

Chapter 34: Inclusive Education for Special Education Students with Intellectual Disabilities

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Abstract: One of the many models that could improve the system of the Ministry of Education in the Kingdom of Saudi Arabia is the implementation of comprehensive, inclusive education. Moreover, in line with the Kingdom's 2030 vision, inclusive education includes education for students with intellectual disabilities and autism spectrum extremes in appropriate general education classes where they are viewed as valuable members of the class and receive the support and services they need to succeed. The goals of inclusive education are to facilitate admission, affiliation, and tolerance among students without disabilities and enable all students to receive high-quality, standards-based education. The objectives of this review are to identify research-based practices that enhance positive academic, social, and behavioral outcomes for students in comprehensive classrooms, to analyze methods and issues in research, and to identify teachers and social schools which affect the use and study of management practices in a comprehensive class. Classroom management practices are defined as teachers' actions to create an environment that supports and facilitates academic and social emotional learning. The students will be merged in different ways, some of which are full merger while some are partial merger. This will be based on the level of disability and behavior. Quantitative criteria will be applied to measure student outcomes with qualitative data taking into account the opinion of teachers and parents.

1 Introduction

Special education in Saudi Arabia saw further development between 1987 and 2000, and the total number of special education schools increased to 54 from 27. The Department of Special Education has opened special education schools within public schools for students with mild to moderate intellectual disabilities, mild to moderate autism disorders, and hearing impairments (Al-Mousa, 2010). The students have **received** special education services through these special classrooms as educational placement. Special education classrooms for students with mild to moderate disabilities including intellectual disabilities, autism, and hearing impairments have continued to be opened in select public schools. In fact, today across the country approximately 746 public schools have special education classrooms for students with mild to moderate disabilities as well as 47 programs for students with mild to moderate autism disorders (Al-Mousa, 2010). Inclusive education is one of the recent things that may improve education system in Saudi Arabia. For instance, each student with disabilities will find a school in his or her neighborhood provide special education program that they can integrate in.

“This is the Monster. No, this is the evil.” Over the past 5 years, these words have stuck in my brain. Unfortunately, I heard this phrase at an elementary school which has a special education program. One day when I was in the school yard, there was a student with intellectual disabilities sitting on the ground. There were many students around him shouting bad words at him. Some were even hitting and pushing him. Suddenly he stood up and started to attack them while yelling at them. They ran away from him and said the quote above. Then I took the kid with disabilities to the school office. He was angry, upset, and scared. I asked myself many questions. Why did the kids do that? Why did the special needs student react like that? How can I stop problems like this in the future? What caused this problem? Since that time, I

have been thinking about many solutions that may reduce this problem of segregation in Saudi Arabian schools.

Special education students with intellectual disabilities are physically integrated with non-special needs students. However, they are separated socially. They don't interact with other students. That is why they don't obtain enough experience from the school community in terms of social interaction. This is the most serious problem that we have been facing with our intellectual disability students. From my experience in American schools, the students with disabilities get as much as they can from the school integration. They interact very well with the regular students. The regular students even act as mentors or guides for the students with disabilities. To support this integration, some questions need to be asked. For instance, how to integrate students with disabilities in regular classrooms? What the benefits are of integrating the students? What the process of this integration looks like? Who should we integrate and who we should we not? What the extra services will provide to special education students with disabilities to achieve inclusive education? how to create a teacher development program to introduce teachers to the idea? As a result, this research will discuss inclusive education, which is everyone regardless what kind of challenges or disabilities can study at the public school, whether he or she spends entire or part of the school day with non-special need students. Applying this idea to Saudi Arabian schools is important to improve the education and achieve the inclusive education requirements.

2 Literature review

History of Inclusive Education

For more than 25 years, developing countries have implemented inclusive system in their education and they have achieved their goals successfully. Malki and Einat (2017) state that it is better to include students with intellectual disabilities be with non-disable students in the classroom. Moreover, many different countries across the world have implemented practices and regulation preferring inclusion education for kids who suffer from intellectual disabilities. Finland is a good example of these countries, as all intellectual disabilities kids have been admitted in regular education since 1998. Another example is that the USA has implemented legislations favoring the integration of intellectual disabilities students with regular students. When it comes to education is Saudi Arabia, in 2001 some students with mild and moderate disabilities have been integrated into general public school. However, some other students with intellectual and autism are separated and placed in special institutions. Since 2017, the department of special education in Saudi Arabia has been trying to apply inclusive education system in some public general schools as many developing countries do. Across the globe, students with disabilities are increasingly educated alongside their nondisabled peers in a practice known as inclusion. Inclusive education clearly appears in a number of international statements, education system and national laws. These policies, coupled with the efforts of advocates for the rights of persons with disabilities, have led to an essentially increase in the number of Pupils with disabilities who receive schooling alongside their non-disabled peers.

Definition of Inclusive Education for Students with Intellectual Disabilities

“Inclusion is educational environments for students with disabilities range from a complete denial of formal educational services to equal participation in all aspects of the education system” (Hehir,2016). However, according to the American Association of Intellectual and Developmental Disabilities, “intellectual disabilities is considered by important restrictions in

both academic functioning and adaptive performance as stated in theoretical, social, and practical adaptive skills. The disability displays itself before the age of 18”.

Saudi Arabian education has identified inclusive education as, Teaching students with moderate and minor disabilities in general education **schools** (not in regular classes) appropriate for their ages, regardless of the type of disability. And providing support services for them. Every student with a disability deserves a monetary reward throughout the period of study at all school levels. The ministry of education has adopted the inclusive education for special needs students since about 4 years ago (Al-Mousa,2010).

Inclusive education benefits.

Inclusive education can provide academic and social benefits for students with disabilities and students who do not suffer from disability, as well as increase their ability to establish social relationships and friendships and be more successful. Many parents believe that their children who study with regular students will have negative grades and will affect their academic progress. Researches have proven the opposite. Students who receive education alongside with their colleagues with disabilities have made better progress in academics achievement, socially, and emotionally. Teachers in inclusion schools usually look for diversity in providing lessons in proportion to the individual differences of students and therefore you see that a student with no disability gets a distinct quality of teaching from them that contributes to improving educational outcomes in the short and long term. Studies in the United States of America have proven that students with intellectual disabilities, especially students with Down syndrome, have an academic achievement in mathematics and language and socially aspects higher than students receiving education separately (Dr Hehir, 2016).

Implementation plan

The Ministry of Education in the Kingdom of Saudi Arabia seeks to develop education in various ways in line with the Kingdom's 2030 vision. Inclusive education is one of the many models through which the Ministry develops the educational system in the Kingdom. In this project, I attempt to achieve comprehensive education in the Dammam Educational Administration Schools. This is by integrating students with intellectual disabilities such as Down syndrome, as well as students with autism, in regular classes with non-disabled students. This merger aims to achieve some academic and non-academic goals, whether for students with intellectual disabilities or students without disabilities or learning difficulties.

The non-academic goal are as follows: 1) Upgrading the academic level of students and improving educational outcomes. 2) Benefiting from general education curricula besides the individual educational plan. 3) Equal education for all students, regardless of their disability. Other goals: 1) Real social communication in a healthy educational environment and achieving the goals of inclusion. 2) Educating general education students as well as teachers on how to deal with students with intellectual disabilities. 3)Preparing students with intellectual disability to gradually integrate into the external society. 4) Preparing students with moderate and mild intellectual disabilities to rely on themselves in a manner commensurate with the level of disability.

Working with students that have intellectual disabilities in regular classes requires the presence of a specialist in special education or a general assistant for each student or two, depending on the type and level of disability in order to provide academic assistance and behavior control. Students with intellectual disabilities and autism will also be included in

some academic lessons such as science, social education, sports, arts, and music. They will receive basic subjects such as mathematics, reading and writing in special classes within their individual educational plan. Thus, students will get a balance between achieving the goals of integration and obtaining education appropriate to their needs, each one according to his capabilities. Such educational practices are applied at Frank Bergman School in Manhattan, Kansas, USA.

Objective	Activities	Goals	Target audience	Period	Timeline	Responsibility
To provide inclusion education idea in Dammam schools	Presentation + examples from USA schools	Convince the responsible people of the importance of inclusion	Head of the department of special education. Special education supervisor in Dammam.	2 days	During summer before starting the school year 2020-2021	School district in Dammam
To train main and special education teacher on knowledge and skills which important in inclusion classroom	Intensive training program + workshop	To collaborate to success inclusion classroom. How to deal with special needs students in regular classroom	Special education teachers and main teachers	2 weeks	First 2 weeks of school 2020-2021	School district in Dammam.
To integrate students with intellectual disabilities in regular classroom	Initial orientation	To equal education	Students with intellectual disability and students without disability	One semester	First semester	Special education department in 2 chosen Elementary schools in Dammam

Evaluation plan

The inclusion education has been implemented in many countries around the world. Here in the USA, some schools use the inclusion education and the teachers are happy with the

students results. Moreover, in my project I discuss how to integrate students with intellectual disabilities and autism spectrum disorder in regular classrooms. However, this integration will be different with some students integrating partly while some will spend most of the school day in a regular classroom.

Evaluating the success of inclusive education implementation will use some of the sample questions provided for general education teachers and special education teachers as well as all the team working in the individual educational plan. I will prepare these questions before we start this program. Some of these team members include a speech therapist, a psychologist, a counselor, and a principal. Here are some questions, 1- identify your role? Special education teacher or general teacher or related service provider? 2- special education and general education teachers are equally informed about procedural and curriculum issues? Agree or disagree or n/a There will also be another form of questions presented to parents in the form of a survey. Here are many examples for the questions format 1- in which grade is your child currently in ? 2- identify the level of support that your child receives within the school? Instructional support from an educational assistant in the class. Or instructional support from the resource teacher. Or support from a child & youth worker. The other part of the plan is to follow the students' midterm and final test results, adapt them, and have the students interact with each other whether inside the classroom or in additional activities such as break time, lunch time, or in the morning lineup and participate in school radio as well as other various activities. There will be a behavior follow-up model for general education students and/or special education students with intellectual disabilities and autism.

The cornerstone for evaluating this project are teachers, both general education teachers and special education. Parents are also very involved with the process so they will have their own survey to evaluate results more accurately. Here are some examples of surveys that will be applied to obtain the results of applying comprehensive inclusive education in two primary schools in the Dammam region in the Kingdom of Saudi Arabia.

3 Results

In inclusive education, teamwork is extremely important to achieve the best results. The inclusive education program is expected to appear in the schools participating in the project by integrating students with intellectual disabilities into general education classes which will produce better academic outcomes that will appear in average of tests results that is will be 5% increased. That because the regular students will receive support from teacher assistant or special education teacher Alon side with main teacher at the regular classroom. And will work towards social integration between persons with intellectual disabilities and others.

If positive results are achieved, the project will to include the largest possible number of schools. After that, it will be generalized in the educational administration of the region. If the results are negative, we will take some strategies to improve the results and achieve the vision of the Kingdom 2030 through it. For example, we will try merging special education students with only minor intellectual disabilities into the regular education setting while including students with intermediate disabilities in some of the additional programs the school has made for regular students. This changes the approach to using much smaller steps in the beginning as opposed to taking large steps to achieve integration sooner.

4 Conclusions.

The Ministry of Education in the Kingdom of Saudi Arabia has endeavored to provide many services for the development of special education and is still providing much. The Department of Special Education is always supportive and adopting ideas that would add or develop services provided to students with special needs.

Inclusive education in the Kingdom of Saudi Arabia will be one of the bright examples around the world that can develop and support this model in order to appear in the best possible way. However, the academic and social outcomes of students - with intellectual disabilities and students without disabilities - will improve and we will have a coexistence community of all walks of life, regardless of disability.

Moreover, we will have an educated, self-reliant and non-consensual generation to integrate into society and they will be able to find a job that fits its capabilities and abilities. In my view, this is the biggest Result that society can obtain due to the implementation of inclusive education. In this way, we are required to apply inclusive education as soon as possible to obtain its results and achieve its goals in line with the Kingdom of Saudi Arabia 2030 vision.

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