 29, 2019 to May 28, 2020 inclusive. Before March 28, 2020 or within 30 days of study close, whichever is earlier, you are to submit a completed "FORM: Continuing Review Progress Report" and required attachments to request continuing approval or study closure.

If continuing review approval is not granted before the expiration date of May 29, 2020 approval of this research expires on that date.

Please find attached the stamped approved documents:

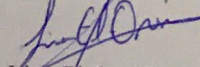
- Proposal and Abstract (received May 29, 2019),
- Student Survey Assent Form (English and Arabic versions) (received May 29, 2019),
- Parent Survey Consent Form (English and Arabic versions) (received May 29, 2019),
- Student Focus Group Assent Form (English and Arabic versions) (received May 29, 2019),
- Parent Focus Group Consent Form (English and Arabic versions) (received May 29, 2019),
- Student Survey aged 12 Assent Form (English and Arabic versions) (received May 29, 2019),
- Student Focus Group aged 12 Assent Form (English and Arabic versions) (received May 29, 2019),
- School Principle Consent Form (English and Arabic versions) (received May 29, 2019),
- FGD Scripts (English and Arabic versions) (received May 29, 2019),
- Survey Script (English and Arabic versions) (received May 29, 2019),
- Survey for learners in middle and high school (English and Arabic versions) (received May 29, 2019),
- FGD questions for survey for learners in middle and high school (English and Arabic versions) (received May 29, 2019),

Only these IRB approved consent forms and documents can be used for this research study.

Thank you.

The American University of Beirut and its Institutional Review Board, under the Institution's Federal Wide Assurance with OHRP, comply with the Department of Health and Human Services (DHHS) Code of Federal Regulations for the Protection of Human Subjects ("The Common Rule") 45CFR46, subparts A, B, C, and D, with 21CFR56; and operate in a manner consistent with the Belmont report, FDA guidance, Good Clinical Practices under the ICH guidelines, and applicable national/local regulations.

Sincerely,



Lina El-Onsi Daouk, MSc
Senior Regulatory Analyst/ IRB Co-administrator
Social & Behavioral Sciences

II. PROTOCOL

النص لتنفيذ المجموعات المركزة مع الطلاب

صباح الخير،

أتمنى أن تكون بخير.

أنا أتحدث إليكم بخصوص دراسة حول أثر الدمج التربوي على أداء كل فئات الطلاب ضمن المدرسة الدامجة، نريد تبيان أثرها على أدائكم الأكاديمي والعاطفي-الاجتماعي. تجري هذه الدراسة بواسطة نضال جوني من الجامعة الأمريكية في بيروت. وأنا أقوم بعمل بحثي كجزء من عملية إكمال دراستي للحصول على درجة الماجستير. إنَّ الغرض من هذه الدراسة هو مقارنة أداء كل الفئات الموجودة في المدرسة الدامجة من ذوي احتياجات خاصة (موهوبين وصعوبات تعلمية) وطلاب عاديين لتبيان أي فئة استفادت أكثر من وجودها في بيئة دامجة وما هي الممارسات التي أثرت على أدائها.

لقد قمت بالتواصل مع مدرستكم كونها مدرسة دامجة منذ أكثر من عشر سنوات. لقد ناقشت مع مدير المدرسة المعايير والأسئلة التي تتضمنها الدراسة قبل طلب الموافقة على المشاركة في الدراسة. قام مدير المدرسة بتسهيل عملية اختيار المشاركين من خلال اختيار الشعب الدامجة التي تتضمن طلاب ذوي احتياجات خاصة وطلاب عاديين. لن يكون مدير/ة المدرسة أو أي ممن يمثل المدرسة حاضرًا/حاضرة أثناء الاستبيان أو المجموعة المركزة. ستكون المجموعة المركزة في قاعة مغلقة مع المحافظة التامة على السرية

ستتم دعوتك الآن للمشاركة في الدراسة في إذا كنت مهتمًا بعد ان نلنا الموافقة الخطية من ولي أمرك\الوصي القانوني،

ستكون مشاركتك في حصة لا يوجد عندك فيها امتحان أو نشاط لاصفي بعد التنسيق مع الناظر وبموافقة الإدارة. سيطلب منك الموافقة على المشاركة في مجموعة مركزة مع طلاب زملاء لك. ستساعد المجموعات المركزة الباحث على جمع البيانات حول الأداء الأكاديمي والعاطفي-الاجتماعي لمختلف الطلاب ضمن البيئة الدامجة ومعرفة ما هي الممارسات الدامجة التي ساهمت في تحقيق هذا الأداء.

ستجرى مجموعات مركزة مع طلاب من نفس الحلقة عددهم يتراوح بين 6-12 طالب في نفس اليوم بعد موافقتهم. ستستغرق

كل مجموعة حوالي 45 دقيقة سيتم تسجيل إجاباتكم في حال وافقتم صوتيا.

المشاركة في هذه الدراسة لا تتطوي على أي مخاطر جسدية أو مخاطر عاطفية تتجاوز مخاطر حياتك اليومية. لديك الحق في سحب موافقتك أو التوقف عن المشاركة في أي وقت ولأي سبب. لن يتضمّن قرار انسحابك أي عقوبة أو خسارة في المزايا التي يحقّ لك الحصول عليها. لن يؤثر التوقف عن المشاركة في الدراسة على علاقتك مع الجامعة الأميركية في بيروت بأيّ حال من الأحوال. بالإضافة إلى ذلك، فإنّ رفض المشاركة في الدراسة لن يتضمّن أي عقوبات من أي نوع ولن يؤثر على علاقتك مع الجامعة الأميركية في بيروت. لا توجد مكافآت مالية للمشاركة في الدراسة. لن تتلقّى المنظمة أي منافع مباشرة من المشاركة في هذا البحث؛ ولكن، من المتوقع أن تساعد مشاركتك في هذه الدراسة الباحث على معرفة الفئة الأكثر استفادة من وجودها في بيئة دامجّة وما هي الممارسات التي أثرت على الأداء الأكاديمي والعاطفي الاجتماعي للطلاب من ذوي الاحتياجات الخاصة والعاديين.

من غير المتوقع أن تؤدي هذه الدراسة من حيث المبدأ إلى مخاطر على المشارك. ومع ذلك، هناك احتمال أن المشاركين في المجموعات المركزة، أن يظهروا ضائقة عاطفية عند الإجابة عن الأسئلة ذات الطبيعة الحساسة، إذا حدث ذلك، سيتم إيقاف المجموعة المركزة.

يمكنك أيضًا الاتصال بمرشدة المدرسة التي تقدم الدعم/الإرشاد المجاني في حالة وجدت الأسئلة مزعجة.

في حال موافقتك، سيتم تزويد الباحثة المشاركة بالإعداد الخاص أي بغرفة هادئة فارغة لإجراء المجموعة المركزة. لن يكون مدير المدرسة أو من يمثله حاضرًا أثناء المجموعة المركزة. سيتم تزويدك بنسخة مطبوعة من نموذج الموافقة باللغة الإنجليزية و/أو بالعربية. إذا وافقت على المشاركة في هذه الدراسة البحثية، فستظلّ المعلومات سرّية. وسيتم رصد البيانات، ويمكن مراجعتها من قبل مجلس مراجعة دراسات العلوم الانسانية والسلوكية مع ضمان السريّة. لن يتم إرفاق اسمك أبدًا بإجاباتك. وسيقوم الباحث الرئيسي والباحثة المساعدة، الذين يعملان في هذا البحث، بمراجعة البيانات فقط. سيتم تخزين البيانات في ظرف مغلق في جارور مغلق في مكتب الباحث الرئيسي. سيرحس فريق البحث أيضًا على أنّ الوصول إلى المستندات على الكمبيوتر، التي تحتوي على المجموعات المركزة والملاحظات الحقلية، سيتمّ تقييده بسبب استخدام ميزة "حماية المستند". تماشيًا مع سياسة أرسيف الجامعة الأميركية في بيروت، سيتمّ تخزين البيانات لمدة ثلاث سنوات بعد اكتمال الدراسة. بعد ذلك، سيتمّ تلف المعلومات والبيانات بشكل مسؤول.

فقط البيانات المجمعّة من المجموعات المركزة أي البيانات التي لا تقتصر على مشارك واحد ستتم مشاركتها مع ممثل المدرسة المشاركة في الدراسة.

لمزيد من المعلومات أو الأسئلة حول الدراسة، يمكنك أن تسألهم الآن. إذا كانت لديك أسئلة في وقت لاحق، فيمكنك الاتصال بأي من الباحث الرئيسي أو الباحثة المساعدة الذين أجروا معك المقابلة أو القصص القصيرة:

الدكتور أنيس الحروب، البريد الإلكتروني: aa111@aub.edu.lb ، رقم الهاتف 01-350000 مقسم: 3052/3060

السيدة نضال جوني، البريد الإلكتروني: naj14@aub.edu.lb ، رقم الهاتف 03921428

إنّ المشاركة في هذه الدراسة طوعية. لك كامل الحرية في أن تتوقّف عن المشاركة في هذه الدراسة في أي وقت من دون التعرّض لأي عقوبة. قرارك بعدم المشاركة لن يؤثر بأي حال من الأحوال على علاقتك مع الجامعة الأميركية في بيروت. سيتمّ إعطاءك نسخة من نموذج الموافقة هذا. يمكنك عدم الإجابة على أيّ من الأسئلة. لن يؤدّي قرارك إلى أي عقوبة أو خسارة في المزايا. إذا كان لديك أي أسئلة بخصوص حقوقك، فيمكنك الاتصال بـ: مجلس مراجعة دراسات العلوم الانسانية والسلوكية على رقم 01-350000 مقسم: 5445 أو عبر البريد الإلكتروني:

irb@mail.aub.edu.

المشاركة في هذه الدراسة لا تنطوي على أي مخاطر جسدية أو مخاطر عاطفية تتجاوز مخاطر حياتك اليومية. لديك الحق في سحب موافقتك أو التوقف عن المشاركة في أي وقت ولأي سبب. لن يتضمن قرار انسحابك أي عقوبة أو خسارة في المزايا التي يحق لك الحصول عليها. لن يؤثر التوقف عن المشاركة في الدراسة على علاقتك مع الجامعة الأميركية في بيروت بأي حال من الأحوال. بالإضافة إلى ذلك، فإن رفض المشاركة في الدراسة لن يتضمن أي عقوبات من أي نوع ولن يؤثر على علاقتك مع الجامعة الأميركية في بيروت. لا توجد مكافآت مالية للمشاركة في الدراسة. لن تتلقى المنظمة أي منافع مباشرة من المشاركة في هذا البحث؛ ولكن، من المتوقع أن تساعد مشاركتك في هذه الدراسة الباحث على معرفة الفئة الأكثر استفادة من وجودها في بيئة دامجة وما هي الممارسات التي أثرت على الأداء الأكاديمي والعاطفي الاجتماعي للطلاب من ذوي الاحتياجات الخاصة والعاديين.

من غير المتوقع أن تؤدي هذه الدراسة من حيث المبدأ إلى مخاطر على المشارك. ومع ذلك، هناك احتمال أن المشاركين في الاستبيان، أن يظهروا ضائقة عاطفية عند الإجابة عن الأسئلة ذات الطبيعة الحساسة، إذا حدث ذلك، سيتم إيقاف الاستبيان مباشرة.

يمكنك أيضًا الاتصال بمرشدة المدرسة التي تقدم الدعم/الإرشاد المجاني في حالة وجدت الأسئلة مزعجة

في حال موافقتك، سيتم السماح للباحثة المشاركة بالدخول إلى الصف لإجراء الاستبيان. لن يكون مدير المدرسة أو من يمثله حاضرًا أثناء تنفيذ الاستبيان. سيتم تزويدك بنسخة مطبوعة من نموذج الموافقة باللغة الإنجليزية و/أو بالعربية. إذا وافقت على المشاركة في هذه الدراسة البحثية، فستظل المعلومات سرية. وسيتم رصد البيانات، ويمكن مراجعتها من قبل مجلس مراجعة دراسات العلوم الانسانية والسلوكية مع ضمان السرية. لن يتم إرفاق اسمك أبدًا بإجاباتك. وسيقوم الباحث الرئيسي والباحثة المساعدة، الذين يعملان في هذا البحث، بمراجعة البيانات فقط. سيتم تخزين البيانات في ظرف مغلق في جارور مغلق في مكتب الباحث الرئيسي. سيحرص فريق البحث أيضًا على أن الوصول إلى المستندات على الكمبيوتر، التي تحتوي على الاستبيانات والملاحظات الحقلية، سيتم تقييده بسبب استخدام ميزة "حماية المستند". تماشياً مع سياسة أرسيف الجامعة الأميركية في بيروت، سيتم تخزين البيانات لمدة ثلاث سنوات بعد اكتمال الدراسة. بعد ذلك، سيتم تلف المعلومات والبيانات بشكل مسؤول. فقط البيانات المجمعة من الاستبيانات التي لا تقتصر على مشارك واحد ستتم مشاركتها مع ممثل المدرسة المشاركة في الدراسة.

لمزيد من المعلومات أو الأسئلة حول الدراسة، يمكنك أن تسألهم الآن. إذا كانت لديك أسئلة في وقت لاحق، فيمكنك الاتصال بأي من الباحث الرئيسي أو الباحثة المساعدة الذين أجروا معك المقابلة أو القصص القصيرة:

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السيدة نضال جوني، البريد الإلكتروني: naj14@aub.edu.lb ، رقم الهاتف 03921428

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Script for FG with the students

Good morning,

I hope you are doing well.

I am talking to you about a study on the impact of inclusion on the functioning of all the students in your inclusive school. We want to detect the impact on your academic and emotional-social performance. This study is being conducted by myself, Nidal Jouni from the American University of Beirut. I am doing a research work as part of process in completing my studies for Master's Degree.

The purpose of this study is to compare the performance of all students in the inclusive school with special needs (gifted and learning difficulties) and regular students to identify which group benefited most from being in an inclusive environment and what practices influenced its performance.

I have chosen your school for my study because it has been an inclusive school for more than ten years. I have discussed with the school principal the indicators and questions of the study before requesting to participate in it. The school principal facilitated the process of selecting participants by selecting the inclusive sections. The school principal or any of the school representative will not be present during the focus group. The FG will take place in a closed room with complete confidentiality.

You will now be invited to participate in the study if you are interested. After we receive a written response from your parent / guardian, you will be asked to agree to participate in a FG with fellow students. The focus groups will help the researcher collect data on academic and

emotional-social performance of the students and to identify the inclusive practices that affected this performance.

Focus groups will be conducted with 6-12 fellow students. You will participate in this FG in a class time when you don't have an exam or an outdoor activities. This will be coordinated with the supervisor and approved by the school. Each focus group will take about 45 minutes and your answers will be audio taped if you approve.

Participation in this study does not involve any physical risk or emotional risk beyond the risks of your daily life. You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect your relationship with AUB. There are no monetary rewards for participation in the study. The organization will receive no direct benefits from participating in this research; however, your participation in this study is expected to help the researcher understand the impact of inclusion on the academic, socio-emotional functioning of children with and without special needs.

This study in principle is not expected to result in significant risk to the participant. However, there is possibility that participants may display emotional distress when answering questions of sensitive nature, such in the focus group. If that happens, the FG will be terminated. You may also contact the following school counselor who provide free psychological support/counseling in case you find the questions distressing.

If you agree, the CO-PI will be provided with a private setting in the school that will be empty in order to conduct the FG with you. The school principal will not be present during the FG. You will be provided by a hard copy of the consent form in English and/or in Arabic. If you agree to participate in this research study, the information will be kept confidential. Records will be monitored and may be audited by IRB without violating confidentiality. Your name will never be attached to your answers. The PI and the CO-PI, working on this research, will only review the data. Data will be stored in sealed envelopes in a locked drawer in the PI's office. The research team will also make sure that access to word documents, which have the transcribed interviews and field notes, will be restricted due to the use of the feature "Protect Document." In line with the AUB archive policy, data will be stored for three years after the study completion. After that, information and data will be responsibly shredded.

For more information or questions about the study, you are free to ask them now. If you have questions later, you may contact any of the PI or the CO-PI with whom has conducted the interview or vignettes with you:

Dr. Anies Al-Hroub, Email: aa111@aub.edu.lb, (01)350000 Ext: 3052

Nidal Jouni, Email: naj14@aub.edu.lb , 03921428

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate in any way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that you may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01-350000 ext. 5445 or via email: irb@mail.aub.edu

Script for implementation of survey with the students

Good morning,

I hope you are doing well.

I am talking to you about a study on the impact of inclusion on the functioning of all the students in your inclusive school. We want to detect the impact on your academic and emotional-social performance. This study is being conducted by myself, Nidal Jouni from the American University of Beirut. I am doing a research work as part of process in completing my studies for Master's Degree.

The purpose of this study is to compare the performance of all students in the inclusive school with special needs (gifted and learning difficulties) and regular students to identify which group benefited most from being in an inclusive environment and what practices influenced its performance.

I have chosen your school for my study because it has been an inclusive school for more than ten years. I have discussed with the school principal the indicators and questions of the study before requesting to participate in it. The school principal facilitated the process of selecting participants by selecting the inclusive sections. The school principal or any of the school representative will not be present during the survey.

You will now be invited to participate in the study if you are interested. After we receive a written response from your parent / guardian, you will be asked to agree to participate in survey with your classmates. The surveys will help the researcher collect data on academic and

emotional-social performance of the students and to identify the inclusive practices that affected this performance.

The survey consists of demographic information requesting the class and the sex of the student and of 104 items that you have to answer by rating each item from 1 (strongly disagree) to 4 (strongly agree). The survey will take 25 min approximately.

Participation in this study does not involve any physical risk or emotional risk beyond the risks of your daily life. You have the right to withdraw your consent or discontinue participation at any time for any reason. Your decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect your relationship with AUB. There are no monetary rewards for participation in the study. The organization will receive no direct benefits from participating in this research; however, your participation in this study is expected to help the researcher understand the impact of inclusion on the academic, socio-emotional functioning of children with and without special needs.

This study in principle is not expected to result in significant risk to the participant. However, there is possibility that participants may display emotional distress when answering questions of sensitive nature, such in the focus group. If that happens, the survey will be terminated. You may also contact the following school counselor who provide free psychological support/counseling in case you find the questions distressing

If you agree, the CO-PI will be allowed to enter the class in order to implement the survey with you. The school principal will not be present during the survey. You will be

provided by a hard copy of the consent form in English and/or in Arabic. If you agree to participate in this research study, the information will be kept confidential. Records will be monitored and may be audited by IRB without violating confidentiality. Your name will never be attached to your answers. The PI and the CO-PI, working on this research, will only review the data. Data will be stored in sealed envelopes in a locked drawer in the PI's office. The research team will also make sure that access to word documents, which have the transcribed interviews and field notes, will be restricted due to the use of the feature "Protect Document." In line with the AUB archive policy, data will be stored for three years after the study completion. After that, information and data will be responsibly shredded.

For more information or questions about the study, you are free to ask them now. If you have questions later, you may contact any of the PI or the CO-PI with whom has conducted the interview or vignettes with you:

Dr. Anies Al-Hroub, Email: aa111@aub.edu.lb, (01)350000 Ext: 3052

Nidal Jouni, Email: naj14@aub.edu.lb , 03921428

Participation in this study is voluntary. You are free to leave the study at any time without penalty. Your decision not to participate in any way influences your relationship with AUB. A copy of this consent form will be given to you. You may skip any questions that you may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01-350000 ext. 5445 or via email: irb@mail.aub.edu

III. TOOLS

- Don't write your name on this survey, it should stay anonymous
- This survey is not an exam
- Please try to be transparent in answering questions
- Make sure you answered all questions

Give the appropriate answer:

Female: Male:

Grade:

Complete by \checkmark in the right case

Observable features	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I accept my own physical appearance				
2. I recognize my own strengths and weaknesses				
3. I am willing to seek assistance when needed				
4. I feel comfortable to use supportive aids				
5. I dare to express my views				
6. I am not mindful of my family and social background				
7. I am confident about myself				
8. I accept corrections with grace				
9. I prepare for lessons				
10. I revise after lessons				
11. I initiate questions in or after classes				
12. I complete assigned tasks on time				
13. I show continuous improvement in language skills				
14. I show continuous improvement in math skills				
15. I show continuous improvement in the major subjects				
16. I have developed my unique potential				

Complete by $\sqrt{\quad}$ in the right case

Observable features	Strongly Disagree	Disagree	Agree	Strongly Agree
17. I pursue studies which build on my strength				
18. I have developed effective social skills in interpersonal relationship				
19. I pursue an interest in cultural, physical or aesthetic activities				
20. I have developed the ability of self- reflection				
21. I participate in extra-curricular activities				
22. I participate in sports events of school				
23. I participate in different open/inter-school activities				
24. I have a circle of friends				
25. I attend school regularly				
26. I enjoy staying in school after class				
27. I volunteer to assist teachers or administrators				
28. I have good note-taking skills				
29. I use effective study skills				
30. I demonstrate examination skills				
31. I effectively use problem-solving skills				
32. I use technology to support learning				
33. I make use of library materials in learning				
34. -An overall support policy is clear to all of us within the school				

Observable features	Strongly Disagree	Disagree	Agree	Strongly Agree
35. - I think that the first contact people have with the school is friendly and welcoming				
36. - I think that special needs policies in my school are aimed at increasing learning and participation and minimizing exclusion				
37. I think that students with special educational needs in my school are seen as individuals with different interests, knowledge and skills rather than as part of a homogeneous group				
38. I can say that there is an attempt to minimize the withdrawal of students for support outside their mainstream lessons				
39. I can say that the staff avoid using negative labels for students who have been categorized as having special educational needs				
40. In planning teaching groups in my class attention is paid to friendship and factors that facilitate communication				
41. -In my class there is an attempt to minimize the organization of teaching groups according to levels of attainment or ability				
42. Groups within my class are rearranged , at times, so as to promote social cohesion				
43. Students in my class are encouraged to learn from others of different background and experience				
44. In my class students with more knowledge or skill in area sometimes tutor those with less				
45. I can say that there are opportunities for students of different ages to support each other in my school				
46. I can say that the library supports independent learning				
47. I can say that the library is organized so that it supports the learning of all of us				
48. I can say that there is a system for making effective use of multimedia learning materials within the curriculum				
49. Lessons in my class are built on the diversity of student experience				

Observable features	Strongly Disagree	Disagree	Agree	Strongly Agree
50. Lessons in my class reflect differences in student knowledge				
51. Lessons in my class accommodate different rates at which students learn				
52. Lessons in my class allow for difference in learning styles				
53. Lessons in my class involve work to be done by individual, pairs, groups and the whole class				
54. In my class there is a variety of activities , including discussion, oral presentation, writing, drawing, problem solving, use of library, audio visual materials, practical tasks and information technology				
55. In my school students are encouraged to explore views which are different from their own				
56. In my school opportunities are provided for students to work with others who are different from them in terms of background, ethnicity, ability and gender				
57. In my school teachers respect and value alternative views during class discussions				
58. In my school, class and subject teachers take responsibility for the learning of all students in their lessons.				
59. In my school there are attempts to view teaching and support from the students' perspective				
60. In my class learning support assistants help to increase the participation of all students.				
61. In my class learning support assistants aim to maximize independence of students from their direct support.				
62. In my class learning support assistants encourage peer support of students who experience difficulties in learning				
63. My classroom environment displays and other resources help independent learning.				
64. I am taught how to research and write up a topic.				

Observable features	Strongly Disagree	Disagree	Agree	Strongly Agree
65. I am able to use the library and IT resources independently.				
66. I am taught how to take notes and organize my work.				
67. I am taught how to revise for tests and examinations.				
68. I am consulted about the support I need				
69. I am given a choice over activities.				
70. I see the offering and receiving of help as an ordinary part of classroom activity				
71. There are established rules for us to take turns in speaking, listening and requesting clarification from each other as well as from staff				
72. I willingly share knowledge and skills				
73. I share responsibility for helping to overcome the difficulties experienced by some students in lessons.				
74. There are a range of clubs and other activities that appeal to all of us				
75. I am encouraged to take part in sports and art.				
76. I think that students who are chosen to represent their classes or the school reflect the diversity of students in the school.				
77. I am given positive feedback to my performance and advised on what to do next				
78. I am involved in assessing my own learning.				
79. In my school students with disabilities are as valued as those without disabilities.				
80. In my school students, who attain less, are as valued as high-attaining students				
81. In my school students with emotional/behavioral difficulties are as valued as those without.				
82. My work is displayed within the school and in my classroom				

Observable features	Strongly Disagree	Disagree	Agree	Strongly Agree
83. I think that there is a shared view of what constitutes bullying, between staff, parents, member and students.				
84. In my school bullying is seen to be concerned with verbal and emotional hurt as well as physical assault.				
85. I know who to turn to if I experience bullying.				
86. I am involved in creating strategies to prevent and minimize bullying				
87. In my class classroom routines are consistent and explicit				
88. I am involved in helping to resolve classroom difficulties				
89. I am involved in formulating classroom rules.				
90. I think that the school attempts to minimize all institutional discrimination, whether in connection with age, race, class, sexual orientation, gender, and ability or student attainment				
91. I notice that staff avoid gender stereotyping in offering subjects to students.				
92. We offer assistance to each other when it is needed.				
93. I report to a member of staff, when someone needs assistance.				
94. In my school supportive friendships are actively encouraged.				
95. We avoid discriminatory name-calling, whether in connection with race, sex, background or abilities.				
96. We feel that disputes between us are dealt with fairly and effectively				
97. I feel that they attend a school in which the highest achievements are possible				
98. I am encouraged to have high aspirations about my learning				
99. I am encouraged to appreciate the achievements of others				

Observable features	Strongly Disagree	Disagree	Agree	Strongly Agree
100. There is an attempt to address my fear of failure or others' fear				
101. Staff avoid viewing us as having a fixed ability based on our current achievements				
102. I am encouraged to take pride in my own achievements.				
103. I am treated as if there is no ceiling to my achievements.				
104. My achievement is valued in relation to my own possibilities rather than the achievement of others.				

-الرجاء عدم كتابة الاسم على الاستبيان
-هذا الاستبيان ليس بامتحان
--نأمل الاجابة عن الأسئلة بصدق وشفافية
-التأكد من الاجابة على جميع الأسئلة

أعط الإجابة المناسبة

أنثى: ذكر:

الصف:

ضع إشارة ✓ في الخانة الصحيحة:

الميزات الملحوظة	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
1. أشعر بالرضى عن مظهري الخارجي				
2. أستطيع تحديد نقاط قوتي ونقاط ضعفي				
3. أنا مستعد لطلب المساعدة عند الحاجة				
4. أشعر بالراحة لإستخدام الوسائل المساندة(المعلم المساندة،الزملاء، المراجع،الخرائط المعرفية، اللوحات الجدارية، البطاقات الاضافية...)				
5. لدي الجرأة للتعبير عن وجهة نظري				
6. أنا لا أضع في الاعتبار عائلتي وخلفيتي الاجتماعية				
7. أنا واثق بنفسي				
8. أقبل التصحيح من أحدهم بامتنان				
9. أستعد وأحضّر لدروسي				
10. أراجع دروسي				
11. أبادر للسؤال خلال وبعد الصف				
12. أنجز المهمات المطلوبة مني ضمن المهلة المحددة				
13. أظهر تحسناً مستمراً في مهارات اللغة				
14. أظهر تحسناً مستمراً في مهارات الرياضيات				
15. أظهر تحسناً مستمراً في المواد الأساسية				
16. طوّرت قدراتي الفريدة أو المميزة				

الميزات الملحوظة	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
17. ألاحق الدراسات المرتبطة بنقاط قوتي				
18. طوّرت مهارات اجتماعية فعالة على مستوى العلاقات بين الأفراد				
19. أبدي اهتماماً في الأمور الثقافية، الفنية والرياضية				
20. طوّرت قدرتي على التفكير والتأمل الذاتي				
21. أشارك في الأنشطة اللاصفية				
22. أشارك في الأحداث الرياضية التي تحصل في المدرسة				
23. أشارك في مختلف الأنشطة التي تقام بين المدارس				
24. لي شلتي من الأصدقاء				
25. أحضر الى المدرسة بشكل منتظم				
26. أستمتع بالبقاء في المدرسة بعد الدوام				
27. أتطوع لمساعدة المعلمين أو الإداريين				
28. أمتلك مهارة تدوين الملاحظات				
29. أمتلك مهارات الدرس الفعالة				
30. يظهر لدي مهارات إجراء امتحانات				
31. أستخدم مهارة حل المشاكل بفعالية				
32. أستخدم التكنولوجيا لدعم التعلّم				
33. أستخدم مصادر المكتبة في التعلّم				

الميزات الملحوظة	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
34. سياسة الدعم الشاملة التي تعتمدها المدرسة واضحة لنا جميعاً				
35. أعتقد أن الناس يجدون الإتصال الأول مع المدرسة مرحباً وودوداً				
36. أعتقد أن السياسات المتبعة مع ذوي الاحتياجات الخاصة في مدرستي تهدف الى زيادة التعلّم والمشاركة والتقليل من الإقصاء والاستبعاد				
37. أعتقد أنه يُنظر الى ذوي الاحتياجات الخاصة في مدرستي على أنهم أفراد لهم اهتمامات ومعارف ومهارات مختلفة وليس كجزء من مجموعة متجانسة (تشبه بعضها)				
38. يمكنني القول بأن هناك محاولات من قبل المدرسة لتقليل خروج الطلاب الى الدعم خارج الصفوف العادية				
39. أستطيع القول أن العاملين يتجنبون استخدام التسميات السلبية مع التلاميذ الذين تم تصنيفهم على أنهم ذوي احتياجات تعليمية خاصة				
40. أثناء التخطيط للمجموعات في صفي يتم الانتباه إلى الصداقة والعوامل الأخرى التي تسهل التواصل وبناء العلاقات				
41. في صفي هناك محاولة للتقليل من تنظيم المجموعات وفق المستويات التحصيل أو القدرة				
42. يتم إعادة ترتيب المجموعات داخل صفي، في بعض الأحيان لتعزيز التماسك الاجتماعي بين الزملاء				
43. يتم تشجيع الطلاب بصفة علنية لتعلمنا الآخرين الذين لديهم خلفيات وخبرات مختلفة				
44. في صفي، يقوم الطلاب بالذيل لديهم معرفة أو مهارة أكثر في مجال معين بتعليم ودعم الأقران الأقل قدرة في هذا المجال				
45. أستطيع أن أقول لأنها كفر صال للطلاب بمنمختلف الأعمار لدعم بعضهم البعض ضفي مدرستي				
46. أستطيع أن أقول لأن المكتبة في المدرسة تدعم التعلم المستقل				
47. يمكنني القول لأن المكتبة منظمة بحيث تدعم تعلمنا جميعاً				
48. يمكنني القول لأنه يوجد نظام يتيح الاستخدام الفعال للتكنولوجيا والموارد التعليمية الإلكترونية ضمن المناهج الدراسية				

الميزات الملحوظة	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
49. يتم تصميم الدروس في صيغ مختلفة لتنوع الطلاب وتجاربهم المختلفة				
50. تعكس الدروس في صيغها الاختلافات في معارف الطلاب				
51. الدروس في صيغها تراعي السرعات المختلفة التي يتعلمها الطلاب				
52. الدروس في صيغها تسمح باختلاف أساليب التعلم بين المتعلمين				
53. يتضمن التعلم في صفي عمل فردي، ثنائي، جماعي وعمل مجموعات				
54. يوجد في صفي مجموعة متنوعة من الأنشطة، بما في ذلك المناقشة، العرض الشفهي، الكتابة، الرسم، حل المشكلات، استخدام المكتبة، المواد السمعية البصرية، المهام التطبيقية وتكنولوجيا المعلومات.				
55. فيمدرستي، يتم تشجيع الطلاب على استكشاف جهات النظر المختلفة عن وجهات نظرهم				
56. فيمدرستي، يتم توفير فرص للطلاب للعمل مع الآخرين الذين يختلفون عنهم من حيث الخلفية والعرق والجنس				
57. في مدرستي، يحترم المعلمون وجهات النظر البديلة ويقدرونها أثناء المناقشات الصفية				
58. فيمدرستي، يتحمل مرابي الصف ومعلمي المواد المسؤولية عن تعلم جميع الطلاب في صفوفهم				
59. فيمدرستي، هناك محاولات لرؤية التدريس ودعم وجهات نظر الطلاب				
60. في صفي، تسعى المعلمة المساندة لزيادة مشاركة جميع الطلاب				
61. تسعى المعلمة المساندة في الصف لزيادة استقلالية الطلاب واستغنائهم عن الدعم المباشر				
62. في صفي، تشجع المعلمة المساندة الطلاب على عمل الأقران الذين يواجهون صعوبات في التعلم				
63. تساعد المواد المعروضة على البنوات في صفي والموارد الأخرى على تعلم المستقل				
64. يتم تعليمي كيفية البحث وكتابة موضوع				

الميزات الملحوظة	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
65. أناقادر علنا استخدام المكتبة وموار دتكنولوجيا المعلومات بشكل مستقل.				
56. تم تعليمي كيفية تدوين الملاحظات وتنظيم عملي				
67. تم تعليمي كيفية المراجعة للاختبار أو الامتحانات				
68. يتم استشارتي حول الدعا الذي أحتاجه				
69. يتم اعطائي حرية الاختيار بين الأنشطة.				
70. أربأن عرض المساعدة وتلقيها جزء عادي من النشاط الصففي				
71. هنا كقوانين صفة ثابتة للتناوب في الحديث، الاصغاء و طلب التوضيح بيننا ومع العاملين أيضا				
72. أشار كعنطبي خاطر معارف يوم مهاراتي				
73. أتقاسم المسؤولية مع الأخرين للمساعدة في التغلب على الصعوبات التي يواجهها بعض الطلاب في الدر وس.				
74. هنا ك مجموعة من النوادي والأنشطة الأخر التي تتر وقنا جميعاً				
75. يتم تشجيعنا على المشاركة في الرياضات والفنون.				
76. أعتقد أن الطلاب الذين يمتدحون هم لمتثيل صفو فهم أو المدرسة يعكسون تنوع الطلاب في المدرسة				
77. أعطت تغذية راجعة ايجابية على أدائي وتم تقديم النصيحة لي بشأن ما يجب القيام به بعد ذلك				
78. أشارك في تقييمي تعلمي				
79. في مدرستي، يتم تقدير الطلاب ذوي الإعاقة أو الصعوبات كغيرهم من الطلاب العاديين				
80. في مدرستي، الطلاب الذين يحصلون على درجات أقل يتم تقديرهم كغيرهم من الطلاب الذين يحصلون على درجات أعلى				
81. في مدرستي يتم تقدير الطلاب الذين يعانون من صعوبات انفعالية/ سلوكية كغيرهم من الطلاب				

الميزات الملحوظة	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
82. يتمتع زملي داخل المدرسة وتوفير فتهصفي				
83. أعتقد أنها كفهم مشترك حول ما هو التمر بيننا الموظفين أو لياء الأمور والطلاب.				
84. في مدرستي، يعتبر الأذنب اللفظي والعاطفي وكذلك الاعتداء الجسدي شكلاً من أشكال التمر				
85. أعر فإلى منأتو جهاداً واجهتا التمر				
86. أشار كفيو ضعا ستر اتيجيا تلمنعو تقليلا لتتمر				
87. قوانين العمل في صفيهي ثابتة و واضحة				
88. أشار كفيو المساعدة على حل الصعوبات التي تنشأ داخل الصف				
89. أنا أشار كفيو صياغة قوانين الصف				
90. أعتقد أن المدرسة تحاول لتقليل من جميع أشكال التمييز، سواء فيما يتعلق بالمرأة والعرق أو الطبقة أو الجنس أو القدرة أو مستوى تحصيل الطالب.				
91. ألاحظ أن المعلمين يتجنبون التمييز بين الذكور والإناث في عرض المواضيع للطلاب.				
92. نحن نقدم المساعدة لبعضنا البعض عند الحاجة.				
93. أقوم بتبليغ أحد المعنيين عندما يحتاج شخصاً للمساعدة.				
94. في مدرستي يتم تشجيع الصداقات الداعمة				
95. نتجنب التناوب بالألقاب التي ترتبط بالعرق أو الجنس أو الخلفية أو القدرات				
96. نشعر أننا نراعاتيينا يتما لتعامل معها بطريقة عادلة وفعالة				
97. أشعر بأنني مسجل في مدرسة حيث من الممكن تحقيقاً علماً للإنجازات				
98. يتم تشجيعي ليكون لدي طموحات عالية حول تعليمي				

الميزات الملحوظة	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
99. يتم تشجيعي على تقدير إنجازات الآخرين				
100. هناكمحاولة لمعالجة خوفنا الفشل وخوف الآخرين				
101. يتجنب العاملون النظر إلينا علناً نمثلك قدرة ثابتة انطلاقاً من إنجازاتنا الحالية				
102. يتم تشجيعي للفخر بإنجازاتي الخاصة.				
103. أنا عاملكمalo أنهلأيو جسدسقف لإنجازاتي.				
104. تُقدر إنجازاتي بحسب إمكانياتي وليس مقارنة بما حققه الآخرون				

Focus Group Questions

- a. How do you describe your learning experience in an inclusive school? What was the impact of this inclusive environment on your development and growth?
- b. How do you describe your interest in education and your motivation and attitude towards learning?
- c. How did the school and staff contribute to your academic, emotional and social performance?
- d. How does the school take care of your own learning needs?
- e. How do you describe the school climate and your relationship with staff and colleagues?

أسئلة المجموعات المركزة

- 1- كيف توصفون تجربتكم في التعلّم في مدرسة دامجة؟ ما كان أثر هذه البيئة الدامجة على تطوركم ونموّكم؟
- 2- كيف توصفون اهتمامكم بالتعليم ودافعيّكم وموقفكم اتجاه التعلّم؟
- 3- كيف ساهمت المدرسة والعاملون في تحسين أدائكم الأكاديمي والعاطفي والاجتماعي؟
- 4- كيف تراعي المدرسة احتياجاتكم الخاصة في التعلّم؟
- 5- كيف توصفون المناخ المدرسي وعلاقتكم بالعاملين والزملاء؟

IV. CONSENT FORMS

الجامعة الأمريكية في بيروت

دائرة التربية

إذن موافقة الأهل/الوصي القانوني لإجراء الدراسة البحثية

عنوان الدراسة: تأثير الدمج التربوي على الأداء الاجتماعي-العاطفي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والطلاب العاديين

الباحث الرئيسي : الدكتور أنيس الحروب

العنوان: الجامعة الأمريكية في بيروت

دائرة التربية

أستاذ مشارك في علم النفس التربوي والتربية الخاصة

هاتف: (01) 35000 مقسم 3052 البريد الإلكتروني aa111@aub.edu.lb

الباحثة المشاركة: السيدة نضال جوني

العنوان : طالبة دراسات عليا

رقم الهاتف 03921428

البريد الإلكتروني: naj14@aub.edu.lb

عزيزي الاب/ الام/الوصي القانوني،

هذا هو نموذج موافقة لولدكم الذي أنتم الوصي القانوني عليه للمشاركة في هذه الدراسة البحثية. إنه يتضمن معلومات مهمة حول هذه

الدراسة وما الذي يجب أن تتوقعوه في حال قرّرتم أن تسمحوا لولدكم بالمشاركة. مشاركة ولدكم هي طوعية.

يرجى أن تقرأوا المعلومات بعناية قبل أن تقرّروا أن تسمحوا لولدكم بالمشاركة. سنطلب منكم أن توقّعوا على هذا النموذج وسنعطيكم

نسخة منه في حال قرّرتم أن تسمحوا له بالمشاركة.

أ. الهدف من الدراسة:

تهدف هذه الدراسة البحثية أساساً لفحص تأثير الدمج التربوي على الأداء العاطفي-الاجتماعي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والطلاب العاديين ضمن المدرسة الدامجة في الحلقة الثالثة والقسم الثانوي.

ب. الإجراءات/المهامة:

- سعى فريق البحث إلى الحصول على موافقة ادارة المدرسة على إجراء الدراسة مع طلاب المدرسة بعد أن اطلع على اسئلة المجموعة المركزية وأسئلة الدراسة. وبعد جلسة المعلومات مع مدير المدرسة لشرح الغرض من الدراسة وتوقيعه على النموذج الخاص بموافقة مدير المدرسة، تم ارسال هذا النموذج لكم كجزء من إجراءات الموافقة على مشاركة ولدكم في المجموعة المركزية. في حال وافقتم على المشاركة يكون على الوالدين/الأوصياء القانونيين المهتمين التوقيع على الاستمارة كدليل على إعطاء الأذن لمشاركة أولادهم في المجموعة المركزية. فقط الطلاب الذين وقع والديهم/الأوصياء القانونيون على موافقة مشاركة ولدكم في الدراسة والذين يرغبون في المشاركة في الدراسة سيوقعون استمارة موافقة الطالب على المشاركة في المجموعة المركزية

- وتستهدف الدراسة المشاركين من الحلقة الثالثة والقسم الثانوي. وتستهدف الدراسة كل الفئات الطلابية الموجودة في المدرسة من طلاب ذوي احتياجات خاصة وطلاب عاديين. سوف يكون الطلاب من الجنسين وسيتم تنفيذ المجموعة المركزية خلال الدوام المدرسي.

- سيشارك ولدكم مقابلة في مجموعة مركزة ستألف من 6-12 طالب من نفس حلقة وفتته. سيتم طرح أسئلة على ولدكم عن الممارسات الدامجة التي أثرت على أدائه الأكاديمي والعاطفي-الاجتماعي

ت. المدة:

ان مدة كل مجموعة مركزة 45 إلى 55 دقيقة خلال حصة تعليمية يسهل على ولدكم تعويضها بحسب رأيه وأن لا تكون في حصة امتحان أو نشاط لاصفي لولدكم. وفي حال وافقتم، سيتم تسجيل المجموعة المركزية صوتياً. إذا رفضت أنت أو طفلك تسجيل الشريط، سيتم أخذ ملاحظات مكتوبة بخط اليد بدلاً من ذلك. يمكن لابنكم أن يترك الدراسة في أي وقت يريد. في حال قرّرتم أن توقفوا مشاركة ابنكم في الدراسة، فلن يترتب عليكم أي أو على أبنائكم أي جزء ولن تخسروا المنافع التي حصلتم عليها. قراركم لن يؤثر على علاقتكم أو علاقة أبنائكم المستقبلية مع الجامعة الأميركية في بيروت.

ث. المخاطر والفوائد:

إن المشاركة في هذه الدراسة لا تشمل بأي من الأحوال التعرض لأي مخاطر جسدية أو نفسية تتجاوز مخاطر الحياة اليومية التي قد تعترض أي إنسان. لدى المشاركين الحق في الانسحاب من الدراسة في أي وقت يريدون ولأي سبب كان. لن يترتب على قرار المشاركين بالانسحاب أي جزء أو خسارة للمنافع التي لديهم. لن يؤثر عدم متابعة للدراسة بأي حال من الأحوال على علاقتهم بالجامعة الأميركية في بيروت. بالإضافة إلى ذلك، إن رفض المشاركة في الدراسة لن يؤدي إلى أفعال جزائية أو أي تأثير على علاقة

الأهل/الأوصياء القانونيين والأطفال مع المدرسة ومع الجامعة الأميركية في بيروت. لن تُقدّم أيّ حوافز أو مكافآت لقاء مشاركة المجموعة في الدراسة. ولكن، يتوقع أن تتضمن نتائج الدراسة تطبيقات عملية ونظرية سيساعد ابنكم الباحث في الدراسة. لا مخاطر متوقّعة أو أمر سيء أو أمور جيّدة ستحصل في حال شارك ابنكم في الدراسة.

ج. السريّة:

ستبذل الجهود من أجل الحفاظ على معلومات أبنائكم التعريفية بشكل سريّ. ستحفظ جميع البيانات من الدراسة في جارور مغلق ومؤمن في مكتب مقفل أو على حاسوب محميّ بكلمة سرّ. سيتمّ عرض البيانات فقط بشكل جمعيّ. لن تذكر أيّة أسماء لأولاد منفردين في أي تقرير أو تقديم للبحث. ولكن، قد تحصل ظروف معيّنة تستدعي عرض المعلومات. على سبيل المثال، قد تنشر المعلومات الشخصية المتعلقة بمشاركة ابنكم في الدراسة إذا طلبت منّا قانونياً. كما سيتمّ رصد البيانات البحثية لطفلك ويمكن مراجعتها من قبل مجلس المراجعة المؤسسية في الجامعة الأميركية في بيروت مع ضمان السرية. بعد الانتهاء من الدراسة، سيحفظ الباحث الرئيسيّ كل معلومات الدراسة الأصلية في مكان آمن لثلاث سنوات على الأقلّ لتلبية متطلبات الأرشفة المؤسسية. بعد هذه المدّة، سيتمّ تلف البيانات.

ح. حقوق المشارك:

يمكنكم أن ترفضوا السماح لابنكم بالمشاركة في الدراسة دون أيّ جزاء أو خسارة للمنافع التي يحق لكم الحصول عليها. في حال كنت طالبا أو موظفا في الجامعة الأميركية في بيروت، لن يؤثّر قراركم في السماح لابنكم بالمشاركة أو رفض ذلك على علامتكم أو وظيفتكم. في حال قررتم عدم السماح لابنكم بالمشاركة في الدراسة، فيمكنه أن يتوقف عن المشاركة في أي وقت كان دون أن يترتب على ذلك أيّ جزاء أو خسارة للمنافع. وبتوقعكم لهذا النموذج، فإنكم لا تتخلون عن أي حقوق قانونية شخصية لكم ولابنكم كمشارك في هذه الدراسة. مجلس المراجعة المؤسسية للاجتماعيات والسلوكيات المعني بالبحث الإنساني في الجامعة الأميركية في بيروت قد راجع هذا المشروع ووافق عليه، وفقا لقرارات فيدرالية لبنانية وأميركية معمول بها، وسياسات الجامعة الأميركية في بيروت الهادفة إلى حماية حقوق ورفاه المشاركين في البحث.

خ. جهات التواصل والأسئلة:

لأسئلة حول الدراسة يمكنك الاتصال ب:

الدكتور أنيس الحروب، البريد الإلكتروني: aa111@aub.edu.lb ، رقم الهاتف 01-350000 مقسم: 3052

السيدة نضال جوني، البريد الإلكتروني: naj14@aub.edu.lb ، رقم الهاتف: 03921428

لأسئلتكم حول حقوق ابنكم كمشارك في الدراسة ومن أجل مناقشة الهواجس المتعلقة بالدراسة أو الشكاوى مع شخص ليس من ضمن فريق البحث، يمكنك الاتصال بمجلس مراجعة الدراسات الاجتماعية والسلوكيات على رقم 01-350000 مقسم: 5445 أو عبر البريد

الإلكتروني: irb@mail.aub.edu.

د. توقيع نموذج الموافقة:

إذا وافقت على السماح لولدك للمشاركة في هذه الدراسة. رجاء قم بالتوقيع أدناه

موافقة الاهل/ الوصي القانوني:
.....
توقيع الباحث الحاصل على الموافقة:
.....
التاريخ:
.....
الوقت:
.....
المكان:
.....

الجامعة الأمريكية في بيروت

دائرة التربية

إذن موافقة الطالب/ة على المجموعات المركزة-المقاربة المباشرة

عنوان الدراسة: تأثير الدمج التربوي على الأداء الاجتماعي-العاطفي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والطلاب العاديين

الباحث الرئيسي : الدكتور أنيس الحروب

العنوان: الجامعة الأمريكية في بيروت

دائرة التربية

أستاذ مشارك في علم النفس التربوي والتربية الخاصة

هاتف: (01) 35000 مقسم : 3052 البريد الإلكتروني aa111@aub.edu.lb

الباحثة المشاركة: السيدة نضال جوني

العنوان : طالبة دراسات عليا

رقم الهاتف 03921428

البريد الإلكتروني: naj14@aub.edu.lb

عزيزي الطفل/ة،

يطلب منك المشاركة في دراسة بحثية. تُجرى الدراسات لإيجاد طرق أفضل لمعالجة الأفراد أو لاكتساب فهم أفضل للكيفية التي يفكر فيها

الأطفال حول الأشياء أو كيف ينصرف الأطفال والبالغون في أوقات مختلفة.

. سيخبرك هذا النموذج عن الدراسة ليساعدك كي تقرر إن كنت ستشارك فيها أم لا.

- يمكنك أن تسأل أي سؤال لديك قبل أن تتخذ أي قرار. يمكنك التفكير في هذا السؤال ومناقشته قبل أن تقرر.
- لا توجد أي مشكلة في أن تقول "لا" في حال لم ترغب بالمشاركة في هذه الدراسة. إذا وافقت على المشاركة فبإمكانك أن تغير رأيك وتترك الدراسة في أي وقت من دون أي مشكلة.

- إذا قررت أن تشارك في الدراسة، فيجب أن يعطي أحد البالغين (عادة الأهل) الإذن لك كي تشارك في هذه الدراسة.
- لن يتدخل مدير المدرسة في قرارك بالمشاركة في هذه الدراسة.

1. ما الغاية من هذه الدراسة؟

2. تهدف هذه الدراسة البحثية الى فحص تأثير الدمج التربوي على الأداء العاطفي-الاجتماعي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والطلاب العاديين ضمن المدرسة الدامجة

ما الذي يتوجب على فعله إن كنت في هذه الدراسة؟

سيخبرنا المدير عنالمكان المناسب من أجل إجراء المجموعات المركزة مع الطلاب ومن المتوقع أن تجرى مجموعات مركزة مع عدد منالطلابالأخرين، منهم من ذوي الاحتياجات الخاصة ومنهم من الطلاب العاديين، البنات والبنين وذلك خلالالدوامات المدرسية . سنقوم أيضا بإجراء المجموعات المركزة فقط مع من وافقوا على المشاركة. سوف يتم إدارة المجموعات المركزة من قبل شخص بالغ، وستكون مع طلاب آخرين أثناء المجموعة المركزة. سوف يتم تسجيل المجموعة المركزة. لا أحد غير الباحثين سوف يسمع الإجابات والمشاركات. المجموعة المركزة ستجرى في قاعة مغلقة وبسرية تامة. إذا وافقت على المشاركة، ستحصل على نسخة من هذا النموذج الموقع وتكون المجموعة المركزة باللغة العربية.

3. ما هي المدة التي سأقضيها في هذه الدراسة؟

ستأخذ المجموعة المركزة حوالي 45 إلى 55 دقيقة، وستكون خلال حصة يسهل عليكم تعويضها دون أن تكون حصة امتحان أو نشاط لاصفي لكم وهذا ما سيتم تنسيقه مع الناظر مسبقاً.

4. هل يمكنني أن انسحب من الدراسة؟

يمكنك أن تتسحب من الدراسة في أي وقت تريده.

5. ما هي الأمور السيئة التي يمكن أن تحصل في حال شاركت في هذه الدراسة؟

لا نتوقع وجود أي خطر أو أمر سيء في حالشاركتك في هذه الدراسة.

6. هل سأحصل على أي شيء إذا شاركت في هذه الدراسة؟

من خلال المشاركة في هذا المشروع البحثي، سوف تساعد الباحث على فهم مدى تأثير الدمج التربوي على الأداء العاطفي-الاجتماعي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والتلاميذ العاديين في مدرستك. قد لا تحدث أشياء أخرى جيدة إذا كنت تشارك في الدراسة.

7. هل سيتم إعطائي أي شيء في حال مشاركتي في الدراسة؟

لن يتسلم أي شيء، ولكن طبعا سيشارك الباحث جميع الطلاب الموافقين على المشاركة في الدراسة.

8. من سيحصل على المعلومات المختصة بي؟

في حال وافقت على المشاركة في الدراسة، فإن المعلومات ستبقى سرية. لن يُرفق اسم الأهل أو الطلاب أو المجموعة مع الأجوبة. المعلومات ستراجع فقط من قبل الباحث الرئيسي والباحث المشارك العاملين على المشروع. ستتلّف معلومات الاتصال بمجرد الانتهاء من تحليل البيانات. في حال وافقت أيضا، ستكون المقابلة مسجلة صوتيا.

9. مع من يمكن أن أتكلّم بخصوص البحث؟

لأسئلة حول الدراسة يمكنك الاتصال ب:

الدكتور أنيس الحروب، البريد الإلكتروني: aa111@aub.edu.lb ، رقم الهاتف 01-350000 مقسم: 3060.

السيدة نضال جوني، البريد الإلكتروني: naj14@aub.edu.lb ، رقم الهاتف 03921428

لأسئلتكم حول حقوقكم كمشارك في الدراسة ومن أجل مناقشة الهواجس المتعلقة بالدراسة أو الشكاوى مع شخص ليس من ضمن فريق

البحث، يمكنك الاتصال بمجلس مراجعة الدراسات الاجتماعية والسلوكيات على رقم 01-350000 مقسم: 5445 أو عبر البريد

الإلكتروني: irb@mail.aub.edu.

10. حقوقى:

المشاركة في هذه الدراسة محض طوعية. لا يوجد عائدات مادية لقاء مشاركتي في الدراسة. لي كامل الحرية في أن اتوقف عن المشاركة في هذه الدراسة في أي وقت من دون التعرض لأي عقوبة. لن يؤثر هذا بأي حال من الأحوال على علاقتي بالجامعة الأمريكية في بيروت. يمكنني أن أتخطى أي سؤال لا أريد الإجابة عليه. سأحصل على نسخة من نموذج الموافقة هذا. إن كان لدي أي سؤال يخصّ حقوقى، يمكنني الاتصال ب: مجلس المراجعة المؤسسية على 01-350000 مقسم 5445.

11. الامضاء:

إذا كنت موافق على المشاركة في هذه الدراسة الرجاء التوقيع أدناه:

توقيع الطالب:

التاريخ:

الوقت:

توقيع الباحث المشارك:

الجامعة الأمريكية في بيروت

دائرة التربية

إذن موافقة مدير المدرسة-المقاربة المباشرة

عنوان الدراسة: تأثير الدمج التربوي على الأداء الاجتماعي-العاطفي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والطلاب العاديين

الباحث الرئيسي : الدكتور أنيس الحروب

العنوان: الجامعة الأمريكية في بيروت

دائرة التربية

أستاذ مشارك في علم النفس التربوي والتربية الخاصة

هاتف: (01) 35000 مقسم : 3064/3060

البريد الإلكتروني aa111@aub.edu.lb

الباحثة المشاركة: السيدة نضال جوني

العنوان : طالبة دراسات عليا

رقم الهاتف 03921428

البريد الإلكتروني: naj14@aub.edu.lb

عزيزي مدير المدرسة،

إننا نرغب في الحصول على موافقتكم على المشاركة في الدراسة البحثية. إن المشاركة اختيارية تماما. رجاء إقرأ المعلومات الواردة

أدناه ولا تتردد في طرح أي سؤال حولها.

أ. وصف المشروع:

تهدف هذه الدراسة البحثية أساساً لفحص تأثير الدمج التربوي على الأداء العاطفي-الاجتماعي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والطلاب العاديين ضمن المدرسة الدامجة

1. هذه الدراسة هي أطروحة للطلبة نضال جوني ضمن شهادة الماستر في الجامعة الأميركية في بيروت. لن تُطرح أية أسئلة حساسة أو شخصية في هذه الدراسة. الوقت المتوقع لإتمام الدراسة هو ثلاثة شهور. والعدد المتوقع للمشاركين في الدراسة هو 400 طالب من الطلاب ذوي الاحتياجات الخاصة (ذوي صعوبات تعليمية وموهوبين) وطلاب عاديين من الحلقة الثالثة وحتى الصف الثالث ثانوي.
2. كمدير المدرسة، سوف تساعد فريق البحث على تحديد المشاركين للدراسة. وسيقوم فريق البحث بعد ذلك بجدولة جلسة معلومات معكم لشرح الهدف من الدراسة والإجراءات وأشكال الموافقة. بعد ذلك سيسعى فريق البحث للحصول على إذن ولي الأمر / الوصي القانوني لمشاركة أولادهم في المجموعات المركزة. فقط الطلاب الذين وقع والداهم / الأوصياء القانونيون عليهم على إذن الموافقة على مشاركة ولدهم في المجموعات المركزة، والذين يرغبون في المشاركة في الدراسة سوف يوقعون استمارة موافقة الطالب على مشاركتهم في المجموعات المركزة. وبالمثل، فإن الطلاب الذين وقع آباؤهم / الوصي القانوني على إذن الوالدين أو الموافقة على مشاركة أبنائهم في الاستمارات، والذين يرغبون في المشاركة في الدراسة، سيوقعون استمارة موافقة الطالب على مشاركتهم في الاستمارات. إذا رفض المشاركون أن يكون صوتهم مسجل في الشريط، سيتم أخذ الملاحظات المكتوبة بخط اليد بدلاً من ذلك.
3. ستنفذ المجموعات المركزة مع 6 مجموعات ثلاث مجموعات في كل حلقة. في كل حلقة سيكون هناك مجموعة مركزة للطلاب ذوي الصعوبات التعليمية، مجموعة للطلاب الموهوبين ومجموعة للطلاب العاديين. سيتم طلب مرشحين للمشاركة في الاستبيان ممن وافق أهلهم على مشاركتهم. بعد ذلك ستقوم الباحثة بمراجعة جدول الحصص التعليمية للمتطوعين مع الناظر لاختيار المرشحين الذين لا يتضارب موعد الجلسة المركزة مع امتحانات وأنشطة لاصفية لهم. سيستغرق كل نقاش مجموعة مركزة بين 45 و55 دقيقة. سيتم تسجيل أجوبة المشاركين على مسجل صوتي.
4. في حال وافقت، ستحصل الباحثة المشاركة على غرفة خالية كي تجري فيها المجموعات المركزة مع الطلاب دون وجود أي معلم أو ممثل للمدرسة.
5. أما الاستبيانات فستنفذ من قبل الطالبة الباحثة داخل الصفوف الدامجة في الحلقة الثالثة والقسم الثانوي دون وجود أي معلمة ممثل للمدرسة. سيستغرق تنفيذ الاستبيان حصة تعليمية مدتها حوالي 50 دقيقة نظراً للفروقات الفردية بين الطلاب. الطلاب غير الراغبين في المشاركة سيتم التعاون مع أمينة المكتبة لتستقبلهم في المكتبة خلال تنفيذ الاستبيان.

في حال تلميذ أو أكثر احتاج لوقت اضافي سيكون بمقدوره أخذ الاستبيان الى البيت واعادته اليوم التالي. ستحضر الطالبة الباحثة اليوم التالي لاستلامه.

6. فيما خص الطلاب، ستأخذ الباحثة المشاركة الإذن منك كي تتحدث مع الطلاب لتشرح لهم هدف الدراسة. بعدها، ستخبر الطلاب أنهم سيزودون أولاً بنماذج الأهل، وسترسل هذه النماذج إلى الأهل، للموافقة على مشاركة أبنائهم في الدراسة أو رفضها. وفي حال وافق الأهل يتم تزويد الطلاب بنموذج موافقة آخر في حال رغبوا في المشاركة. سيحصل كل طالب على نسخة ورقية كي يعطيها لأهله.

7. بعد موافقة الأهل، سيطلب من الطلاب أن يملأوا الاستبيانات. سيملاً الطلاب استبيان يتألف من معلومات ديمغرافية (الصف والجنس) ومن 104 بنداً عليه أن يصنفها بين 1 (لا أوافق بشدة) إلى 4 (أوافق بشدة).

8. لدى الطالب الخيار في ملء الاستبيان إما بالعربية أو الانجليزية. سيبقى الطلاب في صفوفهم من أجل ملء الاستبيان في يوم واحد.

9. إذا كنت توافق على مشاركة الطلاب ستحصل حينها على نسخة من نموذج الموافقة الموقع هذا.

ب. المخاطر والفوائد:

إن المشاركة في هذه الدراسة لا تشمل بأي من الأحوال التعرض لأي مخاطر جسدية أو نفسية تتجاوز مخاطر الحياة اليومية التي قد تعترض أي إنسان. لديكم الحق في الانسحاب من الدراسة في أي وقت تريدونه ولأي سبب كان. لن يترتب على قرار المشاركين بالانسحاب أي جزاء أو خسارة للمنافع التي لديهم. لن يؤثر عدم متابعة الدراسة بأي حال من الأحوال على علاقتك بالجامعة الأمريكية في بيروت. بالإضافة إلى ذلك، إن رفض المشاركة في الدراسة لن يؤدي إلى أفعال جزائية أو أي تأثير على علاقة الأهل والأطفال بالجامعة الأمريكية في بيروت. لن تُقدّم أي حوافز أو مكافآت لقاء مشاركة المجموعة في الدراسة. ولكن، يتوقع أن تتضمن نتائج الدراسة تطبيقات عملية ونظرية. على الصعيد النظري، ستساعد المعلومات الباحث على فهم الممارسات الدامجة التي تؤثر على أداء الطلاب الأكاديمي والعاطفي-الاجتماعي والفئة المستفيدة أكثر من وجودها في مدرسة دامجة. على الصعيد العملي، ستمنح البيانات فريق البحث المعلومات المطلوبة من أجل تحسين خدمات الدمج وتوفير بيئة تعليمية جيدة لكل فئات الطلاب الموجودة ضمن مدرستكم الدامجة وتحسين الممارسات الدامجة من أجل تعليم قائم على فرص متساوية لكل فئات الطلاب.

ت. السرية:

إذا كنت توافق أنّ طلاب مدرستك سيشاركون في الدراسة، فإنّ المعلومات ستبقى سرّية. التسجيلات ستراقب وربما تدقّق من قبل مجلس المراجعة المؤسسية دون انتهاك السرية. لن يُرفق اسم المدرء أو الأهل أو الطلاب أو المجموعة مع الأجوبة. المعلومات سترجع فقط من قبل الباحث الرئيسي والباحث المشارك العاملين على المشروع. سيتم تخزين البيانات في مظاريف مغلقة في درج مقفل في مكتب الباحث الرئيسي. وسيحرف فريق البحث أيضاً عن تعبير الوصول إلى الوثائق التي تحتوي على المعلومات المجموعات المركزة المكتوبة والمذكورة الميدانية على جهاز

الكمبيوتر، وذلك بسبب استخدام ميزة "حماية الوثيقة". وتمشيا مع سياسة أرشيف الجامعة الأميركية في بيروت، سيتم تخزين البيانات ل بعد ثلاث سنوات من الانتهاء من الدراسة. بعد ذلك، سيتم تمزيق المعلومات وبيانات الاتصال بالمشاركين. وسيتم تقاسم النتائج المجمع فقط معكم، لاقتراح توصيات للمدرستكم. قد يكون هناك تقارير منشورة قد يتم مشاركتها مع أعضاء مجلس الإدارة بعد الانتهاء من الدراسة.

ث. معلومات التواصل:

لكم كامل الحرية أن تسألوا الأسماء المذكورة أدناه من أجل الإجابة عن أسئلة أو طلب معلومات إضافية عن الدراسة. إذا كان لديكم أسئلة لاحقاً، يمكنكم أن تسألوا أي من الباحثين الأساسيين أدناه:

الدكتور أنيس الحروب، البريد الإلكتروني: aa111@aub.edu.lb ، رقم الهاتف 01-350000 مقسم: 3052 3060

السيدة نصال جوني، البريد الإلكتروني: naj14@aub.edu.lb ، رقم الهاتف 03921428.

في حال شعرتكم أن أياً من أسئلتكم لم يتم الإجابة عنها، أو في حال كان هناك أي استفسار أو شكوى حول حقوقكم كمشاركين في هذه الدراسة، فيمكنكم التواصل مع المسؤول في الجامعة الأمريكية: في مجلس مراجعة دراسات العلوم الانسانية والسلوكية على رقم

01-350000 مقسم: 5445 أو عبر البريد الإلكتروني: irb@mail.aub.edu.

ح. حقوق المشاركين:

المشاركة في هذه الدراسة محض طوعية. لا يوجد عائدات مادية لقاء مشاركتك في الدراسة. لك كامل الحرية في أن تتوقف عن المشاركة في هذه الدراسة في أي وقت من دون التعرض لأي عقوبة. إن قرارك في عدم المشاركة لن يؤثر بأي حال من الأحوال على علاقتك بالجامعة الأمريكية في بيروت. ستحصل على نسخة من نموذج الموافقة هذا. يمكن أن يتخطى والأهل و/أو الطلاب أي سؤال لا يريدون الإجابة عليه. قرارك لن يؤدي إلى أي جزاء أو خسارة للمنافع. إن كان لديك أي سؤال يخص حقوقك، يمكنك الاتصال ب:

مجلس المراجعة المؤسسية على 01-350000 مقسم 5445

خ. الامضاء:

إذا وافقت على السماح للطلاب في مدرستك المشاركة في هذه الدراسة الرجاء قم بالتوقيع أدناه:

موافقة المدير:

.....

توقيع الباحث الحاصل على الموافقة:

.....

التاريخ:

.....

الوقت:

.....

المكان:

الجامعة الأمريكية في بيروت

دائرة التربية

العلوم الاجتماعية والسلوكية

نموذج إذن موافقة الأهل/الوصي القانوني

عنوان الدراسة: تأثير الدمج التربوي على الأداء الاجتماعي-العاطفي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والطلاب العاديين

الباحث الرئيسي : الدكتور أنيس الحروب

العنوان: الجامعة الأمريكية في بيروت

دائرة التربية

أستاذ مشارك في علم النفس التربوي والتربية الخاصة

هاتف: (01) 35000 مقسم : 3052

البريد الإلكتروني aa111@aub.edu.lb

الباحثة المشاركة: السيدة نضال جوني

العنوان : طالبة دراسات عليا

رقم الهاتف 03921428

البريد الإلكتروني: naj14@aub.edu.lb

عزيزي الاب/ الام/الوصي القانوني،

هذا هو نموذج موافقة لولدكما الذي أنتماالوصي القانوني عليه للمشاركة في هذه الدراسة البحثية. إنه يتضمّن معلومات مهمّة حول هذه

الدراسة وما الذي يجب أن تتوقعوه في حال قرّرتم أن تسمحوا لولدكم أن يشارك.

مشاركة ابنكم هي طوعيّة.

يرجى أن تقرأوا المعلومات بعناية قبل أن تقرروا أن تسمحوا لابنكم أن يشارك. سنطلب منكم أن توقعوا على هذا النموذج وسنعطيكم نسخة منه في حال قررتم أن تسمحوا لهم بالمشاركة.

12. الهدف من الدراسة:

تهدف هذه الدراسة البحثية أساساً لفحص تأثير الدمج التربوي على الأداء العاطفي-الاجتماعي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والطلاب العاديين ضمن المدرسة الدامجة في الحلقة الثالثة والقسم الثانوي.

أ. الإجراءات/المهام:

سعى فريق البحث إلى الحصول على موافقة ادارة المدرسة على إجراء الدراسة مع طلاب المدرسة بعد أن اطلعوا على استمارة الاستبيان وأسئلة الدراسة. وبعد جلسة المعلومات مع مدير المدرسة لشرح الغرض من الدراسة وتوقيعه على النموذج الخاص بموافقة مدير المدرسة، تم ارسال هذا النموذج لكم كجزء من إجراءات الموافقة على مشاركة ولدكم في الاستبيان. في حال وافقتم على المشاركة يكون على الوالدين/الأوصياء القانونيين المهتمين التوقيع على الاستمارة كدليل على إعطاء الأذن لمشاركة أولادهم في الاستبيان. فقط الطلاب الذين وقع والديهم/الأوصياء القانونيون على موافقة مشاركة ولدكم في الدراسة والذين يرغبون في المشاركة في الدراسة سيوقعون استمارة موافقة الطالب على المشاركة في الاستبيان وتستهدف الدراسة المشاركين من الحلقة الثالثة والقسم الثانوي. وستستهدف الدراسة كل الفئات الطلابية الموجودة في المدرسة من طلاب ذوي احتياجات خاصة وطلاب عاديين. سوف يكون الطلاب من الجنسين وسيتم تنفيذ الاستبيان في الصف خلال الدوام المدرسي.

ب. مشاركة الطالب في الاستبيان

سيملاً الأطفال استبيان يتألف معلومات ديمغرافية عن الصف والجنس من 104 بنداً عليه أن يصنفها بين 1 (لا أوافق بشدة) إلى 4 (أوافق بشدة). الاستبيان تم بناء انطلاقاً من مؤشرات الدمج المدرسي. لدى ولدكم الخيار في ملء الاستبياناً في العربية أو الانجليزية. الاستبيان سينفذ داخل الصف من قبل الباحثة دون وجود لأي ممثل عن المدرسة.

ت. المدة:

إذا شارك ولدكم في الدراسة، فإن الاستبيان سينفذ داخل الصف خلال جلسة واحدة مدتها 50 دقيقة للإجابة على الأسئلة.. يمكن أن يترك ولدكم الدراسة في أي وقت كان. في حال قررتم أن توقفوا مشاركة اولدكم في الدراسة، فلن يترتب عليكم أو على اولادكم أي جزء ولن تخسروا المنافع التي حصلتم عليها. قراركم لن يؤثر على علاقتكم أو علاقة أبنائكم المستقبلية مع الجامعة الأميركية في بيروت.

ث. المخاطر والفوائد:

إن المشاركة في هذه الدراسة لا تشمل بأي من الأحوال التعرض لأي مخاطر جسدية أو نفسية تتجاوز مخاطر الحياة اليومية التي قد تعترض أي إنسان. لديكم الحق في الانسحاب من الدراسة في أي وقت تريده ولاي سبب كان. لن يترتب على قرار المشاركين بالانسحاب أي جزاء أو خسارة للمنافع التي لديهم. لن يؤثر عدم متابعة الدراسة بأي حال من الأحوال على علاقتك بالجامعة الأمريكية في بيروت. بالإضافة إلى ذلك، إن رفض المشاركة في الدراسة لن يؤدي إلى أفعال جزائية أو أي تأثير على علاقة الأهل والأطفال بالجامعة الأمريكية في بيروت. لن تُقدّم أيّ حوافز أو مكافآت لقاء مشاركة المجموعة في الدراسة. ولكن، يتوقع أن تتضمن نتائج الدراسة تطبيقات عملية ونظرية من خلال مشاركة ولدكم في الدراسة. لا مخاطر متوقعة أو أمر سيء أو أمور جيدة ستحصل في حال شارك ولدكم في الدراسة.

ج. السرية:

ستبذل الجهود من أجل الحفاظ على معلومات أبنائكم التعريفية بشكل سري. ستحفظ جميع البيانات من الدراسة في جارور مغلق ومؤمن في مكتب مقفل أو على حاسوب محمي بكلمة سر. سيتم عرض البيانات فقط بشكل جمعي. لن تذكر أية أسماء لأولاد منفردين في أي تقرير أو تقديم للبحث. بعد الانتهاء من الدراسة، سيحفظ الباحث الرئيسي كل معلومات الدراسة الأصلية في مكان آمن لثلاث سنوات على الأقل لتلبية متطلبات الأرشفة المؤسسية. بعد هذه المدة، سيتم تلف البيانات.

ح. حقوق المشارك:

يمكنكم أن ترفضوا السماح لولدكم أن يشارك في الدراسة دون أي جزاء أو خسارة للمنافع التي يحق لكم الحصول عليها. في حال كنت طالب أو موظف في الجامعة الأمريكية في بيروت، لن يؤثر قراركم في السماح لابنكم بالمشاركة أو رفض ذلك على علامتكم أو وظيفتكم. في حال قررتم عدم السماح لابنكم بأن يشارك في الدراسة، فيمكنه أن يتوقف عن المشاركة في أي وقت كان دون أن يترتب على ذلك أي جزاء أو خسارة للمنافع. وبتوقيعكم لهذا النموذج، فإنكم لا تتخلون عن أي حقوق قانونية شخصية لكم ولابنكم كمشارك في هذه الدراسة. مجلس المراجعة المؤسسية للاجتماعيات والسلوكيات المعني بالبحث الإنساني في الجامعة الأمريكية في بيروت قد راجع هذا المشروع ووافق عليه، وفقا لقرارات فيدرالية لبنانية وأميركية معمول بها، وسياسات الجامعة الأمريكية في بيروت الهادفة إلى حماية حقوق ورفاه المشاركين في البحث.

خ. جهات التواصل والأسئلة:

لأسئلة حول الدراسة يمكنك الاتصال ب:

الدكتور أنيس الحروب، البريد الإلكتروني: aa111@aub.edu.lb ، رقم الهاتف 01-350000 مقسم: 3060

السيدة نضال جوني، البريد الإلكتروني: naj14@aub.edu.lb ، رقم الهاتف: 03921428.

لأسئلتكم حول حقوق ابنكم كمشارك في الدراسة ومن أجل مناقشة الهواجس المتعلقة بالدراسة أو الشكاوى مع شخص ليس من ضمن فريق البحث، يمكنك الاتصال بمجلس مراجعة الدراسات الاجتماعية والسلوكيات على رقم 01-350000-01 مقسم: 5445 أو عبر البريد

الإلكتروني: irb@mail.aub.edu.

د. توقيع نموذج الموافقة:

إذا وافقت على السماح لولدك للمشاركة في هذه الدراسة. رجاء قم بالتوقيع أدناه

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موافقة الاهل/ الوصي القانوني:

.....

توقيع الباحث الحاصل على الموافقة:

.....

التاريخ:

.....

الوقت:

.....

المكان:

الجامعة الأمريكية في بيروت

دائرة التربية

العلوم الاجتماعية والسلوكية

نموذج موافقة الطالب على المشاركة في البحث

عنوان الدراسة: تأثير الدمج التربوي على الأداء الاجتماعي-العاطفي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والطلاب العاديين

الباحث الرئيسي: الدكتور أنيس الحروب

العنوان: الجامعة الأمريكية في بيروت

دائرة التربية

أستاذ مشارك في علم النفس التربوي والتربية الخاصة

هاتف: (01) 35000 مقسم 3052

البريد الإلكتروني: aa111@aub.edu.lb

الباحثة المشاركة: السيدة نضال جوني

العنوان: طالبة دراسات عليا

رقم الهاتف 03921428

البريد الإلكتروني: naj14@aub.edu.lb

عزيزي الطالب/ة،

يطلب منك المشاركة في دراسة بحثية. تُجرى الدراسات لإيجاد طرق أفضل لمعالجة الأفراد أو لاكتساب فهم أفضل للكيفية التي يفكر فيها

الأطفال حول الأشياء أو كيف يتصرف الأطفال والبالغون في أوقات مختلفة.

. سيخبرك هذا النموذج عن الدراسة ليساعدك كي تقرر إن كنت ستشارك فيها أم لا.

- يمكنك أن تسأل أي سؤال لديك قبل أن تتخذ أي قرار. يمكنك التفكير في هذا السؤال ومناقشته قبل أن تقرر.
- لا توجد أي مشكلة في أن تقول "لا" في حال لم ترغب بالمشاركة في هذه الدراسة. إذا وافقت على المشاركة فيمكنك أن تغير رأيك وتترك الدراسة في أي وقت من دون أي مشكلة.
- إذا قررت أن تشارك في الدراسة، فيجب أن يعطي أحد البالغين (عادة الأهل) الإذن لك كي تشارك في هذه الدراسة.
- لن يتدخل مدير المدرسة في قرارك بالمشاركة في هذه الدراسة.

13. ما الغاية من هذه الدراسة؟

14. تهدف هذه الدراسة البحثية أساسا لفحص تأثير الدمج التربوي على الأداء العاطفي-الاجتماعي والأكاديمي للطلاب ذوي الاحتياجات

الخاصة والطلاب العاديين ضمن المدرسة الدامجة

15. ما الذي يتوجب علي فعله إن كنت في هذه الدراسة؟

عليك أن تملأ استبيان من 4 صفحات

استبيان ديموغرافي: لمعرفة صفك والجنس

استبيان حول مؤشرات الدمج التربوي: لفهم أدائك العاطفي-الاجتماعي والأكاديمي ضمن البيئة الدامجة وما هي الممارسات الدامجة التي

أثرت في تشكيل أدائك. يتألف من 104 بنود عليك أن تصنفها بين 1(لا أوافق بشدة) إلى 4 (أوافق بشدة).

لديك الخيار في ملء الاستبيانات إما في العربية أو الانجليزية.

16. ما هي المدة التي سأقضيها في هذه الدراسة؟

إذا وافقت على المشاركة، ستشارك في جلسة واحدة مدتها 50 دقيقة للإجابة عن الأسئلة لملء الاستبيان . ستبقى في صفك من أجل ملء

الاستبيان.

17. هل يمكنني أن انسحب من الدراسة؟

يمكنك أن تنسحب من الدراسة في أي وقت تريده.

18. ما هي الأمور السيئة التي يمكن أن تحصل في حال شاركت في هذه الدراسة؟

لا نتوقع أن يحصل لك أي خطر أو أمر سيء إذا شاركت في هذه الدراسة.

19. هل سأحصل على أي شيء إذا شاركت في هذه الدراسة؟

من خلال المشاركة في هذا المشروع البحثي، سوف تساعد الباحث على فهم مدى تأثير الدمج التربوي على الأداء العاطفي-الاجتماعي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والتلاميذ العاديين في مدرستك. قد لا تحدث أشياء أخرى جيدة إذا كنت تشارك في الدراسة.

20. هل سيتم إعطائي أي شيء في حال مشاركتي في الدراسة؟

لن تسلم أي شيء، ولكن طبعا سيشكر الباحث جميع الطلاب الموافقين على المشاركة في الدراسة.

21. من سيحصل على المعلومات المختصة بي؟

في حال وافقت على المشاركة في الدراسة، فإن المعلومات ستبقى سرية. لن يُرفق اسم الأهل أو الطلاب أو المجموعة مع الأجوبة. المعلومات ستراجع فقط من قبل الباحث الرئيسي والباحث المشارك العاملين على المشروع. ستتلّف معلومات الاتصال بمجرد الانتهاء من تحليل البيانات.

22. مع من يمكن أن أتكلّم بخصوص البحث؟

لأسئلة حول الدراسة يمكنك الاتصال ب:

الدكتور أنيس الحروب، البريد الإلكتروني: aa111@aub.edu.lb ، رقم الهاتف 01-350000 مقسم: 3060

السيدة نضال جوني، البريد الإلكتروني: naj14@aub.edu.lb ، رقم الهاتف 03921428

لأسئلتكم حول حقوقكم كمشارك في الدراسة ومن أجل مناقشة الهواجس المتعلقة بالدراسة أو الشكاوى مع شخص ليس من ضمن فريق البحث، يمكنك الاتصال بمجلس مراجعة الدراسات الاجتماعية والسلوكيات على رقم 01-350000 مقسم: 5445 أو عبر البريد الإلكتروني: irb@mail.aub.edu.

23. حقوقي:

المشاركة في هذه الدراسة محض طوعية. لا يوجد عائدات مادية لقاء مشاركتي في الدراسة. لي كامل الحرية في أن اتوقف عن المشاركة في هذه الدراسة في أي وقت من دون التعرض لأي عقوبة. لن يؤثر هذا بأي حال من الأحوال على علاقتي بالجامعة الأمريكية في بيروت. يمكنني أن أتخطى أي سؤال لا أريد الإجابة عليه. سأحصل على نسخة من نموذج الموافقة هذا. إن كان لدي أي سؤال يخصّ حقوقي، يمكنني الاتصال ب: مجلس المراجعة المؤسسية على 01-350000 مقسم 5445.

24. الامضاء:

إذا كنت موافق على المشاركة في هذه الدراسة الرجاء التوقيع أدناه:

توقيع الطالب:

التاريخ:

الوقت:

توقيع الباحث المشارك:

AUB Social & Behavioral Sciences Parental Permission Template

Permission for Child to Participate in Research

Study Title:The Impact of Inclusion on the Socio-Emotional and Academic Functioning of the Students
with and without Special Educational Needs

Dr. Anies Al-Hroub **Principal Investigator:**

American University of Beirut (AUB)

Address:

Associate Professor of Educational Psychology & Special Education

Phone: (01) 350 000 Ext: 3052 Email: aa111@aub.edu.lb

Mrs. NidalJouni **Co-Investigator:**

Graduate Student

Phone: (03) 921428

Email: naj14@aub.edu.lb

Dear Parent/Legal Guardian,

This is a permission form for your child for whom you are legal guardian to participate in a research study. It contains important information about this study and what to expect if you decide to permit your child for whom you are legal guardian to participate. Your child's participation is voluntary.

Please consider the information carefully before you decide to allow your child to participate. If you decide to permit participation, you will be asked to sign this form and will receive a copy of the form.

Purpose of the Study: .A

This research is mainly to examine the impact of inclusion on the socio-emotional and academic functioning of the students with and without special educational needs in the same inclusive setting (middle school and high school).

Procedures/Tasks: .B

- If you are a parent/legal guardian of a child at school: The research team sought the approval of the school principal. After having attended the information session that explained the purpose of the study and the procedure and the consent forms, the school principal provided the research team with a letter of approval to carry out the research in the school. So if you are interested in participating in the study, you are asked to sign parental/legal guardian permission for your child's participation in the focus group. Only the students, whose parents/legal guardians signed the parental permission or consent for their child's participation in the FG and who are interested in the participation in the study will sign a student assent form for their participation in the FG.

-The study targets participants from middle school and high school. The number of students in the FG will range from 6-12 students and they will be from both genders, and from all the categories in the

school (students with special needs and without special needs). The FG will be conducted during the school day.

-Your child will be answering questions about the inclusive practices that affected their academic and socio-emotional functioning.

Duration: .C

The duration of each FG is 45 to 55 minutes and it will be conducted during a class when no exams or outside activities are assigned and that you can easily compensate for .If you and your child agree, the FG will be audiotaped. If you or your child refuse to be tape-recorded, hand written notes will be taken instead. Your child may leave the study at any time. If you decide to stop your child's participation in the study, there will be no penalty to you, or your child and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship, or that of your child, with AUB.

Risks and Benefits: .D

Participation in this study does not involve any physical risk or emotional risk to children beyond the risks of their daily life. Participants have the right to withdraw their consent or discontinue participation at any time for any reason. Participants' decision to withdraw will not involve any penalty or loss of benefits to which they are entitled. Discontinuing participation in the study will in no way affect the relationship of the parents/legal guardians nor children with the school/NGO or with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the principals', teachers, parents' and children's relationship with AUB. The participant will receive no direct benefits from participating in this research; however, the outcome of this study is expected to have theoretical and practical implications. The data will help the researcher understand factors for school persistence or

school dropout. Data produced will provide information needed to provide support service provision through national systems ensuring all children can access, learn and be retained in a quality learning environment and reform policies and improve practices in order to provide education based on equal opportunity, particularly improving retention and achievement.

Your child will be helping the researcher in the study. No anticipated risk and nothing bad, nor good may happen if your child participates in the study.

E. Confidentiality:

Efforts will be made to keep your child's identifier information confidential. All data from this study will be maintained in a secure locked drawer in a locked office or on a password protected computer. Data will only be reported in the aggregate form. No names of individual children will be disclosed in any reports or presentations of this research. However, there may be circumstances where this information must be released. For example, personal information regarding your child's participation in this study may be disclosed if required by law. Also, your child's research data will be monitored and may be audited by the AUB Institutional Review Board while assuring confidentiality.

After the conclusion of the study, the Principal Investigator will retain all original study data and audiotapes in a secure location for at least three years to meet institutional archiving requirements.

After this period, data will be responsibly destroyed.

Participant Rights: .F

You may refuse to allow your child to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at AUB, your decision about whether or not you allow your child to participate in this research will not affect your grades or employment status.

If you choose to allow your child to participate in the study, you may discontinue his/her participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you or your child may have as a participant in this study.

The Social & Behavioral Institutional Review Board responsible for human subject's research at AUB has reviewed this research project and found it to be acceptable, according to applicable Lebanese and U.S. federal regulations and AUB policies designed to protect the rights and welfare of participants in research.

Contacts and Questions: .G

For questions, concerns, or complaints about the study you may contact

Dr. Anies Al-Hroub, Email: aa111@aub.edu.lb, 01350000 Ext: 3060

NidalJouni, Email: naj14@aub.edu.lb, 03921428

For questions about your child's rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the AUB Social & Behavioral Science Institutional Review Board at 01- 350000 or 01- 374374, Ext: 5445 or by email: irb@mail.aub.edu.

Signature: .H

If you agree to permit your child to participate in the study, please sign below:

Consent of the Parent/Legal Guardian: _____

Researcher Obtaining Consent: _____

Date: _____

Time: _____

Location: _____

American University of Beirut

Department of Education

Student Focus Group Assent Form - Direct Approaching

Study Title: The Impact of Inclusion on the Socio-Emotional and Academic Functioning of the Students with and without Special Educational Needs

Principal Investigator: Dr. Anies Al-Hroub

Address: American University of Beirut (AUB)
Associate Professor of Educational Psychology & Special
Education
Phone: (01) 350 000 Ext: 3052
Email: aa111@aub.edu.lb

Co-Investigator: Mrs. Nidal Jouni
Graduate Student
Phone: 03921428
Email: naj14@aub.edu.lb

Dear Student,

- You are being asked to be in a research study. Research studies are done to find better ways to understand how kids think about things and how kids and adults may behave at different times.

- This form will tell you about the study to help you decide whether or not you want to participate.
- You can ask any questions you have before making up your mind. You can think about it and discuss it before you decide.
- It is okay to say “No” if you don’t want to be in the study. If you say “Yes” you can change your mind and quit at any time without getting in trouble.
- If you decide to be in the study, an adult (usually a parent) will also need to give permission for you to be in the study.
- The school principal will not interfere in your decision to participate in this study.

1. What is this study about?

This research is mainly to examine the impact of inclusion on the socio-emotional and academic functioning of the students with and without special educational needs in the same inclusive setting

2. What will I need to do if I am in this study?

The school principal will tell us in which empty room to meet with the researchers in order to conduct the focus group with you. It is expected that other children will be participating in other focus group , both students with special needs and students without special needs, and both girls and boys during the school days. We will be conducting this focus group only with participants who agree to participate. The focus group will be conducted by an adult, and you will be with other students during the focus group. The FG will be held in a closed room with complete confidentiality. We will record your answers on a recorder. No one but the researchers will know of your answers. If you agree to participate, you will receive a copy of this signed form and the focus group will be conducted in Arabic.

3. How long will I be in the study?

The FG will take around 45 to 55 minutes and it will be conducted during a class when no exams or outside activities are assigned and that you can easily compensate for, this will be coordinated with the supervisor earlier and with the school approval

4. Can I stop being in the study?

You may stop being in the study at any time.

5. What bad things might happen to me if I am in the study?

We do not expect anything bad to happen to you if you participate in the study.

6. What good things might happen to me if I am in the study?

By participating in this research project, you will be helping the researcher understand what are the inclusive practices that affect students’ performance (socio-emotional and academic) in an inclusive setting. No other good things might happen if you participate in the study.

7. Will I be given anything for being in this study?

Nothing will be given in-hand for being in this study, but of course, the researcher will thank all the students who agree to participate in this study.

8. Who will have access to my data?

If you agree to participate in this research study, the information will be kept private. Records will be monitored and may be audited without violating confidentiality. Your name and/or the school's/community's name will never be attached to your answers. Any information you share with us will not be shared with others. The data is only reviewed by the research team working on this project. Participants' contact information will be thrown away as soon as data analysis is completed. If you agree, the interview will be audiotaped.

9. Who can I talk to about the study?

If you have any questions or concerns about the research, you may contact

Dr. Anies Al-Hroub, Email: aa111@aub.edu.lb, 01350000 Ext: 3060

Nidal Jouni, Email: naj14@aub.edu.lb 03921428

If you feel that your questions have not been answered, or if you have any questions, concerns or complaints about your rights as a participant in this research, you can contact the following officer at AUB: social & Behavioral Sciences Institutional Review Board at 01- 350000 or 01-374374, Ext: 5445 or by email: irb@mail.aub.edu.

10. My Rights

I am free to leave the study at any time without penalty or punishment. This does not affect my relationship with AUB. I may skip any questions that I may wish not to answer. I will take a copy of this form. I can ask about my rights, by calling: Institutional Review Board (IRB) on 01-350000 ext. 5445.

11. Signature

If you agree to participate in this study, please sign the consent below:

Student's signature:

Date:

Time: _____

Location: _____

Co-Investigator's Signature: _____

American University of Beirut

Department of Education

School Principal Consent Form - Direct Approaching

Study Title: The Impact of Inclusion on the Socio-Emotional and Academic Functioning of the Students with and without Special Educational Needs

Principal Investigator: Dr. Anies Al-Hroub
Address: American University of Beirut (AUB)
Associate Professor of Educational Psychology & Special
Education
Phone: (01) 350 000 Ext: 3052
Email: aa111@aub.edu.lb

Co-Investigators: Mrs. Nidal Jouni
Graduate Student
Phone: 03921428
Email: naj14@aub.edu.lb

Dear School Principal,

We are asking for the students' participation in a **research study**. Participation is completely voluntary. Please read the information below and feel free to ask any questions that you may have.

A. Project Description:

This research is mainly to examine the impact of inclusion on the socio-emotional and academic functioning of the students with and without special educational needs in the same inclusive setting.

1. This study is part of the thesis prepared by the graduate student Nidal Jouni for her masters' degree at the American University of Beirut (AUB). No personal or sensitive questions will be asked as part of this study. The estimated time to complete this study is three months. The expected number of participants is 400 students from middle school and high school, students with special needs(LD and gifted) and students without special needs.
2. As the school principal, you will help the research team identify the participants for the study. The research team will then schedule an information session with you to explain the purpose of the study, the procedure and the consent forms. After that the research team will seek the parental/legal guardian permission for their children's participation in surveys and their children's participation in focus groups. Only the students, whose parents/legal guardians signed the parental permission or consent for their child's participation in the focus groups, and who are interested in the participation in the study will sign a child assent form for their participation in the FG. Similarly, only the students, whose parents/legal guardians signed the parental permission or consent for their child's participation in the surveys, and who are interested in the participation in the study will sign a child assent form for their participation in the surveys. If the participants refuse to be tape-recorded, handwritten notes will be taken instead.
3. Focus Group discussions will be conducted with 6 groups 3 in middle school and 3 in high school. Each focus group will include students from only one category (LD, gifted, regular).Only students whom parents have approved their participation in FG will be accepted as volunteers for participation in the FG. Following that the researcher will check with the supervisor class timetable to choose students who do not have exams or outdoor activity during FG session. Focus group discussion will take between 45 and 55 minutes. Participants' responses will be audio taped.
4. If you agree, the co-investigator will be provided with a quiet room that will be empty in order to conduct the focus group discussions with the students with no teachers or whoever represents the school present.
5. As for the surveys they will be conducted in inclusive classrooms in middle school and high school with no teachers or whoever is representing the school present. The implementation of the survey will take a class session duration 50 minutes to cater for students ability differences. If a student doesn't want to participate we will coordinate with the librarian so he can stay at the library doing an activity. If one or more students need more time to finish the survey, they can take it home and bring it the second day. The researcher will come to collect them.
6. As for the students, the co-investigator will take your permission in order to be able to talk to them to explain the purpose of the study. Then, the co-investigator will tell them that they will be given parental forms first. Consent forms will be sent to parents

checking whether they accept their children's participation in the study or not. If parents approve, students will be given another student assent form if they agree to participate. Each student will get a hard copy that she/ he will be able to give to his/her parent.

7. After parents' consent, students will be asked to fill in the questionnaires. Students will need to fill out one questionnaire that consists of demographic information(class and sex) and 104 items that they have to rate from 1 (strongly disagree) to 4 (strongly agree).
8. They have the option of filling the questionnaire either in Arabic or English. If involved in the study students will remain in their classroom in order to fill the questionnaire on the same day.
9. If you agree that the students at your school will participate, you will receive a copy of this signed informed consent.

B. Risks and Benefits:

Participation in this study does not involve any physical risk or emotional risk to students beyond the risks of their daily life. Participants have the right to withdraw your consent or discontinue participation at any time for any reason. Participants' decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with the school or with AUB. In addition, refusal to participate in the study will involve no penalties of any kind or affect the principals' and students' relationship with AUB. The community will receive no direct benefits from participating in this research; however, the outcome of this study is expected to have theoretical and practical implications. On the theoretical level, the data will help the researcher understand inclusive practices that affect students' performance (academic, socio-emotional) in inclusive setting and which population is best served in this setting. On the practical level, data produced will provide information needed to improve inclusive practices at your school and improve support service provision ensuring all children can access, learn and be retained in a quality learning environment and reform policies and improve practices in order to provide education based on equal opportunity.

C. Confidentiality:

If you agree that the students will participate in this research study, the information will be kept confidential. Records will be monitored and may be audited by IRB without violating confidentiality. Principals', students'and/or the community's name will never be attached to their answers. The data will only reviewed by the Principal Investigator and the Co-Investigator working on this project. Data will be stored in sealed envelopes in a locked drawer in the PI's office. The research team will also make sure the access to word documents, which have the transcribed interviews and field notes, will be restricted due to the use of the feature "Protect Document." In line with the AUB archive policy, data will be stored for three years after the study

completion. After that, information and data will be shredded. Published reports of the research may be shared with the school principal after the completion of the study.

D. Contact Information:

For more information or questions about the study, you are free to ask them now. If you have questions later, you may contact any of the principal investigators below:

Dr. Anies Al-Hroub, Email: aa111@aub.edu.lb, 01350000 Ext: 3060/3064

Nidal Jouni, Email: naj14@aub.edu.lb, 03921428

If you have any questions, complaints or inquiries about the research study or your rights as a participant in this research, you can contact the following office at the American University of Beirut: Social & Behavioral Sciences Institutional Review Board, American University of Beirut, Tel: 01-350000, Ext: 5445

E. Participant Rights:

Participation in this study is voluntary. There are no monetary rewards for participation in the study. You are free to leave the study at any time without penalty. Your decision not to participate in any way influences your relationship with AUB. A copy of this consent form will be given to you. Students may skip any questions that they may wish not to answer. Your decision will not result in any penalty or loss of benefits. If you have any questions regarding your rights, you may call: Institutional Review Board (IRB) on 01- 350000 ext. 5445.

F. Signature:

If you agree to permit Students in your community to participate in the study, please sign below:

Consent of the School Principal: _____

Researcher Obtaining Consent: _____

Date: _____

Time: _____

Location: _____

American University of Beirut

Department of Education

AUB Social & Behavioral Sciences Parental Permission Template

Permission for Child to Participate in Research

Study Title: The Impact of Inclusion on the Socio-Emotional and Academic Functioning of the Students with and without Special Educational Needs

Principal Investigator: Dr. Anies Al-Hroub
Address: American University of Beirut (AUB)
Associate Professor of Educational Psychology & Special
Education
Phone: (01) 350 000 Ext: 3052
Email: aa111@aub.edu.lb

Co-Investigator: Mrs. Nidal Jouni
Graduate Student
Phone: (03) 921428
Email: naj14@aub.edu.lb

Dear Parent/Legal Guardian,

This is a permission form for your child for whom you are legal guardian to participate in a research study. It contains important information about this study and what to expect if you decide to permit your child/child for whom you are legal guardian to participate. Your child's participation is voluntary.

Please consider the information carefully before you decide to allow your child to participate. If you decide to permit participation, you will be asked to sign this form and will receive a copy of the form.

A. Purpose of the Study:

This research is mainly to examine the impact of inclusion on the socio-emotional and academic functioning of the students with and without special educational needs in the same inclusive setting (middle school and high school).

B. Procedures/Tasks:

- If you are a parent/legal guardian of a child at school: The research team sought the approval of the school principal. After having attended the information session that explained the purpose of the study and the procedure and the consent forms, the school principal provided the research team with a letter of approval to carry out the research in the school. So if you are interested in participating in the study, you are asked to sign parental/legal guardian permission for your child's participation in the survey. Only the students, whose parents/legal guardians signed the parental permission or consent for their child's participation in the surveys and who are interested in the participation in the study will sign a student assent form for their participation in the surveys.

-The study targets participants from middle school and high school. The children will be from both genders, and from all the categories in the school (students with special needs and without special needs). The survey will be implemented in student's classroom during the school day.

-Your child will need to fill out one questionnaire. It includes demographic information about the class and the gender and consists of 104 items that your child has to rate from 1 (strongly disagree) to 4 (strongly agree). Students have the option of filling the questionnaire either in Arabic or English.

C. Duration:

If involved in the study, your child will be sitting for one session 50 minutes each in order to answer the questions. The student will remain in the classroom in order to fill the questionnaire on one day. Your child may leave the study at any time. If you decide to stop your child's participation in the study, there will be no penalty to you, or your child and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship, or that of your child, with AUB.

D. Risks and Benefits:

Participation in this study does not involve any physical risk or emotional risk to children beyond the risks of their daily life. Participants have the right to withdraw your consent or discontinue participation at any time for any reason. Participants' decision to withdraw will not involve any penalty or loss of benefits to which you are entitled. Discontinuing participation in the study will in no way affect your relationship with the school or with AUB. In addition, refusal to participate

in the study will involve no penalties of any kind or affect the parents' and children's relationship with AUB. The participant will receive no direct benefits from participating in this research; however, the outcome of this study is expected to have theoretical and practical implications.

Your child will be helping the researcher in the study. No anticipated risk and nothing bad, nor good things might happen if your child participates in the study.

E. Confidentiality:

Efforts will be made to keep your child's identifier information confidential. All data from this study will be maintained in a secure locked drawer in a locked office or on a password protected computer. Data will only be reported in the aggregate. No names of individual children will be disclosed in any reports or presentations of this research. Your child's research data will be monitored and may be audited by the AUB Institutional Review Board while assuring confidentiality.

After the conclusion of the study, the Principal Investigator will retain all original study data in a secure location for at least three years to meet institutional archiving requirements. After this period, data will be responsibly destroyed.

F. Participant Rights:

You may refuse to allow your child to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at AUB, your decision about whether or not you allow your child to participate in this research will not affect your grades or employment status. If you choose to allow your child to participate in the study, you may discontinue his/her participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you or your child may have as a participant in this study.

G. Contacts and Questions:

For questions about the study you may contact
Dr. Anies Al-Hroub, Email: aa111@aub.edu.lb, 01350000 Ext: 3060
Nidal Jouni, Email: naj14@aub.edu.lb, 03921428

For questions about your child's rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the AUB Social & Behavioral Science Institutional Review Board at 01- 350000 or 01-374374, Ext: 5445 or by email: irb@mail.aub.edu.

H. Signature:

If you agree to permit your child to participate in the study, please sign below:

Consent of the Parent/Legal Guardian: _____

Researcher Obtaining Consent: _____

Date: _____

Time: _____

Location: _____

**American University of Beirut
Department of Education
Student Survey Assent Form - Direct Approaching**

Study Title: The Impact of Inclusion on the Socio-Emotional and Academic Functioning of the Students with and without Special Educational Needs

Principal Investigator: Dr. Anies Al-Hroub
Address: American University of Beirut (AUB)
Associate Professor of Educational Psychology & Special
Education
Phone: (01) 350 000 Ext: 3052
Email: aa111@aub.edu.lb

Co-Investigator: Mrs. Nidal Jouni
Graduate Student
Phone: (03) 921428
Email: naj14@aub.edu.lb

Dear Student,

- You are being asked to be in a research study. Research studies are done to find better ways to understand how kids think about things and how kids and adults may behave at different times.
- This form will tell you about the study to help you decide whether or not you want to participate.

- You can ask any questions you have before making up your mind. You can think about it and discuss it before you decide.
- It is okay to say “No” if you don’t want to be in the study. If you say “Yes” you can change your mind and quit at any time without getting in trouble.
- If you decide to be in the study, an adult (usually a parent) will also need to give permission for you to be in the study.
- The school principal will not interfere in your decision to participate in this study.

1. What is this study about?

This research is mainly to examine the impact of inclusion on the socio-emotional and academic functioning of the students with and without special educational needs in the same inclusive setting.

2. What will I need to do if I am in this study?

You will need to fill out one questionnaire.

Demographic Questionnaire: To know your class and your sex

Indicators of inclusion questionnaire: To better understand what is your performance in an inclusive setting and what are the inclusive practices that affected it. It consists of 104 items that you have to rate using a scale from 1 (strongly disagree) to 4 (strongly agree).

You have the option of filling the questionnaire either in Arabic or English.

3. How long will I be in the study?

If involved in the study, you will be sitting for one session 50 minutes each in order to answer the questions.

You will remain in your classroom in order to fill the questionnaire.

4. Can I stop being in the study?

You may stop being in the study at any time.

5. What bad things might happen to me if I am in the study?

We do not expect anything bad to happen to you if you participate in the study.

6. What good things might happen to me if I am in the study?

By participating in this research project, you will be helping the researcher understand what are the inclusive practices that affect students’ performance (socio-emotional and academic) in an inclusive setting. No other good things might happen if you participate in the study.

7. Will I be given anything for being in this study?

Nothing will be given in-hand for being in this study, but of course, the researcher will thank all the children who agree to participate in this study.

8. Who will have access to my data?

If you agree to participate in this research study, the information will be kept private. Records will be monitored and may be audited without violating confidentiality. Your name and/or the school's/community's name will never be attached to your answers. Any information you share with us will not be shared with others. The data is only reviewed by the research team working on this project. Participants' contact information will be thrown away as soon as data analysis is completed.

9. Who can I talk to about the study?

If you have any questions or concerns about the research, you may contact

Dr. Anies Al-Hroub, Email: aa111@aub.edu.lb, 01350000 Ext: 3060

NidalJouni, Email: naj14@aub.edu.lb, 03921428

If you feel that your questions have not been answered, or if you have any questions, concerns or complaints about your rights as a participant in this research, you can contact the following officer at AUB: social & Behavioral Sciences Institutional Review Board at 01- 350000 or 01-374374, Ext: 5445 or by email: irb@mail.aub.edu.

10. My Rights

I am free to leave the study at any time without penalty or punishment. This does not affect my relationship with AUB. I may skip any questions that I may wish not to answer. I will take a copy of this form. I can ask about my rights, by calling: Institutional Review Board (IRB) on 01-350000 ext. 5445.

11. Signature:

If you agree to participate in this study, please sign the consent below:

Student's signature: _____

Date: _____

Time: _____

Location: _____

Co-Investigator's Signature: _____

الجامعة الأمريكية في بيروت

دائرة التربية

العلوم الاجتماعية والسلوكية

نموذج موافقة الطالب على المشاركة في البحث

عنوان الدراسة: تأثير الدمج التربوي على الأداء الاجتماعي-العاطفي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والطلاب العاديين

الباحث الرئيسي : الدكتور أنيس الحروب

العنوان: الجامعة الأمريكية في بيروت

دائرة التربية

أستاذ مشارك في علم النفس التربوي والتربية الخاصة

هاتف: (01) 35000 مقسم 3052/

البريد الإلكتروني aa111@aub.edu.lb

الباحثة المشاركة: السيدة نضال جوني

العنوان : طالبة دراسات عليا

رقم الهاتف 03921428

البريد الإلكتروني: naj14@aub.edu.lb

عزيزي الطالب/ة،

يطلب منك المشاركة في دراسة بحثية. تُجرى الدراسات لتحسين طرق تعلم التلاميذ.

. سيخبرك هذا النموذج عن الدراسة ليساعدك كي تقرر إن كنت ستشارك فيها أم لا.

- يمكنك أن تسأل أي سؤال لديك قبل أن تتخذ أي قرار. يمكنك التفكير في هذا السؤال ومناقشته قبل أن تقرر.
- لا توجد أي مشكلة في أن تقول "لا" في حال لم ترغب بالمشاركة في هذه الدراسة. إذا وافقت على المشاركة فبإمكانك أن تغير رأيك وتترك الدراسة في أي وقت من دون أي مشكلة.
- إذا قررت أن تشارك في الدراسة، فيجب أن يعطي أحد البالغين (عادة الأهل) الإذن لك كي تشارك في هذه الدراسة.
- لن يتدخل مدير المدرسة في قرارك بالمشاركة في هذه الدراسة.

25. ما الغاية من هذه الدراسة؟

. يهدف هذا البحث الى التعرف على التطور الأكاديمي، العاطفي والاجتماعي لكل أنواع التلاميذ في بيئة دامية

26. ما الذي يتوجب على فعله إن كنت في هذه الدراسة؟

عليك أن تملأ استبيان من 4 صفحات

في الصفحة الأولى معلومات عن صفك والجنس

استبيان حول مؤشرات الدمج التربوي يتألف من 104 بنود عليك أن تصنفها بين 1(لا أوافق بشدة) إلى 4 (أوافق بشدة).

لديك الخيار في ملء الاستبيانات إما في العربية أو الانجليزية.

27. ما هي المدة التي سأقضيها في هذه الدراسة؟

إذا وافقت على المشاركة، ستشارك في جلسة واحدة مدتها 50 دقيقة للإجابة عن الأسئلة لملء الاستبيان . ستبقى في صفك من أجل ملء

الاستبيان.

28. هل يمكنني أن انسحب من الدراسة؟

يمكنك أن تنسحب من الدراسة في أي وقت تريده.

29. ما هي الأمور السيئة التي يمكن أن تحصل في حال شاركت في هذه الدراسة؟

لا نتوقع أن يحصل لك أي خطر أو أمر سيء إذا شاركت في هذه الدراسة.

30. هل سأحصل على أي شيء إذا شاركت في هذه الدراسة؟

من خلال المشاركة في هذا المشروع البحثي، سوف تساعد الباحث على فهم مدى تأثير الدمج التربوي على الأداء العاطفي-الاجتماعي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والتلاميذ العاديين في مدرستك. قد لا تحدث أشياء أخرى جيدة إذا كنت تشارك في الدراسة.

31. هل سيتم إعطائي أي شيء في حال مشاركتي في الدراسة؟

لن تسلم أي شيء، ولكن طبعاً سيشارك الباحث جميع الطلاب الموافقين على المشاركة في الدراسة.

32. من سيحصل على المعلومات المختصة بي؟

في حال وافقت على المشاركة في الدراسة، فإن المعلومات ستبقى سرية. لن يُرفق اسم الأهل أو الطلاب أو المجموعة مع الأجوبة. المعلومات ستراجع فقط من قبل الباحث الرئيسي والباحث المشارك العاملين على المشروع. ستتلّف معلومات الاتصال بمجرد الانتهاء من تحليل البيانات.

33. مع من يمكن أن أتكلّم بخصوص البحث؟

لأسئلة حول الدراسة يمكنك الاتصال ب:

الدكتور أنيس الحروب، البريد الإلكتروني: aa111@aub.edu.lb ، رقم الهاتف 01-350000 مقسم: 3060

السيدة نضال جوني، البريد الإلكتروني: naj14@aub.edu.lb ، رقم الهاتف 03921428

لأسئلتكم حول حقوقكم كمشارك في الدراسة ومن أجل مناقشة الهواجس المتعلقة بالدراسة أو الشكاوى مع شخص ليس من ضمن فريق البحث، يمكنك الاتصال بمجلس مراجعة الدراسات الاجتماعية والسلوكيات على رقم 01-350000 مقسم: 5445 أو عبر البريد

الإلكتروني: irb@mail.aub.edu.

34. حقوقي:

المشاركة في هذه الدراسة محض طوعية. لا يوجد عائدات مادية لقاء مشاركتي في الدراسة. لي كامل الحرية في أن اتوقف عن المشاركة في هذه الدراسة في أي وقت من دون التعرض لأي عقوبة. لن يؤثر هذا بأي حال من الأحوال على علاقتي بالجامعة الأمريكية في بيروت. يمكنني أن أتخطى أي سؤال لا أريد الإجابة عليه. سأحصل على نسخة من نموذج الموافقة هذا. إن كان لدي أي سؤال يخصّ حقوقي، يمكنني الاتصال ب: مجلس المراجعة المؤسسية على 01-350000 مقسم 5445.

35. الامضاء:

إذا كنت موافق على المشاركة في هذه الدراسة الرجاء التوقيع أدناه:

توقيع الطالب:

التاريخ:

الوقت:

توقيع الباحث المشارك:

**American University of Beirut
Department of Education
Student Survey Assent Form - Direct Approaching**

Study Title: The Impact of Inclusion on the Socio-Emotional and Academic Functioning of the Students with and without Special Educational Needs

Principal Investigator: Dr. Anies Al-Hroub
Address: American University of Beirut (AUB)
Associate Professor of Educational Psychology & Special
Education
Phone: (01) 350 000 Ext: 3052
Email: aa111@aub.edu.lb

Co-Investigator: Mrs. Nidal Jouni
Graduate Student
Phone: (03) 921428
Email: naj14@aub.edu.lb

Dear Student,

- You are being asked to be in a research study. Research studies are done to improve students' learning..
- This form will tell you about the study to help you decide whether or not you want to participate.

- You can ask any questions you have before making up your mind. You can think about it and discuss it before you decide.
- It is okay to say “No” if you don’t want to be in the study. If you say “Yes” you can change your mind and quit at any time without getting in trouble.
- If you decide to be in the study, an adult (usually a parent) will also need to give permission for you to be in the study.
- The school principal will not interfere in your decision to participate in this study.

1. What is this study about?

This research is mainly to identify academic, emotional and social improvement in an inclusive school.

2. What will I need to do if I am in this study?

You will need to fill out one questionnaire.

Information about your class and your sex in the front page

Indicators of inclusion questionnaire consisting of 104 items that you have to rate using a scale from 1 (strongly disagree) to 4 (strongly agree).

You have the option of filling the questionnaire either in Arabic or English.

3. How long will I be in the study?

If involved in the study, you will be sitting for one session 50 minutes each in order to answer the questions.

You will remain in your classroom in order to fill the questionnaire.

4. Can I stop being in the study?

You may stop being in the study at any time.

5. What bad things might happen to me if I am in the study?

We do not expect anything bad to happen to you if you participate in the study.

6. What good things might happen to me if I am in the study?

By participating in this research project, you will be helping the researcher understand what are the inclusive practices that affect students’ performance (socio-emotional and academic) in an inclusive setting. No other good things might happen if you participate in the study.

7. Will I be given anything for being in this study?

Nothing will be given in-hand for being in this study, but of course, the researcher will thank all the children who agree to participate in this study.

8. Who will have access to my data?

If you agree to participate in this research study, the information will be kept private. Records will be monitored and may be audited without violating confidentiality. Your name and/or the school's/community's name will never be attached to your answers. Any information you share with us will not be shared with others. The data is only reviewed by the research team working on this project. Participants' contact information will be thrown away as soon as data analysis is completed.

9. Who can I talk to about the study?

If you have any questions or concerns about the research, you may contact

Dr. Anies Al-Hroub, Email: aa111@aub.edu.lb, 01350000 Ext: 3060

NidalJouni, Email: naj14@aub.edu.lb, 03921428

If you feel that your questions have not been answered, or if you have any questions, concerns or complaints about your rights as a participant in this research, you can contact the following officer at AUB: social & Behavioral Sciences Institutional Review Board at 01- 350000 or 01-374374, Ext: 5445 or by email: irb@mail.aub.edu.

10. My Rights

I am free to leave the study at any time without penalty or punishment. This does not affect my relationship with AUB. I may skip any questions that I may wish not to answer. I will take a copy of this form. I can ask about my rights, by calling: Institutional Review Board (IRB) on 01-350000 ext. 5445.

11. Signature:

If you agree to participate in this study, please sign the consent below:

Student's signature: _____

Date: _____

Time: _____

Location: _____

Co-Investigator's Signature: _____

الجامعة الأمريكية في بيروت

دائرة التربية

إذن موافقة الطالبة على المجموعات المركزة-المقاربة المباشرة

عنوان الدراسة: تأثير الدمج التربوي على الأداء الاجتماعي-العاطفي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والطلاب العاديين

الباحث الرئيسي : الدكتور أنيس الحروب

العنوان: الجامعة الأمريكية في بيروت

دائرة التربية

أستاذ مشارك في علم النفس التربوي والتربية الخاصة

هاتف: (01) 35000 مقسم : 3052

البريد الإلكتروني aa111@aub.edu.lb

الباحثة المشاركة:السيدة نضال جوني

العنوان : طالبة دراسات عليا

عزيزي الطفل/ة،

يطلب منك المشاركة في دراسة بحثية. تُجرى الدراسات لتحسين طرق تعلم التلاميذ

. سيخبرك هذا النموذج عن الدراسة ليساعدك كي تقرر إن كنت ستشارك فيها أم لا.

- يمكنك أن تسأل أي سؤال لديك قبل أن تتخذ أي قرار. يمكنك التفكير في هذا السؤال ومناقشته قبل أن تقرر.
- لا توجد أي مشكلة في أن تقول "لا" في حال لم ترغب بالمشاركة في هذه الدراسة. إذا وافقت على المشاركة فيمكنك أن تغير رأيك وتترك الدراسة في أي وقت من دون أي مشكلة.
- إذا قررت أن تشارك في الدراسة، فيجب أن يعطي أحد البالغين (عادة الأهل) الإذن لك كي تشارك في هذه الدراسة.
- لن يتدخل مدير المدرسة في قرارك بالمشاركة في هذه الدراسة.

36. ما الغاية من هذه الدراسة؟

يهدف هذا البحث الى التعرف على التطور الأكاديمي ، العاطفي والاجتماعي لكل أنواع التلاميذ في بيئة دامجة

ما الذي يتوجب عليّ فعله إن كنت في هذه الدراسة؟

سيخبرنا المدير عنالمكان المناسب من أجل إجراء المجموعات المركزة مع الطلاب ومن المتوقع أن تجرى مجموعات مركزة مع عدد منالطلابالآخرين، منهم من ذوي الاحتياجات الخاصة ومنهم من الطلاب العاديين، البنات والبنين وذلك خلالالدوامات المدرسية . سنقوم أيضا بإجراء المجموعات المركزة فقط مع من وافقوا على المشاركة. سوف يتم إدارة المجموعات المركزة من قبل شخص بالغ، وستكون مع طلاب آخرين أثناء المجموعة المركزة. ستكون المجموعة المركزة في قاعة مغلقة وستجري بسرية تامة.سوف يتم تسجيل المجموعة المركزة. لا أحد غير الباحثين سوف يسمع الإجابات والمشاركات. إذا وافقت على المشاركة، ستحصل على نسخة من هذا النموذج الموقع وتكون المجموعة المركزة باللغة العربية.

37. ما هي المدة التي سأقضيها في هذه الدراسة؟

ستأخذ المجموعة المركزة حوالي 45 إلى 55 دقيقة، وستكون خلال حصة يسهل عليكم تعويضها دون أن تكون حصة امتحان أو نشاط لاصفي لكمسيتم تنسيق ذلك مع الناظر وبموافقة المدرسة.

38. هل يمكنني أن انسحب من الدراسة؟

يمكنك أن تتسحب من الدراسة في أي وقت تريده.

39. ما هي الأمور السيئة التي يمكن أن تحصل في حال شاركت في هذه الدراسة؟

لا نتوقع وجود أي خطر أو أمر سيء في حال مشاركتك في هذه الدراسة.

40. هل سأحصل على أي شيء إذا شاركت في هذه الدراسة؟

من خلال المشاركة في هذا المشروع البحثي، سوف تساعد الباحث على فهم مدى تأثير الدمج التربوي على الأداء العاطفي- الاجتماعي والأكاديمي للطلاب ذوي الاحتياجات الخاصة والتلاميذ العاديين في مدرستك. قد لا تحدث أشياء أخرى جيدة إذا كنت تشارك في الدراسة.

41. هل سيتم إعطائي أي شيء في حال مشاركتي في الدراسة؟

لن ينسلم أي شيء، ولكن طبعا سيشارك الباحث جميع الطلاب الموافقين على المشاركة في الدراسة.

42. من سيحصل على المعلومات المختصة بي؟

في حال وافقت على المشاركة في الدراسة، فإن المعلومات ستبقى سرية. لن يُرفق اسم الأهل أو الطلاب أو المجموعة مع الأجوبة. المعلومات ستراجع فقط من قبل الباحث الرئيسي والباحث المشارك العاملين على المشروع. ستتلف معلومات الاتصال بمجرد الانتهاء من تحليل البيانات. في حال وافقت أيضا، ستكون المقابلة مسجلة- صوتيا.

43. مع من يمكن أن أتكلّم بخصوص البحث؟

لأسئلة حول الدراسة يمكنك الاتصال ب:

الدكتور أنيس الحروب، البريد الإلكتروني: aa111@aub.edu.lb ، رقم الهاتف 01-350000 مقسم: 3060.

السيدة نضال جوني، البريد الإلكتروني: naj14@aub.edu.lb ، رقم الهاتف 03921428

لأسئلتكم حول حقوقكم كمشارك في الدراسة ومن أجل مناقشة الهواجس المتعلقة بالدراسة أو الشكاوى مع شخص ليس من ضمن فريق البحث، يمكنك الاتصال بمجلس مراجعة الدراسات الاجتماعية والسلوكيات على رقم 01-350000 مقسم: 5445 أو عبر البريد الإلكتروني: irb@mail.aub.edu.

44. حقوقي:

المشاركة في هذه الدراسة محض طوعية. لا يوجد عائدات مادية لقاء مشاركتي في الدراسة. لي كامل الحرية في أن اتوقف عن المشاركة في هذه الدراسة في أي وقت من دون التعرض لأي عقوبة. لن يؤثر هذا بأي حال من الأحوال على علاقتي بالجامعة الأمريكية في بيروت. يمكنني أن أخطئ أي سؤال لا أريد الإجابة عليه. سأحصل على نسخة من نموذج الموافقة

هذا. إن كان لدي أي سؤال يخصّ حقوقي، يمكنني الاتصال ب: مجلس المراجعة المؤسسية على 01-350000 مقسم 5445.

45. الامضاء:

إذا كنت موافق على المشاركة في هذه الدراسة الرجاء التوقيع أدناه:

توقيع الطالب:

التاريخ:

الوقت:

توقيع الباحث المشارك:

American University of Beirut

Department of Education

Student Focus Group Assent Form - Direct Approaching

Study Title: The Impact of Inclusion on the Socio-Emotional and Academic Functioning of the Students with and without Special Educational Needs

Principal Investigator: Dr. Anies Al-Hroub

Address: American University of Beirut (AUB)
Associate Professor of Educational Psychology & Special Education
Phone: (01) 350 000 Ext: 3052
Email: aa111@aub.edu.lb

Co-Investigator: Mrs. Nidal Jouni
Graduate Student
Phone: 03921428
Email: naj14@aub.edu.lb

Dear Student,

- You are being asked to be in a research study. Research studies are done to improve students' learning.
- This form will tell you about the study to help you decide whether or not you want to participate.
- You can ask any questions you have before making up your mind. You can think about it and discuss it before you decide.
- It is okay to say "No" if you don't want to be in the study. If you say "Yes" you can change your mind and quit at any time without getting in trouble.
- If you decide to be in the study, an adult (usually a parent) will also need to give permission for you to be in the study.
- The school principal will not interfere in your decision to participate in this study.

12. What is this study about?

This research is mainly to identify academic, emotional and social improvement in an inclusive school **What will I need to do if I am in this study?**

The school principal will tell us in which empty room to meet with the researchers in order to conduct the focus group with you. It is expected that other children will be participating in other focus group , both students with special needs and students without special needs, and both girls and boys during the school days. We will be conducting this focus group only with participants who agree to participate. The focus group will be conducted by an adult, and you will be with other students during the focus group. The FG will take place in a closed room with complete confidentiality. We will record your answers on a recorder. No one but the researchers will know of your answers. If you agree to participate, you will receive a copy of this signed form and the focus group will be conducted in Arabic.

13. How long will I be in the study?

The FG will take around 45 to 55 minutes and it will be conducted during a class when no exams or outside activities are assigned and that you can easily compensate for. This will be coordinated with the supervisor and approved by the school.

14. Can I stop being in the study?

You may stop being in the study at any time.

15. What bad things might happen to me if I am in the study?

We do not expect anything bad to happen to you if you participate in the study.

16. What good things might happen to me if I am in the study?

By participating in this research project, you will be helping the researcher understand what are the inclusive practices that affect students' performance (socio-emotional and academic) in an inclusive setting. No other good things might happen if you participate in the study.

17. Will I be given anything for being in this study?

Nothing will be given in-hand for being in this study, but of course, the researcher will thank all the students who agree to participate in this study.

18. Who will have access to my data?

If you agree to participate in this research study, the information will be kept private. Records will be monitored and may be audited without violating confidentiality. Your name and/or the school's/community's name will never be attached to your answers. Any information you share with us will not be shared with others. The data is only reviewed by the research team working on this project. Participants' contact information will be thrown away as soon as data analysis is completed. If you agree, the interview will be audiotaped.

19. Who can I talk to about the study?

If you have any questions or concerns about the research, you may contact

Dr. Anies Al-Hroub, Email: aa111@aub.edu.lb, 01350000 Ext: 3060

Nidal Jouni, Email: naj14@aub.edu.lb 03921428

If you feel that your questions have not been answered, or if you have any questions, concerns or complaints about your rights as a participant in this research, you can contact the following officer at AUB: social & Behavioral Sciences Institutional Review Board at 01- 350000 or 01-374374, Ext: 5445 or by email: irb@mail.aub.edu.

20. My Rights

I am free to leave the study at any time without penalty or punishment. This does not affect my relationship with AUB. I may skip any questions that I may wish not to answer. I will take a copy of this form. I can ask about my rights, by calling: Institutional Review Board (IRB) on 01-350000 ext. 5445.

21. Signature

If you agree to participate in this study, please sign the consent below:

Student's signature: _____

Date: _____

Time: _____

Location: _____

Co-Investigator's Signature: _____

V. MATRIX OF DOMAINS, INDISCATORS, AND QUESTUIONS.

Domain	Indicators	Questions
<p>Management and Organization</p> <p>(questions from 34 to 38)</p>	<p>1-All forms of support are coordinated</p>	<p>-34-An overall support policy is clear to all of us within the school</p>
	<p>2- Everyone is made to feel welcome</p>	<p>35-I think that the first contact people have with the school is friendly and welcoming</p>
	<p>3- Special needs policies are inclusion policies</p>	<p>36- I think that special needs policies in my school are aimed at increasing learning and participation and minimizing exclusion</p> <p>37-I think that students with special educational needs in my school are seen as individuals with different interests, knowledge and skills rather than as part of a homogeneous group.</p> <p>-38-I can say that there is an attempt to minimize the withdrawal of students for support outside their mainstream lessons</p>
	<p>1- Staff seek to remove all barriers to learning and participation in school</p>	<p>-39-I can say that the staff avoid using negative labels for students who have been categorized as having special educational needs</p>

Learning and teaching(questions 39-78)	2- The school arranges teaching groups so that all students are valued	<p>-40- In planning teaching groups in my class attention is paid to friendship and factors that facilitate communication</p> <p>-41-In my class there is an attempt to minimize the organization of teaching groups according to levels of attainment or ability</p> <p>-42-Groups within my class are rearranged , at times, so as to promote social cohesion</p>
	3- Student difference is used as a resource for learning and teaching	<p>-43- Students in my class are encouraged to learn from others of different background and experience</p> <p>-44-In my class students with more knowledge or skill in area sometimes tutor those with less</p> <p>45--I can say that there are opportunities for students of different ages to support each other in my school</p>

Learning and teaching(questions 39-78)	4-Staff develop resources to support learning and participation	<p>46-I can say that the library supports independent learning</p> <p>-47-I can say that the library is organized so that it supports the learning of all of us</p> <p>48-I can say that there is a system for making effective use of multimedia learning materials within the curriculum</p>
	5- Lessons are responsive to student diversity	<p>- 49-Lessons in my class are build on the diversity of student experience</p> <p>- 50-Lessons in my class reflect differences in student knowledge</p> <p>-51-Lessons in my class accommodate different rates at which students learn</p> <p>52-Lessons in my class allow for difference in learning styles</p> <p>-53-Lessons in my class involve work to be done by individual, pairs, groups and the whole class</p> <p>54--In my class there is a variety of activities , including discussion, oral presentation, writing, drawing, problem solving, use of library, audio visual materials, practical tasks and information technology</p>

Learning and Teaching (questions from 39 to 78)	6- Lessons develop an understanding of difference	<p>-55-In my school students are encouraged to explore views which are different from their own</p> <p>-56-In my school opportunities are provided for students to work with others who are different from them in terms of background, ethnicity, ability and gender</p> <p>57-In my school teachers respect and value alternative views during class discussions</p>
	7-Teachers are concerned to support the learning and participation of all students	<p>-58-In my school, class and subject teachers take responsibility for the learning of all students in their lessons.</p> <p>-59-In my school there are attempts to view teaching and support from the students' perspective.</p>
	8- Learning support assistants are concerned to support the learning and participation of all students	<p>60-In my class learning support assistants help to increase the participation of all students.</p> <p>-61-In my class learning support assistants aim to maximize independence of students from their direct support.</p> <p>- 62-In my class learning support assistants encourage peer support of students who</p>

		experience difficulties in learning.
	<p>9- Students are actively involved in their own learning</p>	<p>-63- My classroom environment displays and other resources help independent learning.</p> <p>- 64-I am taught how to research and write up a topic.</p> <p>65-- I am able to use the library and IT resources independently.</p> <p>-66- I am taught how to take notes and organize their work.</p> <p>- 67-I am taught how to revise for tests and examinations.</p> <p>68-- I am consulted about the support I need.</p> <p>-69- I am given a choice over activities.</p>
	<p>10- Students learn collaboratively</p>	<p>- 70-I see the offering and receiving of help as an ordinary part of classroom activity.</p> <p>- 71-There are established rules for us to take turns in speaking, listening and requesting clarification from each other as well as from staff.</p> <p>-72-I willingly share their knowledge and skills.</p> <p>-73- I share responsibility for helping to</p>

		overcome the difficulties experienced by some students in lessons.
	11- All students take part in activities outside the classroom	-74-There are a range of clubs and other activities that appeal to all of us - 75-I am encouraged to take part in sports and art. - 76-I think that students who are chosen to represent their classes or the school reflect the diversity of students in the school.
	12- Assessment facilitates the achievement of all students	-77- I am given positive feedback to my performance and advised on what to do next - 78-I am involved in assessing my own learning.
Student Support and School Ethos(questions from 79 to 104)	1-Students are equally valued 1	79--In my school students with disabilities are as valued as those without disabilities. - 80-In my school students, who attain less, are as valued as high-attaining students. -81- In my school students with emotional/behavioral difficulties are as valued as those without. -82- My work is displayed within the school and in my classrooms.

	<p>2-Bullying is minimized</p>	<p>-83-I think that there is a shared view of what constitutes bullying, between staff, parents, member and students.</p> <p>-84-In my school bullying is seen to be concerned with verbal and emotional hurt as well as physical assault.</p> <p>85-- I know who to turn to if I experience bullying.</p> <p>86- I am involved in creating strategies to prevent and minimize bullying</p>
	<p>3-Classroom discipline is based on mutual respect</p>	<p>-87-In my class classroom routines are consistent and explicit</p> <p>- 88-I am involved in helping to resolve classroom difficulties</p> <p>-89-I am involved in formulating classroom rules.</p>
	<p>4-The school strives to minimize discriminatory practices</p>	<p>90-I think that the school attempts to minimize all institutional discrimination, whether in connection with age, race, class, sexual orientation, gender, and ability or student attainment.</p> <p>-91- I notice that staff avoid gender stereotyping in offering subjects to students.</p>

	<p>5-</p> <p>Students help each other</p>	<p>-92-We offer assistance to each other when it is needed.</p> <p>- 93-I report to a member of staff, when someone needs assistance.</p> <p>- 94-In my school supportive friendships are actively encouraged.</p> <p>-95- We avoid discriminatory name-calling, whether in connection with race, sex, background or abilities.</p> <p>- 96-We feel that disputes between us are dealt with fairly and effectively</p>
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	<p>6-There are high expectations for all students</p>	<p>97-I feel that they attend a school in which the highest achievements are possible.</p> <p>-98-I am encouraged to have high aspirations about my learning.</p> <p>99-I am encouraged to appreciate the achievements of others.</p> <p>- 100-There is an attempt to address my fear of failure or others' fear.</p> <p>- 101-Staff avoid viewing us as having a fixed ability based on our current achievements.</p> <p>-102- I am encouraged to take pride in my own achievements.</p> <p>-103-I am treated as if there is no ceiling to my achievements.</p> <p>-104-My achievement is valued in relation to my own possibilities rather than the achievement of others.</p>
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<p>Student Performance(questions from 1 to 33)</p>	<p>1- Students possess positive self-concept</p>	<p>-1-I accept my own physical appearance</p> <p>-2-I recognize my own strengths and weaknesses.</p> <p>-3-I am willing to seek assistance when needed</p> <p>-4- I feel comfortable to use supportive aids</p> <p>- 5-I dare to express my views</p> <p>-6- I am not mindful of my family and social background</p> <p>-7- I am confident about myself</p> <p>-8-I accept corrections with grace</p>
	<p>2- Students are motivated to learn</p>	<p>-9-I prepare for lessons</p> <p>-10-I revise after lessons</p> <p>11-I initiate questions in or after class</p> <p>12-I complete assigned tasks on time.</p>
	<p>3- Academic performance of students has improved</p>	<p>-13-I show continuous improvement in literacy skills.</p> <p>- 14-I show continuous improvement in numeracy skills.</p> <p>- 15-I show continuous improvement in the major subjects.</p>

	<p>4-Multiple intelligence of students is developed</p>	<p>16-I have developed my unique potentials.</p> <p>-17I pursue studies which build on my strength.</p> <p>-18-I have developed effective social skills in interpersonal relationship.</p> <p>-19- I pursue an interest in cultural, physical or aesthetic activities.</p> <p>-20- I have developed the ability for self-reflection.</p>
	<p>5-Students actively participate in school life</p>	<p>21-I participate in extra-curricular activities.</p> <p>-22 I participate in sports events of school.</p> <p>- 23-I participate in different open /inter-school activities.</p> <p>-24- I have a circle of friends.</p> <p>- 25-I have regular attendance.</p> <p>- 26-I enjoy staying in school after class.</p> <p>-27- I volunteer to assist teachers.</p>

	6- Students have grasped a repertoire of learning skills	-28- I have good note-taking skills. -29- I use effective study skills. -30- I demonstrate examination skills. -31 I effectively use problem-solving skills. -32-I use technology to support learning. -33- I make use of library materials in learning.
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VI. DESCRIPTIVE ANALYSIS RESULTS

Table 1: Characteristics of the sample

	N (%)
Type of student	
Regular	352 (81.3)
Gifted	30 (6.9)
With learning difficulties	51 (11.8)
Gender	
Males	217 (50.2)
Females	215 (49.8)
School Class	
Middle school	356 (82.4)
High school	76 (17.6)
Student	
Old	412 (95.2)
New	21 (4.8)

Table 2: Student performance among the three populations (regular, gifted, and with learning difficulties)

		Minimum	Maximum	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value ^a
Students possess positive self-concept	Regular	13	32	26.08	3.22	204.61	81.5	Positive	0.052
	Gifted	15	32	27.97	3.61	242.14	87.4	Positive	
	With learning difficulties	16	32	27.27	3.34	174.25	85.2	Positive	
Students are motivated to learn	Regular	5	16	12.84	1.98	210.64	80.3	Positive	0.588
	Gifted	8	16	13.14	2.29	230.64	82.1	Positive	
	With learning difficulties	6	16	12.67	2.26	201.73	79.2	Positive	
Academic performance of students	Regular	3	12	9.33	1.56	206.57	77.8	Positive	0.096
	Gifted	6	12	9.97	1.81	255.67	83.1	Positive	

has improved	With learning difficulties	5	12	9.34	1.77	210.19	77.9	Positive	
Multiple intelligence of students is developed	Regular	8	20	16.19	2.24	210.98	81.0	Positive	0.092
	Gifted	13	20	17.07	2.23	254.98	85.4	Positive	
	With learning difficulties	11	20	15.96	1.92	194.08	79.8	Positive	
Students actively participate in school life	Regular	9	28	20.31	3.46	200.45	72.5	Positive	0.013*
	Gifted	14	28	22.14	3.04	267.88	78.9	Positive	
	With learning difficulties	14	28	20.54	3.26	203.05	73.4	Positive	
Students have grasped a repertoire of learning skills	Regular	7	24	17.38	3.12	203.17	72.4	Positive	0.002^*
	Gifted	15	24	19.41	2.31	281.91	80.9	Positive	
	With learning difficulties	11	24	17.40	3.08	197.35	72.5	Positive	
^a Kruskal-Wallis test [^] p<0.01 → 99% Significance [*] p< 0.05 → Significant → Check next table for paired comparisons (Table 2A)									

Table 2A: Paired comparison for indicators of students performance

		Standardized Test statistics	p-value ^a
Students actively participate in school life	Regular vs with learning difficulties	-0.137	1.000
	Regular vs gifted	-2.952	0.009^*
	With learning difficulties vs gifted	2.297	0.065
Students have grasped a repertoire of learning skills	With learning difficulties vs regular	0.316	1.000
	With learning difficulties vs gifted	3.013	0.008^*
	Regular vs gifted	-3.140	0.002^*
^a Dunn's nonparametric comparison test			

^ p<0.01 → 99% Significance
 * p< 0.05 → 95% Significant

Table 3: Student performance served by full inclusion among the three populations (regular, gifted, and with learning difficulties)

	Minimum	Maximum	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value ^a
Regular	59	130	102.45	11.51	178.68	77.7	Positive	0.019 ^{^*}
Gifted	93	129	108.86	10.22	231.23	82.5	Positive	
With learning difficulties	82	131	101.35	11.14	161.51	76.7	Positive	

^a Kruskal Wallis test
[^]p<0.01 → 99% Significance
 * p< 0.05 → 95% Significant → Check next table for paired comparisons

Table 3A: Paired comparison for students performance

		Standardized Test statistics	p-value ^a
Students performance	With learning difficulties vs regular	0.944	1.000
	With learning difficulties vs gifted	2.669	0.023*
	Regular vs gifted	-2.548	0.032*

^a Dunn's nonparametric comparison test
[^] p<0.01 → 99% Significance
 * p< 0.05 → 95% Significant

Table 4: Student performance served by full inclusion among the three populations (regular, gifted, and with learning difficulties) by gender

		Minimum	Maximum	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value
Regular	Males	67	124	101.24	11.46	139.58	77.0	Positive	0.073 ^a
	Females	59	130	103.66	11.46	157.42	78.9	Positive	
Gifted	Males	97	129	112.00	12.43	16.38	82.5	Positive	0.312 ^b
	Females	93	124	107.60	9.25	13.75	81.5	Positive	
With learning	Males	82	117	100.45	9.64	17.88	76.1	Positive	0.414 ^b

difficulties	Female	85	131	103.50	12.51	19.28	78.4	Positive	
^a Mann-Whitney U test ^b Independent sample t-test [^] p<0.01 → 99% Significance [*] p< 0.05 → 95% Significant									

Table 5: Inclusive practices by domains among the three populations (regular, gifted, and with learning difficulties)

		Minimum	Maximum	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value ^a
Management and Organization Domain	Regular	8	20	15.72	2.50	211.15	78.5	Positive	0.009 ^{^*}
	Gifted	11	20	16.37	2.43	241.68	82.0	Positive	
	With learning difficulties	5	20	14.44	3.21	161.78	78.0	Positive	
Teaching and Learning Domain	Regular	42	160	117.58	19.1	177.00	73.5	Positive	0.203
	Gifted	72	157	124.50	18.7	214.90	77.8	Positive	
	With learning difficulties	97	154	119.49	18.8	179.61	73.9	Positive	
Student support and school Ethos Domain	Regular	26	103	75.92	12.63	191.13	73.1	Positive	0.094
	Gifted	65	101	81.30	9.29	239.78	78.2	Positive	
	With learning difficulties	54	94	76.35	10.09	190.99	73.5	Positive	
^a Kruskal Wallis test [^] p< 0.01 → 99% Significant [*] p< 0.05 → 95% Significant → Check next table for paired comparisons (Table 5A)									

Table 5A: Paired comparison for domains of inclusive practices

		Standardized Test statistics	p-value ^a
Management and	With learning	2.614	0.027 [*]

Organization Domain	difficulties vs regular		
	With learning difficulties vs gifted	2.847	0.013*
	Regular vs gifted	-1.347	0.534

^a Dunn's nonparametric comparison test
[^] p<0.01 → 99% Significance
^{*} p< 0.05 → 95% Significant

Table 6: Management and organization domain among the three populations (regular, gifted, and with learning difficulties) by gender

		Minimum	Maximum	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value
Regular	Males	10	20	15.67	2.40	166.92	78.4	Positive	0.486 ^a
	Females	8	20	15.76	2.61	174.29	78.8	Positive	
Gifted	Males	14	20	17.44	1.74	175.50	87.2	Positive	0.113 ^b
	Females	11	20	15.90	2.57	289.50	79.5	Positive	
With learning difficulties	Males	5	19	14.68	3.13	595.00	73.4	Positive	0.567 ^b
	Females	7	20	14.11	3.45	395.00	70.6	Positive	

^a Mann-Whitney U test
^b Independent sample t-test
[^] p<0.01 → 99% Significance
^{*} p< 0.05 → 95% Significant

Table 7: Teaching and learning domain among the three populations (regular, gifted, and with learning difficulties) by gender

		Minimum	Maximum	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value
Regular	Males	72	158	117.84	18.61	148.76	73.7	Positive	0.883 ^a
	Females	42	160	117.31	19.56	150.23	71.4	Positive	
Gifted	Males	106	157	136.50	20.66	109.00	85.3	Positive	0.072 ^b
	Females	72	148	120.90	17.00	242.00	75.6	Positive	

With learning difficulties	Males	97	146	115.81	13.68	334.00	72.4	Positive	0.085 ^b
	Females	101	154	125.00	16.98	296.00	78.1	Positive	
^a Mann-Whitney U test ^b Independent sample t-test [^] p<0.01 → 99% Significance [*] p< 0.05 → 95% Significant									

Table 8: Student support and school ethos domain among the three populations (regular, gifted, and with learning difficulties) by gender

		Minimum	Maximum	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value
Regular	Males	37	103	76.16	12.27	163.38	73.2	Positive	0.862 ^a
	Females	26	100	75.67	13.03	161.58	72.8	Positive	
Gifted	Males	65	101	83.88	12.94	15.88	80.7	Positive	0.472 ^b
	Females	69	92	80.21	7.44	13.21	77.1	Positive	
With learning difficulties	Males	59	94	76.70	9.65	18.60	73.8	Positive	0.870 ^b
	Females	54	93	76.13	11.21	18.38	73.2	Positive	
^a Mann-Whitney U test ^b Independent sample t-test [^] p<0.01 → 99% Significance [*] p< 0.05 → 95% Significant									

Table 9: Management and Organization domain indicators among the three populations (regular, gifted, and with learning difficulties)

		Minimum	Maximum	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value ^a
All forms of support are coordinated	Regular	1	4	2.95	0.87	219.46	72.5	Positive	0.018 [*]
	Gifted	1	4	3.07	0.83	233.70	77.5	Positive	
	With learning difficulties	1	4	2.51	1.08	171.72	62.5	Neutral	

	es								
Everyone is made to feel welcome	Regular	1	4	3.03	0.85	218.52	75.0	Positive	0.039*
	Gifted	1	4	3.17	0.87	239.63	80.0	Positive	
	With learning difficulties	1	4	2.71	0.96	179.10	67.5	Neutral	
Special needs policies are inclusion policies	Regular	4	12	9.71	1.60	208.41	80.8	Positive	0.071
	Gifted	5	12	10.13	1.72	247.37	84.2	Positive	
	With learning difficulties	3	12	9.16	2.13	183.24	76.7	Positive	

^a Kruskal Wallis test
[^] p<0.01 → 99% Significance
^{*} p< 0.05 → Significant → Check next table for paired comparisons (Table 9A)

Table 9A: Paired comparison for indicators of management and organization domain

		Standardized Test statistics	p-value
All forms of support are coordinated	With learning difficulties vs regular	2.693	0.021*
	With learning difficulties vs gifted	2.301	0.064
	Regular vs gifted	-0.644	1.000
Everyone is made to feel welcome	With learning difficulties vs regular	0.316	0.074
	With learning difficulties vs gifted	3.013	0.070
	Regular vs gifted	-3.140	1.000

^a Dunn's nonparametric comparison test
[^] p<0.01 → 99% Significance
^{*} p< 0.05 → 95% Significant

Table 10: Teaching and Learning domain indicators among the three populations (regular, gifted, and with learning difficulties)

	Minimum	Maximum	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value ^a	
Staff seek to	Regular	1	4	3.22	0.80	218.1	80.0	Positive	0.002 [^]

remove all barriers to learning and participation in school						3			*
	Gifted	2	4	3.50	0.68	259.10	87.5	Positive	
	With learning difficulties	1	4	2.78	1.07	169.94	70.0	Positive	
The school arranges teaching groups so that all students are valued	Regular	3	12	8.40	1.94	207.63	70.0	Positive	0.210
	Gifted	3	12	8.93	2.22	245.38	74.2	Positive	
	With learning difficulties	4	12	8.65	1.73	223.32	71.7	Positive	
Student difference is used as a resource for learning and teaching	Regular	3	38	9.05	2.49	213.98	75.0	Positive	0.044*
	Gifted	5	12	9.70	1.95	257.62	80.8	Positive	
	With learning difficulties	5	12	8.63	2.01	187.43	71.7	Positive	
Staff develop resources to support learning and participation	Regular	3	12	8.77	2.26	211.88	75.0	Positive	0.851
	Gifted	3	12	8.60	2.14	198.97	71.7	Positive	
	With learning difficulties	4	12	8.87	2.16	212.22	74.2	Positive	
Lessons are responsive to student diversity	Regular	6	24	17.62	3.45	202.80	73.3	Positive	0.075
	Gifted	11	24	19.10	3.42	255.17	79.6	Positive	
	With learning difficulties	7	24	17.79	3.27	207.40	74.2	Positive	
Lesson develop an understanding of difference	Regular	3	12	8.82	2.13	209.23	74.2	Positive	0.163
	Gifted	4	12	9.50	2.01	249.60	79.2	Positive	
	With learning difficulties	4	12	8.69	2.03	192.89	72.5	Positive	

Teachers are concerned to support the learning and participation of students	Regular	2	8	5.75	1.42	209.75	72.5	Positive	0.538
	Gifted	3	8	6.11	1.40	235.48	76.3	Positive	
	With learning difficulties	2	8	5.84	1.25	214.45	72.5	Positive	
Learning support assistants are concerned to support the learning and participation of all students	Regular	3	12	8.75	1.97	206.93	72.5	Positive	0.847
	Gifted	6	12	9.03	1.90	219.26	75.0	Positive	
	With learning difficulties	3	12	8.69	1.96	204.39	72.5	Positive	
Students are actively involved in their own learning	Regular	7	28	20.29	4.18	210.21	72.5	Positive	0.938
	Gifted	10	28	20.41	3.88	210.69	72.9	Positive	
	With learning difficulties	10	28	20.28	3.72	203.60	72.5	Positive	
Students learn collaboratively	Regular	4	16	12.37	2.22	207.76	77.5	Positive	<0.001 ^*
	Gifted	9	16	13.80	1.71	289.53	86.3	Positive	
	With learning difficulties	7	16	11.94	2.20	108.65	74.4	Positive	
All students take part in activities outside the classroom	Regular	3	12	8.39	2.28	207.85	70.0	Positive	0.829
	Gifted	3	12	8.60	2.25	219.07	71.7	Positive	
	With learning difficulties	5	12	8.65	1.86	215.57	72.5	Positive	
Assessment facilitates the	Regular	2	8	5.82	1.47	207.85	72.5	Positive	0.147
	Gifted	4	8	6.37	1.25	219.0	83.8	Positive	

achievement of all students						7			
	With learning difficulties	2	8	5.68	1.42	215.57	71.3	Positive	

^a Kruskal Wallis test
[^] p<0.01 → 99% Significance
^{*} p< 0.05 → Significant → Check next table for paired comparisons (Table 10A)

Table 10A: Paired comparison for indicators of teaching and learning domain using Post hoc

		Standardized Test statistics	p-value
Staff seek to remove all barriers to learning and participation in school	With learning difficulties vs regular	2.750	0.018*
	With learning difficulties vs gifted	3.347	0.002 ^{^*}
	Regular vs gifted	-1.874	0.183
Student difference is used as a resource for learning and teaching	With learning difficulties vs regular	1.434	0.454
	With learning difficulties vs gifted	2.495	0.038*
	Regular vs gifted	-1.890	0.176
Students learn collaboratively	With learning difficulties vs regular	1.464	0.429
	With learning difficulties vs gifted	3.895	<0.001 ^{^*}
	Regular vs gifted	-3.575	0.001 ^{^*}

^a Dunn's nonparametric comparison test
[^] p<0.01 → 99% Significance
^{*} p< 0.05 → 95% Significant

Table 11: Student Support and School Ethos Domain indicators among the three populations (regular, gifted, and with learning difficulties)

		Minimum	Maximum	Mean	Standard deviation	Mean Rank	Percentage (%)	Direction	p-value ^a
Students are equally valued	Regular	4	16	11.36	2.40	211.66	71.3	Positive	0.003 ^{^*}
	Gifted	7	15	12.34	2.02	267.86	76.9	Positive	
	With learning difficulties	5	16	10.48	2.42	170.18	65.6	Neutral	

Bullying is minimized	Regular	4	16	12.08	2.42	211.99	75.6	Positive	0.513
	Gifted	7	16	12.31	2.17	221.86	76.9	Positive	
	With learning difficulties	6	16	11.81	2.22	192.96	73.8	Positive	
Classroom discipline is based on mutual respect	Regular	3	12	8.58	1.92	208.40	71.2	Positive	0.382
	Gifted	6	12	9.17	1.60	239.35	76.7	Positive	
	With learning difficulties	5	12	8.80	1.81	216.18	73.3	Positive	
The school strives to minimize discriminatory practices	Regular	2	8	5.61	1.63	209.94	70.0	Positive	0.016*
	Gifted	4	8	6.33	1.06	264.63	78.8	Positive	
	With learning difficulties	2	8	5.29	1.59	185.55	66.3	Neutral	
Students help each other	Regular	5	20	15.07	2.76	205.62	75.0	Positive	0.172
	Gifted	10	20	16.00	2.39	246.02	80.0	Positive	
	With learning difficulties	8	20	14.89	3.05	193.75	74.5	Positive	
There are high expectations for all students	Regular	8	32	23.05	5.07	201.82	71.9	Positive	0.053
	Gifted	15	31	25.17	4.41	255.73	78.8	Positive	
	With learning difficulties	11	32	23.24	4.31	199.48	72.5	Positive	
^a Kruskal Wallis test [^] p<0.01 → 99% Significance [*] p< 0.05 → Significant → Check next table for paired comparisons (Table 11A)									

Table 11A: Paired comparison for indicators of Student Support and School Ethos Domain

	Standardized Test	p-value
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		statistics	
Students are equally valued	With learning difficulties vs regular	2.190	0.086
	With learning difficulties vs gifted	3.414	0.002 ^{^*}
	Regular vs gifted	-2.409	0.048 [*]
The school strives to minimize discriminatory practices	With learning difficulties vs regular	1.336	0.544
	With learning difficulties vs gifted	2.855	0.013 [*]
	Regular vs gifted	-2.404	0.049 [*]
^a Dunn's nonparametric comparison test [^] p<0.01 → 99% Significance [*] p< 0.05 → 95% Significant			

From: FLORIAN Lani <Lani.Florian@ed.ac.uk>
Date: April 25, 2018 at 8:25:57 PM GMT+3
Subject: Re: Index of inclusion

Dear Nidal

In the UK, local education authorities determine the indicators they will use but they are often guided by the standards set by the school inspectorate. This guidance is influenced by the work that was done on the Index for Inclusion but the index itself is not required.

The European Agency for Development of Inclusive and Special Education has developed some guidance on indicators and you can retrieve the information from their website.

Scholars in Australia have also done work on indicators for inclusion and you may wish to look at the work of Umesh Sharma at Monash University

Finally, UNESCO has published new guidance on inclusive education in 2017. This document is the most recent guidance I know of.

Hope this is helpful and best wishes with your work,

Lani

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On 21/04/2018 06:44, "Nidal Jouni (Student)" <naj14@mail.aub.edu> wrote:

Dear D.

Hope this email finds you well.

My name is Nidal Jouni and I am a graduate student at the American University of Beirut - Lebanon where D. Anies Al-Hroub is the chairperson of the education department and is my advisor too. I am working on my thesis about the impact of inclusion on academic and social-emotional functioning of the gifted, LD and regular students from their perception. For the indicators of student performance in an inclusive setting I am using the indicators of inclusion that were published in 2008 by the bureau of education in Hong Kong. When I contacted them they said that these indicators were developed based on the "Index for Inclusion : Developing Learning and Participation in Schools" (2000) written by Tony Booth and Mel Ainscow and edited by Mark Vaughan in the UK. D. Al-Hroub wanted me to make sure that no other indicators of inclusion were developed in the UK after 2008 to be sure that we are using the

latest copy(in Hong Kong the last version of the indicators was released in 2008, so if there is a more recent version in the UK we have to refer to it). As upon his request, and since you are one of the great experts in the UK he advised me to contact you, so I will be really grateful and thankful if you can share with me your knowledge on the topic and confirm what version for indicators or index of inclusion in the UK is recently used.

Your input is highly valuable to my progress in the thesis and I appreciate any added value to my work.

Best regards and thank you.

Nidal Jouni

Graduate student at AUB

nidaljouny@gmail.com

009613921428

Dear Sir/Madam,

Thank you for your email. The Hong Kong version of "Catering for Student Differences - Indicators for Inclusion" (2008) is the latest version of this publication. In writing the "Indicators for Inclusion", the "Index for Inclusion : Developing Learning and Participation in Schools" (2000) written by Tony Booth and Mel Ainscow and edited by Mark Vaughan was our major reference. During the process, a team of educational psychologists reviewed the descriptors in the "Index for Inclusion", selecting those which represent and are more appropriate to the Hong Kong scene. Adaptation of the descriptors was also made, where necessary. In this connection, you might wish to read the "Index for Inclusion" , too, please.

Best regards,
Doris LEE

From: R R <nidaljouny@gmail.com>
To: edbinfo@edb.gov.hk
Date: 12/04/18 16:16
Subject: Indicators for inclusion

Dear Bureau of Education

Hope this email finds you well

My name is Nidal Jouni and I am a graduate student at the American University of Beirut-Lebanon. I would like to know if your published indicators for inclusion 2008 are the latest version or there has been another one more recent? My second enquiry is how these indicators have been developed as I am using these indicators as a source to develop a questionnaire for

my thesis on the impact of inclusion on the academic, social and emotional functioning of the gifted, regular and students with learning disabilities from their perspectives.

I am really thankful if you can help me on this and wish you all the best with the tremendous efforts you are doing in the domain of special education.

Nidal Jouni